



# **IMPROVING STUDENT LEARNING**

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**A Self Study for:**

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

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

**This Self Study was prepared in the 2018-19 school year**

## Preface

The following self-study document acknowledges the dedication of the community of St. Matthew Catholic School in support of its students to Days of Obligation such as All Saints give students, staff, and the greater community the opportunity to celebrate our faith. Students have an opportunity to humbly serve others as they participate in various service projects throughout the year.

St. Matthew Catholic School maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. This partnership is maintained through regular written and verbal communication, which include phone calls, emails, conferences, report cards, newsletters, Monday Minutes, the principal's blog/Friday Five, Walnut Street Journal, and one-on-one discussions. In addition to this, SMCS maintains this partnership through special events throughout the course of the academic year. These include family events, Back to School Night, education nights, performances, Mass, prayer, and Special Friend's Day. Parents play a fundamental role in the spiritual development of their child's religious education. Parents help their children to memorize prayers. Even though some grade levels send home activities and handouts to review with parents and communications are sent about the Religion curriculum, teachers would like a new curriculum that has more of a school-home connection.

Faith formation opportunities are provided for parents. Families within our program who wish to volunteer are required to complete the Called to Protect/Armatus training. This training is designed to both educate and demonstrate to families the overall mission and values of SMCS in keeping children safe and healthy. In addition to this training, families are welcomed to celebrate the school's mission and Catholicism by attending our weekly Masses with their children, being a part of our daily school prayers, and sending in prayer intentions and suggestions. Families are also invited to be a part of our Parent Club which sells our Advent candles and Wreaths.

With Jesus Christ as its example, SMCS is developing a service-oriented outreach program; there are numerous school-wide service opportunities, but classroom-specific opportunities are limited. Students have opportunities to humbly serve others daily by taking out each classroom's recycling and cleaning lunch tables, as well as taking care of recess equipment. Second grade students create "birthday crowns" for students in preschool as a way to recognize that all students are made in the image and likeness of God. By meeting with their "buddy classes" throughout the year, students will also serve as models of Jesus. Students also show care for God's creations through cleaning up the school grounds and taking the Gardening Elective in Middle School. Seasonal opportunities for students to serve the greater St. Matthew Community include partnering with the Religious Education Program by creating Thanksgiving Baskets for families in need as well as partnering with St. Vincent DePaul to "adopt" a family during the Christmas season. A Lenten service project is also chosen for the entire community to participate in each year. These are positive steps toward a more formal service learning program, but a foundation of age-appropriate, ongoing activities to help students serve their community live, learn, and serve with the compassion of Christ. St. Matthew Catholic School has served the community of Hillsboro for over 100 years with a passion for nurturing the whole child: spiritually, academically, and emotionally. In order to maintain this legacy, the community of shareholders engages in ongoing reflection, evaluation, and change. This is both physically, through the growth and change of the campus, and educationally. Research-

based methodology and data analysis allow the faculty and staff to stay abreast of the best instructional methods to meet the needs of the students. An increase in technology, a focus on STEAM education, and backwards planning, among others, have become areas of focus. Through all the change, there remains one constant – academic and spiritual growth of all students.

As “one community growing in Christ,” St. Matthew aims to wrap its arms around all who enter. It is a welcoming, loving, and supportive community in all respects. 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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## 2018-2019 Staff List

Aristizabal, Diana	Spanish
Auction Office	Auction
Baker, Christine	1st Grade
Blem, Kelsey	Viking Club Assistant
Brower, Heather	Marketing/Development
Butterwegge, Beth	Title I/Title III
Carter, Wayne	Accounts Payable Clerk
Cooper, Jennifer	Middle School LA/8th Grade Religion
Curbow, Thi	Preschool Assistant
De Loa, Efren	Maintenance
DeFrancia, Mary	6th Grade HR/Middle School Math/ 6th & 7th Social Studies
Dern, Jenny	2nd Grade
Dunn, Jenn	InstructionalAssistant/Library
Dunn, Paula	Administrative Assistant
Duyck, Sr. Mary Peter	Learning Support
Faculty Lounge	Faculty Lounge
Farr, Annie	Counseling/Learning Support
Fifer, Margie	Music
Gill, John	PE/Health
Hamlin, Janet	Kitchen Manager
Kemp, Stacey	8th Grade HR/Middle School Science/STEM Coordinator
Kemper, Doreen	Accounts Receivable Clerk
Keys, Christa	4th Grade
Lindell, Lesley	Principal
Loredo, Gilbert	Custodian
Nelson, Jamie	Viking Club Assistant
Nelson, Julie	Pre-school AM Teacher/Preschool & Viking Club Program Director
Noradki, Eileen	Math Specialist
O'Malia, Becky	3rd Grade
Rivas, Kara	5th Grade
Rooney, Katie	Preschool Instructional Assistant
Smith, Becky	Business Manager
Stonier, Amanda	Kindergarten
Trigo, Cassandra	Viking Club Assistant
Weaver, Tracey	Viking Club Director
Wood, Bev	Art Literacy
Yazzolino, Jaymi	7th Grade HR/Middle School Math/ 6th & & 7th Religion

## **CHAPTER 1 – INTRODUCTION**

### **A. HOW THE SELF STUDY WAS CONDUCTED**

The Accreditation Leadership Team for St. Matthew Catholic School was originally created in the spring of 2018, consisting of the principal and three teachers, two of whom also served as vice principals. All attended the Archdiocesan training on the Improving Student Learning Protocol in the spring of 2018. Just after this point, the principal was hired on at another Archdiocesan school, and a new principal was hired who had just served as co-chair of the leadership team at her previous school. Prior to leaving, the previous principal conducted surveys to hand off to the new principal. In the midst of this change, two members of the leadership committee stepped down and were replaced by two other teachers on staff.

The new team reviewed the protocol and suggested timelines in the summer of 2018 and developed a plan for sharing an understanding of the factors with the staff. In the spring of 2018, the prior principal took the staff through the review and revision of the mission, philosophy, and SLEs. The new principal reviewed these changes with all shareholders in the fall of 2018. Slight changes to the SLEs and mission were rolled out in the fall. However, after living with these changes for many months, the mission was reviewed and revised by faculty and staff in the spring of 2019. This final version was again reviewed by all shareholders and was prepared for rollout for the fall of 2019.

In the fall of 2018, faculty and staff were divided into work groups and assigned factors. Groups met on a work day to create a rough draft for each of their assigned factors. The rough drafts were then shared for review with all faculty and staff. Each was reviewed at staff meetings throughout the fall of 2018 to go over proposed additions and changes as necessary. These were then shared by the principal with SAC, Parent Club, parish staff, parish councils, and the community at large for feedback. No changes were made by these groups, but they did propose some additions, which were added as necessary.

Over the winter of 2019, the leadership team met to review the work that had been done on each factor in order to finalize the factors and also discover patterns that were coming forward for potential goals. The team presented a list to the principal and discussed possible goals as they relate to student achievement. This list was then presented to faculty and staff for discussion at a staff meeting. Groups were again created and tasked with writing the action plans for each critical goal. These action plans came back to the leadership team for review and revision before the principal took them to the shareholders.

The final document was compiled and shared with several interested shareholders who gave further input and review throughout the summer of 2019.

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

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

St. Matthew Catholic School involved shareholders in all aspects of the Self Study. In the spring of 2018, the mission statement and SLEs were revised by faculty and staff under the direction of the prior principal. This work was reviewed in the fall of 2018 with the new principal and brought to SAC and Parent Club for their review. Changes were then communicated with the larger

community through new posters around the school, mentions in the school newsletter and parish bulletin, posting on the school website, inclusion in the parent/student handbook, and review at parish council meetings. After hearing feedback from some of the shareholder groups throughout the year, the mission was reviewed again by faculty and staff in the spring of 2019. The changes were brought to leadership councils for school and parish, and were adopted in the summer of 2019.

While the SLEs largely remained unchanged, the wording was altered to make them more student-friendly. These changes were highlighted at all-school hall prayer with students in grades 1-8. The Kindergarten students were simply introduced to the SLEs as they went through the year. In addition, new pictures were created for each of the five aspects of the SLEs in order to have more consistent and clear visual representation of the SLEs, particularly for use with the younger students. Also at hall prayer, the students began saying the vision statement of the school daily in the fall of 2018. All of these were presented to shareholders at meetings throughout the fall of 2018 and were included in various methods of communication from the principal as well.

New methods of highlighting the SLEs with the students were also created during this time, to include Viking Valor tickets, the SLE Hall of Fame, and recognition of students for displaying the SLEs in classrooms. While some of these methods were more effective than others, all were reviewed with SAC and Parent Club for their effectiveness throughout the year. Parent input was continually sought, and programs were updated as implementation continued.

Shareholders were continually involved in the process of the Self Study as the principal took portions to meetings and shared progress in updates. The Action Plans were reviewed by SAC, Admin Council, and Parent Club. In the fall of 2019, a timeline will be created by the leadership team for implementation of the Action Plans. Updates on progress of these Action Plans will be included as a regular part of the principal's report to all shareholders.

#### Evidence:

- Mission and SLE revision (2018 and 2019 review)
- SAC minutes
- Newsletters
- Staff Meeting minutes
- SLE poster revisions

## **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, SMCS 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 preschool 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 Catholic School. A preschool was built in the spring and summer of 2011, with classes beginning for both three and four-year-olds in the fall of 2011.

With the community of SMCS constantly looking toward employing future-thinking, data-driven educational techniques to better serve its students, it became evident that a better Science lab would be needed to further deliver quality STEM education. The community generously surrounded this endeavor, and a state-of-the-art lab was first used by students in the fall of the 2015-2016 school year. Ever honoring the 100+ year tradition of those who have come through St. Matthew Catholic School, the community looks to honor its legacy while continuing to find ways to update and innovate the facilities and instructional methods to become a school of the future.

In 2000, the Missionaries of the Holy Spirit (MSPS) arrived at St. Matthew to serve the parish community. St. Matthew continues to be an Archdiocesan parish and school that the MSPS generously serve. The Missionaries live in community and serve the parish with three priests. The presence of the MSPS at St. Matthew has added a wonderful model of faith for the students and families of the parish through their joyful charism of embodying the Holy Spirit and living out the tenets of Social Justice in the world.

SMCS is fortunate to maintain high numbers of students who are Catholic, with yearly averages living in the low to mid 90<sup>th</sup> percentile. While the community always benefits from its non-Catholic students and families, there is something special about the living embodiment of Catholicism on the SMCS campus, likely due to this large percent of Catholic students/families. Many of the families come from the home parish, but SMCS services students from the several surrounding parishes without schools: St. Alexander, St. Anthony, St. Juan Diego, St. Elizabeth Ann Seton, and St. Edward.

The SMCS community is ethnically diverse, with 40% of its students reporting as Hispanic or Latino. In reality, this number is likely higher, as several of our families have self-reported their desire to not mark Hispanic/Latino on the form despite personally identifying as such. Racial diversity is also quite high, with 33% of students reporting races other than white to include Asian,



American Indian/Native American, Black/African American, and multiracial. This trend has risen slightly since the last Self Study in 2012, and is more reflective of the parish, which is almost 50% white and 50% other races. SMCS has made specific attempts to reach out specifically to the Hispanic/Latino population in the Hillsboro area by attending the Latino Fair each spring, translating more materials to make them accessible to the Spanish-speaking populations in our local parishes, and having several members on staff who speak Spanish.

The ten-year school population shows a trend of decline, with slight plateaus over the past six years. This is likely due to the three changes in principals during this time. In exit interviews, the two most noted reasons for leaving are financial and the appearance of a decline in the academic program at the middle school level. During the most recent change in administration, these were noted and immediately brought to both staff and SAC. Both groups have been working toward changes in these areas to help retain more families in the future and will look at data over the coming years.

In order to work toward reaching marketing goals and increase enrollment, a full-time marketing/development/advancement director has been added to staff. This position has changed in her five years on staff as both goals and parish development staffing has changed. While attempts had been made prior to 2018 to track marketing efforts, no hard data began to be collected until the 2018-2019 school year. As this data is collected, and more people work toward advancing these goals (administrative staff, parish staff, and volunteers such as SAC and a new Alumni Coordinator), efforts will be reviewed and revised as necessary. In addition, the explosive growth of the Hillsboro community will need to result in new initiatives to reach out to the new population. Currently, social media is used to reach out to a new millennial population of parents, but could be done more consistently and effectively. These efforts continue to be reviewed by SAC and other shareholders in order to make sure they are streamlined and worthwhile. Bulletins of all the local parishes are used to put updates about St. Matthew Catholic School, but feedback from parish members is that they would like to see more of these items. Leadership teams of the parish have heard this feedback and continue to try to pinpoint what would be most worthwhile to the parishioners. Attempts to reach out to Religious Education parents are made yearly, but this could be done more dynamically, which is reviewed by both SAC and Admin Councils yearly.

The mission statement, philosophy, and Schoolwide Learning Expectations (SLEs) provide the foundation for the Catholic identity of St. Matthew Catholic School and its vision to nurture the whole child to live, learn, and serve with the compassion of Christ. The SLEs support this mission and drive instruction at SMCS. In addition, a yearly theme is chosen by the administration and staff to further the work of the SLEs and connect the students to the charism of the MSPS. The pastor, associate pastors, and principal work to make a strong connection between these items and all forms of prayer throughout the year, including the weekly School Masses. The dedicated staff work daily to encourage humble service, effective communication, academic excellence, respectful role models of Catholic values, and critical thinkers. These SLEs are a part of the long-range planning, student assessment, and drive daily instruction. Our parents rank academic excellence, Catholic values, and faith formation as the top three reasons they send their children to St. Matthew Catholic School. Each year, about half of the graduates go on to attend Catholic high schools. Of these students, all report being well-prepared for high school. The graduates who attend public schools also feel well-prepared for high school, but also report being grateful for the strong moral formation they received at St. Matthew. While parents report being largely happy with the quality of education at St. Matthew Catholic School, it should be noted that the faculty

and staff continue to engage in professional development to pursue excellence in teaching that will result in a highly effective education for all students.

SMCS has been fortunate to have a strong tradition of financial and spiritual support from the parish community and school families. This support allows the faculty and staff to continually look to offer a variety of programs to nurture the whole child. Band is offered four mornings a week for 4<sup>th</sup> – 8<sup>th</sup> grade students at both a beginning and intermediate level. All students K-8 participate in music, physical education, and Spanish classes. K-5 students also get to visit the Library weekly. Technology is important at SMCS, with a variety of hardware to include laptops, Chromebooks, iPads, mini iPads, 3D printers, Makey Makeys, Spheros, circuit boards, Lego Robotics materials, Snap Circuits, and more. These materials are continually being integrated into the classroom, with encouragement to share successes and learn from both one another and professional development opportunities. A Title I program services roughly 25 students a year to further support reading instruction, along with the roughly 45 students who are able to eat free or reduced price lunch daily. Title III supports many of the SMCS students through the Hillsboro School District. The faculty and staff of SMCS are well-educated, most of whom hold Masters degrees. Three part-time instructional assistants support the elementary grades. Math is supported through a math specialist who works with 2<sup>nd</sup> – 5<sup>th</sup> grades. A Learning Support program allows those students on IEPs, ILPs, and 504s to be supported. In addition, a counselor is able to serve any Pre-K – 8<sup>th</sup> grade student whose parents feel they may benefit from her services. As needs continue to grow within the student population, and in line with the mission to nurture the whole child, programs will continue to be reviewed and added as necessary. For the 2019-2020 school year, it has been identified that more students could benefit from reading support, so a reading specialist will likely be added to staff. High quality professional development will continue to be sought, particularly through the Title II and Title IV funds offered through the Hillsboro School District.

Assessment is an important piece to planning for instruction for students at St. Matthew Catholic School. Faculty review and analyze data from STAR Testing, reading assessments, in-class formative and informative assessments, and teacher observations. With this data, teachers may identify a student as needing an individual learning plan. This process begins with targeted data collection in collaboration with the classroom teacher, learning specialist, principal, and other staff as needed. Should data show an academic impact, the student is referred to the Hillsboro School District for further testing. Depending on the results of this process, a student may be placed on an IEP by the district, or referred back to St. Matthew for the creation of an ILP. Teachers regularly monitor how all students are progressing, but particularly make note of those students who might be in need of differentiated lessons. Faculty work hard to try to provide instruction that meets the needs of learners along the spectrum. SMCS students continue to show growth through their STAR Testing, making appropriate growth in one year's time.

St. Matthew Catholic School has strong support from all shareholders of the school and parish, including the pastor and principal. The mission and strategic plan drive the budget, which is thoughtfully planned and followed to ensure a strong financial future for SMCS.

Evidence:

- Appendix A
- NCEA reports
- STAR Testing

- SAC Minutes
- Title I, II, and III data
- Strategic Plan

## **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. Action plan goals are reviewed annually and intervention strategies are addressed and implemented as necessary. 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 in order to nurture the whole child to live, learn, and serve with the compassion of Christ.

At the previous accreditation visit in the fall of 2013, the Visiting Committee found evidence to support the following three target goals: 1) St. Matthew Catholic School will increase student engagement into core content areas; 2) St. Matthew will increase student achievement in expository writing across all grade levels; 3) St. Matthew School will increase achievement in all Social Science strands through the implementation of UBD curriculum units.

The principal and pastor worked in conjunction with the School Advisory Council (SAC) and all shareholders to continue to monitor the progress of a five-year strategic plan for St. Matthew. The five-year strategic plan was put into place in 2014, and is reviewed each year by the school staff, SAC, and other shareholders in order to stay focused on the overall mission and goals of the school. This document drives the budget and considers the academic and spiritual needs of the students. As it is a dynamic document, St. Matthew Catholic School will embark on a thorough review and adjustment of the plan during the 2019-2020 school year in order to embrace a new five-year extension that will carry SMCS into the future.

Goal #1 of targeting increased student engagement into core content areas was addressed and tracked through teacher work samples and student questionnaires. In the fall of 2015 two representatives from the school attended a Project Based Learning (PBL) conference in Atlanta. They became trainers and lead the staff in the process of creating PBL units, which were implemented by teachers K-8 in the classroom throughout the winter and spring. Students involved in these projects voiced their ideas and interests, worked together collaboratively, and produced authentic products based on those ideas/interests in an age-appropriate manner. Technology was often an integral part of this process. Staff members have been asked to reflect upon this teaching and learning experience to figure out if they would like to incorporate this strategy again in the future. Technology integration has not only been a part of PBL but also of lesson planning in general. Staff has been helped in this endeavor by the purchase of additional “hives” and a more powerful router to support a high level of wi-fi use. The middle school is now 1:1 with Chromebooks. Teachers were encouraged to attend local professional development activities that would support the active engagement of students. Elementary teachers attended a STEM-focused

curriculum workshop and reported back to the staff with valuable information and resources. Middle school teachers sent out surveys and asked for input from the students on what kind of elective classes they would like to have available. The students were given choices and able select classes that were of interest to their individual personalities.

Goal #2 of increasing student achievement in expository writing across all grade levels was addressed in several ways. Teachers reviewed writing samples for incoming students using end-of-year expectations from the previous grade level. Upon evaluation, the train-the-trainers program for instructional assistants and parent volunteers in expository writing was modified. Due to the difficulty of finding parents to commit to the program, the action item has been modified to focus on the training of peers, the learning specialist, and instructional assistants. Rules for writing, information on the writing process, and self- and peer-assessment are taught to students in class by their Language Arts teacher, who also communicates writing information with instructional assistants (if assigned to the class). The learning specialist works closely with teachers to assist students in need of extra help with writing assignments. Teachers have been working in grade level groups assessing in-depth the writing process to make sure that there is a consistent horizontal and vertical alignment. To ensure this consistency, a PLC was created in the 2017-2018 school year to look at a variety of rubrics for assessing writing along content standards. The group settled on a comprehensive rubric based on the core curriculum standards and set about sharing these with students. Binders were created to monitor writing samples and PLC time was dedicated to the process. Several writing samples were collected from students and assessed in PLC groups along the new rubrics. Continued writing will continue to be collected to show growth across all grade levels and also to increase scoring consistency throughout the staff, instructional assistants, and learning specialists.

Goal #3 of increasing achievement in all Social Science strands through the implementation of UbD curriculum units has been reviewed and assessed through the use of Atlas Rubicon. Teachers have curriculum mapped the social science strands while integrating with Language Arts. 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. In their use of Atlas Rubicon, faculty are able to collaborate with one another and teachers from other schools to gain ideas and feedback to strengthen their own planning and ensure all curriculum standards are being addressed. With these tools, teachers were able to better focus student learning on the essential content standards as well as reinforce reading and writing across the curriculum. The principal can view all teacher Rubicon units/lessons online and has access to all units/lessons as they are submitted during the year.

Faculty communicate the progress of students through parent/teacher conferences in the fall where students participate in communicating their progress toward the SLEs and in specific content areas, either by attending the conference or completing self-assessments prior to the conference. At this time, STAR Testing data is also discussed with parents. Winter and spring conferences are held as needed or desired by parents or teachers. St. Matthew Catholic School uses a schoolwide information and reporting system, *Renweb/FACTS*, that parents can check at any time to see how their students are performing academically. Teachers make themselves available through email, phone calls, and through 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.

Evidence:

- Previous Self Study and Report of Findings
- Annual reports to WCEA/Department of Catholic Schools
- RenWeb reports
- STAR Testing data
- PBL and STEM units
- Writing binders/rubrics
- Writing samples
- Atlas Rubicon units

## **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.*

#### **VISION**

“One community, growing in Christ.”

#### **MISSION**

“Guided by the Holy Spirit, St. Matthew Catholic School nurtures the whole child to live, learn, and serve with the compassion of Christ.”

#### **PHILOSOPHY**

In partnership with parents, St. Matthew Catholic School and community value the ongoing academic and spiritual development of its students. A varied and challenging educational program encourages students to use their unique gifts to reach their full academic, spiritual, and social potential. As a Catholic school, we teach morals and values of the Catholic faith and provide an array of opportunities through which students can live by the example of Christ to humbly serve others.

St. Matthew Catholic School (SMCS) has assessed its Catholic Identity by improving the spiritual formation of its students, staff and parents. The school has a mission statement and philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life. The “Guided by the Holy Spirit” in the mission refers to the Missionaries of the Holy Spirit (MSPS), the religious congregation of men whose mission is the “same one of Jesus who was sent to save us and sanctify us through the gift of his Spirit.” These brothers and priests have helped to guide students, staff, and parents of SMCS to live in the image of Christ for 18 years. Both the mission and philosophy highlight the ongoing spiritual and academic development of its students. Staff and parents partner together to teach the morals and values of the Roman Catholic faith and provide opportunities for students to use their unique, God-given gifts to live by the example of Christ, especially in service to their peers, school, and church community.

Students strengthen their faith through prayer, sacraments, and liturgical celebrations. Opportunities in the school day to live out the school’s philosophy of ongoing spiritual development include daily prayer every morning as a school and at lunch and at the end of the school day as a class. Through these prayers and instruction in Religion classes, students are taught the morals and values of the Catholic faith. In addition, students live out this philosophy through sacraments when they celebrate weekly Mass on Thursdays, Reconciliation twice a year, and Adoration. SMCS recognizes and supports students as they receive Sacraments of Initiation such as Baptism or First Holy Communion whether at St. Matthew Catholic Church or other local parishes. During Liturgical Seasons such as Advent or Lent, students participate in additional activities like the Christmas Program and Stations of the Cross. Feast days like Our Lady of Guadalupe and May Crowning and Holy is needed.

Students, parents, and teachers serve the St. Matthew Catholic School and Church community. After the previous accreditation, a middle school service program was created to encourage and support students in grades 6-8 to serve their church community and the greater Portland metro area. The school partners with the parish to provide opportunities for service that include altar serving, cleaning the pews, organizing missalettes, and volunteering at fundraisers. Parents are encouraged to facilitate service outside of the parish community. Sixth grade students serve a minimum of 5 hours each academic year, seventh graders volunteer for a minimum of 7.5 hours, and eighth grade kids complete at least 10 hours. The staff would like to see this minimum be increased to better transition students to the requirements of Catholic high schools. Since its creation in 2013, middle school students have served their school, church, and greater community with a vast number of hours. In 2017-2018 alone, they volunteered for 1,320 hours! In addition to supporting their children in this endeavor, parents are required to serve the school and church community for a total of 35 hours, which includes 15 devoted hours to the auction and 20 other share hours. Single parents or staff members are required to complete half of these hours for the year. Teachers are not required to serve but are highly encouraged to do so. They often give of their time, talent, and treasure to home parishes and in service to St. Matthew Catholic School and Church outside of school hours.

St. Matthew Catholic School includes signs, sacramentals, traditions, and rituals of the Roman Catholic Church in the schools culture. Pictures of Pope Francis, Archbishop Sample, Mary, the Saints, prayer corners, crucifixes, and pictures of the founders of SMCS, are highlighted throughout the school. Seminarian posters from the Archdiocese and the Missionaries of the Holy Spirit are placed in the hallway. Bibles are easily accessible and available for use throughout the course of the day. Morning prayer, prayer before meals, and at the end of the school day are exercised daily at every grade-level. Students participate in weekly Mass and monthly assemblies. As part of the school's Religion curriculum, students memorize prayers of the faith as well as liturgical and culturally-diverse celebrations, like Our Lady of Velankanni (Our Lady of Good Health), Our Lady of Guadalupe, and Dia de los Muertos.

At SMCS, all school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience of each student. SMCS is blessed to have Sr. Mary Peter as an instructional assistant who shows students the vocation of religious life. In addition, the parish priests will visit classrooms throughout the year to interact with students and share the Good News. In the classroom, students participate in faith formation, Religion classes, and the Second Step Program which shows students every person is created in the image and likeness of God and brings unique gifts. Teachers make an effort to teach cross curricular lessons, incorporating the Catholic faith into subjects like Science, Math and Social Studies. As students mature, they are challenged to make a deeper connection with God. Both inside and outside of school, students are encouraged and given opportunities to serve the greater community.

The St. Matthew Catholic School Religion curriculum has been developed and implemented using Archdiocesan standards. The current vision, mission, philosophy, and SLEs set the foundational framework to guide instruction. The school has adopted Archdiocesan-approved curriculum including Family Life and Second Step as well as Theology of Body in middle school. Information is provided to families that includes prayers, information for special liturgical events and seasons,

and additional resources for parents to continue as the primary educator of the student. Students reflect on the SLEs each trimester and that information is sent home to families. Teachers also provide SLE feedback on report cards.

Selected textbooks are used to implement curriculum in classrooms. Teachers use supplement curriculum for special liturgical seasons within the Catholic Church. Classes attend Adoration, participate weekly in hosting and singing in the choir for school Masses, and celebrate Reconciliation two times throughout the school year. Teachers welcome guest speakers, like the priests and Sr. Mary Peter, to share their knowledge and teachings of the Catholic Church. In the past, the priests and brothers of the Missionaries of the Spirit had a weekly regular schedule of visiting classrooms. The staff and students would like to have this experience more frequently. Curriculum is extended through our yearly Christmas Program, online videos of guided prayer, mindfulness practices, Word on Fire, Theology of the Body, and frequent opportunities for prayer. Morning prayer includes scripture readings, prayer, and a focus for the day on a SLE. Students who exemplify the SLEs by earning Viking Valor are recognized each morning at prayer. Their pictures are taken and posted for the community to see on the SLE Wall of Fame.

When the next adoption cycle arrives per the Archdiocese, the Religion curriculum will be reviewed and a new selection of textbooks and supplemental materials will be adopted. Part of the review process will be professional development on the grade level standards as well as training and clarification of the newly adopted Archdiocesan Religion Standards. Curriculum is assessed on its alignment with Archdiocesan Standards and supplemented as needed.

Assessment of students on their faith development is frequent and varied based on Archdiocesan Standards. In grades 5 and 8, the ACRE test is administered. Other assessments include formative and summative assessments, teacher observations, frequent reflection and prayer built into lessons, and art projects. The students use self-assessment for their own achievement of the SLEs daily and formally once a trimester and take them home to their parents. Teachers guide students in their self-reflection of the SLEs and provide feedback to parents on how the student is meeting the SLE requirements throughout the year on report cards.

Catholic values are explicitly taught in all curricular areas. SLE values are woven through curriculum during the learning process. When teachers are creating their UbDs on Atlas Rubicon the SLEs are considered a standard part of the unit that guides instruction. Faculty lead by example using all open opportunities to impart faith and values in our Catholic way of life. During instructional planning faculty purposely choose materials that demonstrate the Catholic faith and makes connections to the Catholic faith in all subject areas. A student-created theme is explicitly taught throughout the year. The 2018-2019 focus was Growing with the Saints; this helps students makes connections between their faith and learning. In content areas, there are Catholic Identity standards that are taught. For example in Science, taking care of God's gifts and being stewards of God's creation. In Social Studies, examining events through Catholic Social Teachings. The school and classroom environment sets expectations for behavior by modeling the SLEs and referencing them frequently.

SMCS has reviewed and strengthened its Catholic Identity by providing development opportunities for staff focused on faith development and religious instruction competencies. As



new staff members are hired, they are approved by both the Principal and Pastor. For those who teach Religion, all attempts are made to hire personnel who are practicing Catholics; otherwise, another staff member will teach their Religion classes. All staff members hired before the 2018-19 school year participated in the Catholicism series and are therefore certified catechists through the Archdiocese. Those hired in the 2018-19 school year will participate in the STEP Theology training program through the University of Notre Dame to obtain their catechist certification. These certifications are kept in the Principal's office in the employee files, and the Principal and Pastor ensure training is kept up to date. In addition, there is a yearly Archdiocesan faith formation focus and training both at the school and Archdiocesan levels. All staff participate in a staff retreat at the beginning of each school year and participate in regular prayer and faith formation activities.

Religion is an integral part of daily life within the school. All staff members model Gospel values and Christian discipleship. Teachers are knowledgeable about the standards appropriate to their grade levels and the supporting Church documents tied to those standards. The Catechism of the Catholic Church, crucifix, Bible, and a statue of the Blessed Mother can be found in each classroom. In addition, the Principal has several copies of *The Heart of the Church*, which is a compilation of all relevant Church documents regarding education and utilizes these at least twice a month to do reflections in staff prayer time. A library of Catholic books is available to staff in the Principal's office. Faculty reference the USCCB website to support faith formation. Clergy support classroom learning, both by coming into classrooms and also from the pulpit at Masses. The Missionaries of the Holy Spirit are passionate about framing current events in a Catholic context, particularly with children. In recent years, priests have sent over faith-related questions to the students via email in order to include responses in their homilies and parish bulletin. Even though visits have been less frequent due to illness of several missionaries, K-5 students still benefit from occasional visits from a priest or time with a religious sister.

#### Significant Accomplishments:

- 1) Students strengthen their faith through prayer, sacraments, and liturgical celebrations.
- 2) The current vision, mission, and philosophy set the foundational framework to guide instruction and Schoolwide Learning Expectations.
- 3) A yearly theme is chosen to provide a Catholic focus and reinforce the goals of the SLEs.

#### Goals:

- 1) To develop a more formalized program for grades K-8 to serve the community
- 2) To consistently invite priests and all religious to come visit classrooms to share our Catholic faith and experiences with students and staff.
- 3) Invest in a new Religion curriculum that has more of a school-home connection.

#### Evidence:

- Prayer Corners
- Pictures/Posters/Bulletin Boards
- Mass Activities Schedule and Plans
- Catechist Materials
- Middle School Student Service Record and Reflection Form
- Facebook Postings
- Pictures and Flyers for K-8 Service

- Viking Valor
- SLE Posters
- SLEs on Lesson Plans
- SLEs on Refocus Forms
- SLE Forms for Student Self-Reflection
- SLE Assessment by Teachers on Report Card
- Religion Curriculum in grades K-8
- Newsletters/Teacher Communications

## **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.*

St. Matthew Catholic School's mission and philosophy reflect the Catholic Identity and nature of the school. Both reflect the relationship to the parish and the Roman Catholic Church. The "Guided by the Holy Spirit" in the mission refers to the Missionaries of the Holy Spirit (MSPS), the religious congregation of men whose mission is the "same one of Jesus who was sent to save us and sanctify us through the gift of his Spirit." These brothers and priests have helped to guide students, staff, and parents of SMCS to "live in the image of Christ" since their arrival at St. Matthew in the year 2000. Both the mission and philosophy highlight the ongoing spiritual and academic development of its students. Staff and parents partner together to teach the morals and values of the Roman Catholic faith and provide opportunities for students to use their unique, God-given gifts to live by the example of Christ, especially in service to their peers, school, and church community. The role of the parents is described in the philosophy of SMCS when it states "In partnership with parents..." As the primary educators, parents partner with St. Matthew to encourage students to use their unique gifts to reach their full potential.

In addition to input from staff and other shareholders on the school's mission, philosophy, and SLEs, the *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools* and documents created by the United States Conference of Catholic Bishops and the National Conference of Catholic Bishops helped to guide the revision of these documents. The mission embraces the purpose of Catholic schools: "Guided by the Holy Spirit, St. Matthew Catholic School nurtures the whole child to live, learn, and serve with the compassion of Christ." The philosophy of SMCS is: "In partnership with parents, St. Matthew Catholic School and community value the ongoing academic and spiritual development of its students. A varied and challenging educational program encourages students to use their unique gifts to reach their full academic, spiritual, and social potential. As a Catholic school, we teach morals and values of the Catholic faith and provide an array of opportunities through which students can live by the example of Christ to humbly serve others." The Schoolwide Learning Expectations (SLEs) are rooted in the mission and philosophy of the school. A St. Matthew Catholic School student is expected to *Humbly serve, Effectively communicate, Academically strive, Respectfully model Catholic morals and values, and Think critically.* As we say, "St. Matthew students have HEART!"

Archdiocesan Curriculum Standards are used as the basis for student learning at SMCS. All teachers incorporate the Archdiocesan standards into their weekly lesson plans. Teachers post

learning objectives based on these standards for units of study in the classroom. Standards are assessed both formatively and summatively. In turn, data from these assessments then inform future instruction. Archdiocesan and national standards are vertically aligned in grades K-8 to ensure the continuation of learning for all students. As witnesses of faith, students are taught academic subjects in light of the faith. The SLEs help to fulfill the mission of the school by encouraging students to show HEART at school, at home, and in their community.

In addition to the Archdiocesan Curriculum Standards, the faculty and staff of SMCS use the school's SLEs to meet the needs of all students. Time devoted to prayer and to the study of specific SLEs provides focus and enriches the development of Catholic identity for the students of SMCS. Teachers incorporate the SLEs into their weekly lesson plans so students can explore and study each area of the SLEs, further ingraining them into the hearts and minds of students. Visual displays of the SLEs are posted in every classroom and throughout the remaining areas of SMCS. The SLEs are reflected through staff interactions with each other, parents, students, and the community. Monthly assemblies provide additional opportunities for student exposure to the SLEs and deepen understanding of the Catholic faith through a yearly school theme. Viking Valor tickets encourage and recognize students for modeling the SLEs. However, this is far more effective for the K-5 students. The middle school staff would like to research ways to better motivate the upper grades.

Student achievement of the SLEs is measured in multiple ways. First, students receive Viking Valor tickets whenever they model an SLE. Students who exemplify these qualities are chosen randomly from the tickets collected and acknowledged at morning prayer. Those students have their pictures taken and are celebrated on the SLE Wall of Fame. Monthly goals for the number of Viking Valor tickets are set based on the previous month's numbers of tickets. When goals are reached or surpassed, students earn extra recess, class movies, etc. SMCS also measures the achievement of the SLEs through end-of-the-trimester reflections in grades K-8. This gives students time to reflect on how they model the SLEs and set individual goals for growth. Teachers use these self-reflections as well as their own observations to grade students using a 1-4 scale of how students have demonstrated grade-level mastery of the knowledge and skills provided by the SLEs. Progress indicators for grade-level standards are documented on student report cards. Unlike academic standards, which have built-in supports in place for those who do not show adequate progress, there is no plan put in place to support the ongoing spiritual development of students in relation to Schoolwide Learning Expectations. The need for focused PLC time is seen as a priority in the coming years in order to better analyze data from SLE assessments and to disaggregate this data to the staff and community.

The pastor of St. Matthew is the head of the parish and school. The governance of SMCS 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 SMCS community facilitates the school philosophy by having a well-defined mission statement and SLEs which have been embraced by the faculty and school families. The Parent Club is used as an extension of student

learning as it funds field trips and educational overnights like the Oregon Trail, Outdoor School, and the Eighth Grade Spiritual Retreat.

As the students' primary educators, parents partner with the school as they play a primary role in their child's faith. Staff at St. Matthew Catholic School work together to create the school's mission statement, philosophy, and schoolwide learning expectations. These are approved by the pastor and School Advisory Council and shared out to the greater community. The mission statement, philosophy, and Schoolwide Learning Expectations are published on the SMCS website and school documents. The mission statement is included in email as part of all staff member's signatures. The ideas expressed in the mission, philosophy, and SLEs are exemplified in the staff's personal interactions with students, parents, and coworkers.

#### Strengths:

- 1) Our updated mission statement embodies who we are as school - evidenced by SLEs, our "one community" partnership with the Missionaries of the Holy Spirit, our academic merits, and the encouragement of all students to be Christ-like.
- 2) The formative and summative assessment of the SLEs help to fulfill the mission of the school by encouraging the development of HEART.
- 3) Extension of the SLEs into the Viking Valor program and morning assemblies has shown deeper understanding of the SLEs throughout the grade levels.

#### Goals:

- 1) Develop a plan to address lack of growth in SLEs
- 2) Establish a middle school initiative program for Viking Valor and SLEs
- 3) Dedicated PLC time to better analyze data from SLE assessments and to disaggregate this data to the staff and community

#### Evidence:

- Mission
- Philosophy
- SLEs
- SLE Reflections
- Report Card
- Surveys

## **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.*

SMCS organizational structures support and promote the Catholic Identity of the school. The pastor is the head of the entire organization, and works closely with the principal to maintain strong relations between school and parish. The School Advisory Council (SAC) uses the vision for the school to develop and advise the principal and pastor on budget, growth, etc. The principal models Catholic Identity with students and parents through verbal and written communication of Catholic morals and beliefs. It is the principal's responsibility to be the Catholic leader of the school through prayer, setting goals with faculty, and overseeing curriculum objectives that include the SLEs. The staff communicates Catholic Identity through actions, newsletters, emails, and special liturgical events that occur within the school and church.

Organizational structures focus on high achievement of all students. The pastor is supportive of the school and decision-making processes. Faculty collaborates to review STAR testing to meet the needs of all students who are struggling or need enrichment. The teachers and support staff review STAR data frequently to identify instructional learning goals. Grades 6-8 have leveled math classes. Data is also be used to help form reading groups, identify students who need specific learning support, and develop math and reading support in all grade levels.

SMCS specifically addresses the support of the high achievement of all students at both ends of the learning spectrum. A Title I and Title III specialist supports qualifying students for these services. Along with a Title specialist, the school has part-time instructional staff, like a counselor, learning specialist, and math specialist to meet the needs of all students. Collaboration between classroom teachers and support staff is ongoing throughout the year. Through reviewing student data, the staff has identified a wide range of learners throughout the school. Since the last accreditation, the number of support staff has increased. However, the faculty still sees the need to increase numbers of support staff to continue to address the individual needs of all students. For instance, the addition of a reading specialist and further instructional assistants are considered top priorities.

SMCS staff participate in efforts to enhance the learning opportunities for all students. Professional development needs for faculty are reviewed often to address the high achievement of all students. The Archdiocese has provided trainings in mindfulness, Next Generation Science Standards, differentiation, and Atlas Rubicon. School administrators have sent teachers to professional development workshops on brain-based learning, Big Ideas Math Curriculum training, and more. A speaker has come to the school to talk about game-based learning and technology-integration. Faculty meet weekly to collaborate on various topics ranging from current, research-based professional development to planning of community building activities. More specifically, some examples are analyzing STAR data, PLCs, game-based learning, and coordinating multi-age groups for "buddy activities" among classes.

There are written policies, handbooks, etc. that define the responsibilities, operational practices, decision-making processes, and relationships of leadership and staff in a clear manner. A homework policy is in place to hold students accountable to complete all work on time and develop

organizational skills. Parents and students acknowledge such policies yearly with a signed agreement of the handbook. This handbook is updated yearly and reviewed with the staff by the principal. Board positions within SAC and Parent Club are communicated with parents. The school's administrative assistant frequently emails reminders or opportunities for share hours to parents. The principal oversees these policies and makes updates throughout the year as needed.

High standards of student achievement are set and communicated to all shareholders through assessment data, RenWeb communication, emails, parent teacher conferences, and Self-Study reports. STAR assessments allow faculty to evaluate student achievement among peers throughout the district, Archdiocese, and the state. The progress on the tested skill areas of Reading and Mathematics are sent to parents three times per year and discussed at parent-teacher conferences. In regards to high standards of behavior, the school implements SLEs as well as Refocus Forms to hold students accountable. Student achievement is evaluated and communicated during parent conferences throughout the year or as needed.

Reports are regularly made to the pastor, SAC, and parents on student progress. The existing structures for internal communication, planning and resolving differences are evident at SMCS. Communication flows from the pastor, principal and SAC to faculty as needed. Accreditation documents (Self Study, yearly reports, Action Plan) are available for review. The principal meets with the pastor and other department heads regularly. SAC meets monthly. The principal attends Parent Club meetings to provide information on growth to that group. STAR data is sent home to parents at conferences and with report cards. In grades 4-8, RenWeb weekly progress updates are also sent to parents. The *Friday Five*, *Walnut Street Journal*, *Tuesday Memo*, and teacher communications convey other timely and relevant information to parents.

SAC develops and monitors the Strategic Plan of the school. The pastor, principal, SAC, and marketing/developing director play an important role in the recruitment of new students. The pastor encourages parishioners to explore SMCS during Masses. Word of mouth has been the most effective means of recruitment to date. Efforts to increase the school's presence online in social media and with an updated website are a priority. Marketing/development status reports are a regular part of the SAC meeting agenda. SAC members will ask questions, make suggestions, etc. based on marketing reports, approve/review large expenditures or new policies/procedures (ex: student referral program). SMCS makes budget recommendations based on the Strategic Plan in order to support the high achievement of all students. Curriculum with researched-based best practices is of high priority. Highly qualified faculty and staff are hired. The budget reflects efforts to retain teachers with comparable salaries to the local school district. However, there is continued room for growth in this area to continue to narrow the salary gap for teachers.

SMCS focuses on the spiritual growth of students, staff, and parents, and other relevant shareholders. The school takes part in Archdiocesan-approved faith formation for its faculty. In addition to regular Religion classes, students engage in Second Step curriculum lessons, often supported by the school counselor. Finally, parish and school community events are held to strengthen relationships between the two. All staff, students and parents understand the SLEs and students are assessed through self-reflection of SLEs. Copies of these reflections are communicated to parents throughout the year. Curricular objectives are also communicated through parent conferences, RenWeb communication, STAR data and classroom newsletters.

Weekly check-ins with students regarding missing assignments/content specific questions in middle school as a way for students to begin taking ownership over their learning. Parents and shareholders have to ability to view school events through appropriate social media.

SMCS has policies, codes, procedures and resources (e.g., facilities) that ensure a safe, healthy, nurturing environment that is conducive to learning. All students are accounted for through daily attendance. Students carry hall passes when outside of a classroom. The building and campus contain secure entry. Counseling services are available for all students as needed and the principal maintains an open door policy for students and parents. Staff is trained in Severe Allergic Reaction, First Aid, AED and CPR. All school volunteers must complete a background check as well as Armatus Training. Finally, the school routinely performs state mandate drills (i.e. fire, earthquake, lock-out, lock-down).

**Significant Accomplishments:**

- 1) STAR data is used to target instruction for individual grade levels for students who are struggling and or need enrichment.
- 2) The annual updated policies and procedures are communicated clearly school organizational structures (ex. Homework policy, curriculum minutes, behavior expectations, dress code, etc.)
- 3) An increased partnership has been established between school and parish.

**Goals:**

- 1) Consistent support for all grades in critical domains (reading, writing, and math) for high achievement of all students at both ends of the learning spectrum.
- 2) Develop a strategic plan to increase enrollment and visibility in order to hire highly qualified teachers and support staff to meet the needs of all students.
- 3) Work toward increasing salaries for teachers.

**Evidence:**

- SAC Minutes
- Parent Club Minutes
- Parent Handbook
- Staff Handbook
- RenWeb
- Faculty Meeting Minutes
- Walnut Street Journal
- Classroom Newsletters
- Back-to-School Night Presentations
- Student Conference forms
- STAR Testing

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

SMCS uses educationally sound assessment processes to collect, disaggregate, and analyze student performance data. Faculty administer and utilize data from both formative and summative assessments such as STAR Testing, ACRE tests (5th and 8th grades), curriculum-based assessments, teacher-created tests, performance-based assessments, project-based assessments, rubrics, standards-based checklists, literacy readiness assessments, exit tickets, etc. To assess student progress toward the SLEs, each student completes a trimester self-reflection three times during the year.

Data is primarily looked at among the faculty in order to create groups, provide direction in the curriculum, and provide student support and enrichment. The teaching staff and principal review data each year for the archdiocese in order to identify trends in individual classes. In 2017, a data committee was formed to more frequently analyze STAR data to identify needs and trends in order to further student achievement. However, the next step of reporting data to staff was not completed and would need to be continued. Consistent monitoring allows for adjustment as necessary. Technology reinforces and enriches the curriculum as a supports towards proficiency of standards. In addition, technology allows for varied applications of assessments to meet the needs of all students.

Analysis of assessment data drives curricular change and curricular improvement to further student achievement. Students are placed in flexible groups, allowing for targeted instruction, interventions, and enrichment as necessary. SMCS currently has a counselor, learning support specialist, math specialist, instructional assistants, and a Title I and Title III specialist. These personnel primarily work with students on reading and math small group instruction at the recommendation of classroom teachers, supported by assessment data.

The curriculum is assessed through in-depth studies by faculty and administration on a rolling basis as directed by the Archdiocese. Data is analyzed and monitored, which occasionally results in recommending the implementation of a new curriculum. For instance, a new math curriculum K-8 was adopted in the 2017-18 school year after an analysis of data in the previous school year.

Data serves as a basis for professional growth for improving student learning. By disaggregating and analyzing data, faculty and specialists identify potential areas of student growth. However, we recognize the need for the staff to meet as PLC's to look at trends to improve student learning.



Professional development opportunities are provided but we recognize the need to provide staff with opportunities based on trends from the student data. The administration holds staff accountable for professional growth by doing informal classroom walkthroughs, formal yearly evaluations, and discussing self-reflections with each staff member.

Faculty does the same for their students by monitoring student achievement data and sharing that information with both students and parents. SMCS believes in a strong school to home partnership, and communicates student achievement in a variety of ways, including formal and informal parent-teacher conferences, email, newsletters, report cards, and progress reports. Families are also encouraged to keep up-to-date on their child's progress using an online parent portal.

St. Matthew Catholic School uses data about faith formation, enrollment, high school acceptance, student performance, professional development, and financial development to identify trends and strengthen Catholic Identity. Since the last accreditation, the school has maintained a high percentage (over 90%) of Catholic students. In the current school year (2018-19), this is 96%, which is higher than many of the other local Catholic schools and is a source of pride to the community. Families that continue with SMCS report they stay in large part because of the strong Catholic Identity. Enrollment is fairly reflective of the parish community, particularly in regards to ethnicity and race, but this will continue to be tracked by school and parish leadership.

Enrollment has gone through a few periods of decline since the last accreditation with changes in staffing, particularly administration. In 2014, there was a change of principal, resulting in a dip in enrollment. With another change in principal before the start of the 2018-19 school year, families left citing the need for more tuition assistance and concerns with teacher retention and academic rigor. Enrollment has turned back up slightly. An effort has been made to increase marketing, online presence, targeted promotional materials to local families of technological employers, and positive online reviews.

Lower enrollment has resulted in smaller class sizes, which has both positive and negative impacts on student achievement. With the smaller class sizes, faculty are able to provide more targeted support to increase achievement and student growth. However, lower enrollment also causes challenges to the budget, taking away "extra" funds for support personnel.

#### Significant Accomplishments:

- 1) Use of a variety of assessment and data analysis to drive curricular instruction to meet the needs of all students
- 2) Communication of data to shareholders
- 3) Data reflective of a high percentage of Catholic students is a source of pride to the community.

#### Goals:

- 1) Increase enrollment and marketing to provide more funds for support programs to meet the learning needs of all students across the spectrum

- 2) Meet as PLCs to analyze data to identify trends and share with the entire staff to support student learning
- 3) Create a framework for better sharing of data and data analysis to all staff.
- 4) Provide professional development more closely tied to trends identified by data analysis.

Evidence:

- STAR Testing Data
- ACRE Testing Data
- Teacher Lesson Plans
- Rubrics and Project Based Assessments
- Reading Assessments and Inventories
- Summative and Formative Assessments
- Appendix A and B

## **E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS**

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

St. Matthew Catholic School has incorporated Catholic values into the curriculum. Archdiocesan and national standards guide the instruction of academic subjects. Religion is integrated across the curriculum as well as in Religion class to students in all grades. The SLEs are also reinforced by staff members in all aspects of school life. Working with parents as the primary educators, teachers across the curriculum encourage and support the faith development of students. Curriculum materials that reinforce these standards include the Loyola Press “Finding God”, Sadlier “We Believe” and “Faith & Witness” series, as well as *Family Life* and *Theology of the Body*.

Schoolwide Learning Expectations (SLEs) and academic standards are clearly defined and measurable. SLEs highlight knowledge and skills/behaviors that are valued by the SMCS community: *Humbly serve, Effectively communicate, Academically strive, Respectfully models Catholic values, Think critically*. Each SLE has three bulleted items that include specific knowledge or skills/behaviors are assessed using rubrics every trimester. The rubric measures how independently and how frequently a student exemplifies the SLEs. Through this process, students are expected to reflect upon their growth along the SLEs and make connections between SLEs and daily life. The ACRE (Assessment of Catholic Religious Education) testing is used in the 5th and 8th grade to measure progress in national Religion standards. National and Archdiocesan curriculum standards are specifically stated on lesson plans and learning objectives articulated to students. Progress is measured using formative and summative assessments designed by teachers and provided by textbook publishers. STAR testing is used a minimum of three times per year to assess student progress in core standards for reading and mathematics.

Catholic Identity and faith formation are integrated into the total curriculum. The opportunities given to students throughout the school day to live out the school’s philosophy of ongoing spiritual development include daily prayer every morning as a school, at lunch, and at the end of the school day. Through these prayers as well as their Religion classes, they are taught the morals and values of the Catholic Faith. In addition, students live out this philosophy through sacraments when they celebrate weekly Mass on Thursdays, Reconciliation twice a year, Adoration, as well as completing Sacraments of Initiation such as Baptism or First Holy Communion. During Liturgical Seasons such as Advent or Lent, students participate in the Christmas Program and Stations of the Cross. Students have an opportunity to humbly serve others as they participate in various service projects throughout the year. Teachers’ lesson plans across the curriculum include connections to SLEs. Viking Valor tickets highlight students’ use of the SLEs. CYO (Catholic Youth Organization) sports and extracurricular activities, like band and clubs, emphasize teamwork and support students’ Catholic morals and values.

SMCS has effectively developed a curriculum based on academic standards and SLEs. The curriculum is in accordance with the Archdiocese of Portland Standards to create a challenging, comprehensive, and relevant curriculum for each student. In accordance with the Archdiocesan timeline, SMCS has written in-depth studies for each subject area, and adopting new materials when appropriate. Archdiocesan curriculum standards and SLEs are the starting point for all lesson and unit plans. Teachers have spent time reviewing and sharing curriculum maps and UbD units

to assure curriculum alignment. Within these units, activities are created to differentiate for the needs of all learners. Teachers across grade levels have also incorporated the Framework for 21st Century Learning into their classrooms, focusing on how to make lessons involve creativity & innovation, critical thinking, communication, and collaboration. By including these skills, faculty have realized these provide a great challenge for all students, but especially the high achieving ones. It has been noted that high achieving students need further challenge to ensure they are making at least a year's worth of growth across the curriculum. As such, faculty see the need for further incorporation of 21<sup>st</sup> century learning skills, such as STEM and project-based learning units, in all subject areas to challenge students at the higher end of the learning spectrum. In the classroom, technology use includes online research, independent skills practice, movie-making, presentations, and more. Teachers also continue to challenge students to model the school's SLEs through field trips and service opportunities. SMCS has also been working to incorporate the NGSS standards successfully in Science through all grade levels. While faculty have done some good work laying the foundation in this area, the need to expand creative incorporation of NGSS is present.

Since the last accreditation period, SMCS has made its curriculum more challenging, comprehensive, and relevant for all students. Grades K-1 have a set of iPads, grades 2-4 have 1:1 iPads, grades 5-8 1:1 Chromebooks. There is also a set of laptops available for all classes to use. Additional SmartBoards have been purchased since the last accreditation period. These technology resources have been integrated to make learning more engaging, relevant, and efficient across grade levels by providing students with internet resources and applications to make learning more individualized. For example, internet websites such as Khan Academy, IXL, or Newsela are used to individualize student instruction in reading or math. Furthermore, using these technology resources gives students more opportunity to grow in the SLEs as they learn digital citizenship skills along with curriculum standards. SMCS also provides students with opportunities to learn outside of the classroom setting with lessons in the school garden, field trips, and overnights. Elementary students are given the opportunity to visit the school library once a week. Middle school students are able find new passions when they take elective classes. Their elective classes foster community as they allow students from different grade levels to work with one another, serve the greater community, and make connections from the core classes to the outside world.

St. Matthew Catholic School measures student achievement using SLE and curriculum standards. SMCS defines this progress by using clear SLEs and curriculum standards. Students memorize prayers, show mastery in Religion standards, take part and celebrate in the sacraments complete ACRE testing (in grades 5 and 8), show age-level appropriate Mass behavior and maturity, and self-reflect on the SLEs. Each SLE has three specific bulleted items that include specific knowledge or skills/behaviors are self-assessed by students using rubrics every trimester. Progress of students' growth with SLEs is age-appropriate mastery by the end of the academic year. Acceptable progress for students in achieving curriculum standards is also measured through formative and summative assessments. Curriculum standards in Reading and Mathematics are assessed through STAR testing at three times during the academic year. Progress in all content areas instruction is assessed through formative and summative assessments. SMCS uses curriculum standards to measure student growth over the course of one year using STAR (for Math and Reading), ACRE testing (for Religion), and various other literacy/reading measured assessments.

There are multiple programs in place that ensure each student is making acceptable progress toward the achievement of SLEs and curriculum standards. Teachers create UbD units and use long range curriculum mapping through Atlas Rubicon. With this template, teachers include ways to differentiate to assist students in their understanding and application of knowledge and skills to meet academic and SLE objectives. Teachers have met in PLCs to discuss teaching strategies, common vocabulary, student progress, and curriculum progression to ensure continuity of instruction and learning.

When a student is not making acceptable progress on content standards, supports are put into place. Teachers use ability-level groups, elementary grade reading groups, and research based teaching practices to help ensure groups of students make acceptable progress on curriculum standards. Teachers also note that high achieving students tend to plateau at the maximum grade level in STAR Rubicon. In order to address this, grades 6-8 have split classes for math to provide high achieving students the opportunity to learn High School Algebra during their 8th grade year. Teachers are looking into ways to better individualize curriculum for students, to better meet the needs of all learners. SMCS staff implements, evaluates, and modifies Individualized Learning Plans (ILPs) to support the students with in making acceptable progress. Specialists in Title I, math, and learning help students who need more individualized assistance. Meeting with parents is an important part of this process and yearly goals are set for each student. ILPs are regularly reviewed to ensure that students are supported. The faculty and staff of SMCS recognize the need to engage all levels of learners, and are committed to finding research based ways to help students make acceptable progress, particularly through the use of 21<sup>st</sup> century learning techniques to support high achieving students.

Progress on SLEs and content standards is communicated to parents in person, over the phone, and through electronic communications (like the Monday Minute and Renweb, our grading system). Parents can opt to receive progress and missing work reports in addition to direct access to view their child(ren)'s record book. Academic progress and SLE growth are recorded and shared on report cards. The parent and parish community receives news of students' progress through postings on our Facebook page and weekly bulletin updates.

SMCS assesses its programs used to support disaggregate groups to ensure acceptable progress for all students. Students that need more individualized practice are identified by teachers by formative assessments in class and after each window of STAR Testing. Reflection of instructional practices follows in order to strengthen supports and opportunities for growth. This self-reflection and discussion with peers, including the learning support staff, is encouraged throughout the year and at the end of the year while providing data for the Archdiocese. Teachers use this data to change seating charts, reorganize learning groups, modify centers, assign independent skills practice (like IXL, Khan Academy), and to reteach.

#### Significant Accomplishments:

- 1) Development of SLEs rubrics and feedback given to parents, along with children's individual self-reflections and goal setting for SLEs.

- 2) Since the last accreditation, SMCS has made its curriculum more challenging, comprehensive, and relevant for all students.
- 3) Title I, math, and learning specialist who are dedicated to the improvement of academic standards of students who need individualized supports.

Goals:

- 1) Further develop 21st Century Learning practices to support all students and challenge high achieving learners.
- 2) Develop a portfolio system that supports students' reflection and development through grades K-8.
- 3) Professional development for the integration of more individualized learning strategies.
- 4) Further incorporate NGSS standards across the grade levels through creative lesson planning, purchasing of additional teaching materials, and dedicated collaboration time.

Evidence:

- Staff Meeting Notes
- Professional Development Certificates
- Lesson Plans
- SLE Student Reflections
- RenWeb
- Academic Calendar

## **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.*

Teachers are informed and supported in their role as “an apostolic and ministerial worker of the Roman Catholic Church who teaches by way of example as well as by instruction”. Teachers receive yearly faith formation and model Catholic values daily. The principal leads the staff every Monday morning in staff prayer, models mindfulness, and encourages faculty to live our Catholic faith. By modeling the Catholic faith, students recognize Christ-like interactions between staff members and among others. Faculty participate in weekly Mass and liturgical feast days and celebrations with the students. Teachers are trained toward Catechist certification using the programs set forth by the Archdiocese.

The state, Archdiocese, and school set expectations for instructors. Teachers are required to hold a current Oregon teaching license. Those who teach Religion must be practicing Catholics. Teachers set goals at the beginning of the year, both personal and professional, and participate in continuous professional development. They are expected to turn in weekly lesson plans to the principal and maintain frequent student assessment data. Teachers receive feedback from the principal and other staff members from walkthroughs and formal observations.

The school implements research-based instructional methodology to enhance student learning. The teaching staff uses a variety of instructional techniques to meet the needs of all learners, including differentiation, small groups, technology, manipulatives, Bloom’s Taxonomy, 21<sup>st</sup> Century learning skills, language scaffolding, graphic organizers, and student choice.

The teachers integrate student achievement of the SLEs into the teaching/learning process. Each day as the school gathers for hall prayer the students are asked to reflect and practice a particular SLE category. The SLE’s are displayed in all the classrooms. The SLEs are explicitly tied to lesson plans and developed through instruction and discussion within the classroom. The SLEs are self-assessed by students at the end of each trimester and teachers provide feedback on report cards. Students are encouraged to engage in SLE behaviors, and Refocus Forms are designed to redirect them to positive choices. The school promotes and identifies SLE behaviors in individual students through our Viking Valor tickets.

The school uses assessment to inform instruction/curriculum to help all students achieve the SLEs and curriculum standards. Teachers utilize both formative and summative assessments throughout the learning process. Assessments can be formal or informal and may include teacher- or textbook-created tests, projects, daily work and exit slips, discussions and observations, performance assessments, and quizzes. STAR standardized testing in Reading and Math is completed at least three times per year.

Assessment is frequent and varied in its approach to measure students’ mastery. Through project-based learning, students’ conceptual understanding is assessed through open-ended performance tasks. Assessments are formed using backwards design in the creation of units. The assessments are linked directly to Archdiocesan content standards. Students are given options and appropriate

modifications to ensure content knowledge is being measured accurately. STAR testing allows for assessment of Reading and Math in Spanish. Teacher-created assessments can be translated to allow for a focus on content rather than English language proficiency. The Title III specialist supports classroom instruction and assessment.

STAR data is used to create instructional groups. This information helps to determine and support math and reading groups in K-5 classrooms. Grades six through eight use assessment data to establish leveled math classes. STAR data is used to determine lexile levels for middle school students; this information is used for instructional groups and individualized reading materials. The school identifies what improvements are needed in curriculum and instruction to support high achievements of all students.

The school's supervision and evaluation procedures promote professional growth of staff. Teachers determined their own professional and personal SMART goals for the school year. Title IIA funds are available for teachers to attend different professional development based on learning needs within the school and classroom and teacher interest. As a school, professional development has been centered around project-based learning and UbD through Atlas Rubicon. SMCS uses professional learning communities to support research about learning and implementation of varying methodologies and strategies. With the newly adopted NGSS through the Archdiocese of Portland, more professional development is needed for staff to fully implement and unpack these standards for our 21st century learners. Devoted PLC time to collaborate and determine a vertical alignment of these standards. Adoption of a new comprehensive science curriculum and hands-on materials is needed.

PLCs meet regularly to discuss STAR data, expository writing assessment data, best practices in meeting student learning needs, and promoting high achievement for all students. The support of professional development with time, personnel and fiscal resources is based upon the identified needs of all the students and teachers in the support of high quality learning. SMCS provides continuous opportunities for professional development that is current and research-based, either on or off-site. Funds from the Archdiocese of Portland and through Title IIA provide opportunities for this professional development. Data analysis is used to determine staff development activities requested under Federal Programs. While SMCS has laid the foundations for PLC collaboration, faculty see the need for further focus in this area to ensure time is both being routinely provided and also that measurable results are driving further work.

SMCS integrates technology into the teaching and learning process to ensure high achievement of all students. However, support through the infrastructure and 21st century technology skills is lacking for a consistent vertical alignment across grade levels. Classroom teachers are introducing students to basic modes of digital literacy. Currently students in grades K and 1 share iPads, grade 2-4 use 1:1 iPads, a laptop cart with a set of 30 laptops is available for all classrooms, and all students in grades 5 through 8 use Chromebooks. Students use technology for project-based learning, math, and reading comprehension. Some programs that students have access to are Google Classroom, ThinkCentral, Pearson Social Studies, Mystery Science, Storybird, Epic, Read Naturally, Reading Eggs, Reading A-Z, Desmos, Khan Academy, and IXL. SMCS recognizes the need for a technology support teacher to ensure technology is incorporated and applied in content



learning for the high achievement of all students. Technology instruction is essential for critical and creative thinking through cross-curricular instruction.

**Strengths:**

- 1) The school implements research-based instructional methodology to enhance student learning through a variety of instructional techniques to meet the needs of all learners.
- 2) Assessment is varied and frequent, which is used to inform instruction/curriculum to help all students achieve the SLEs and curriculum standards.
- 3) Assessment is matched to the learning styles of the students and varied in its approach to measure students mastery.

**Goals:**

- 1) Develop an instructional plan to enhance the scope of 21st century learning skills for students.
- 2) Professional development is needed for staff to fully implement and unpack the NGSS standards for our 21st century learners.
- 3) Further focus on PLC collaboration to ensure time is both being routinely provided and also that measurable results are driving further work.

**Evidence:**

- STAR Testing Data
- Teacher Lesson Plans
- Examples of differentiated instruction
- Summative and Formative assessments
- Appendix A-8
- SLE Rubrics
- STAR Testing Quartile Analysis

## **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 Catholic School has a very strong Catholic identity, which is a source of pride for the school/parish community. As a result, the many support programs and service learning opportunities provided by the school are deeply rooted in Catholic values. Each morning, students begin their day with hall prayer where the vision statement is recited ("One community, growing in Christ") and a different SLE is highlighted each day. Prayer is seamlessly interwoven throughout the day.

Faith formation of students, parents, and staff is a priority of the administration. The specific charism of the Missionaries of the Holy Spirit is to build God's priestly people to help them better understand and live out their baptismal priesthood and support them in their vocation. Priests come into the classrooms when possible, and are responsive to issues as they arise. SMCS has also hired a religious sister to support academics and assist in teaching Religion.

Students are also encouraged to serve others in the wider community and exemplify their Catholic values through their extracurricular activities. Our first SLE, Humbly Serves, encourages all students to serve one another throughout their school day. Middle School students have a curricular requirement of service hours: 5 hours per year for 6th grade, 7.5 for 7th grade, and 15 for 8th grade. For future years, faculty see a need to increase the amount of time requested of students for serving their community. The school, Parent Club, and parish all provide events and opportunities where students of all ages are encouraged to serve, particularly with their families. St. Matthew sports are all done through the CYO program, which encourages good sportsmanship in a Catholic context. Extracurricular activities are also provided in a Catholic context, encouraging students to live out their faith while expressing their God-given talents and gifts.

In 2017-18, Positive Behavior Interventions and Supports (PBIS) was adapted for St. Matthew to encourage positive discipline, but maintain a Catholic context, particularly in light of the SLEs. Discipline at SMCS is formative and reflective, encouraging students to learn and grow from their mistakes. Viking Valor tickets are handed out to students who exemplify the SLEs, and students are individually recognized for this embodiment. In addition, "Golden" awards are handed out to classes who live out the SLEs as a community. When students do have continuing or a major discipline issue, they are asked to fill out a Refocus Form, which allows the student to reflect on their behavior in the context of the SLEs. This form goes home to strengthen the school to home connection. The form is returned to ensure that parents as the primary educators, have reviewed and discussed the behavior with the child. However, SMCS's adaptation of PBIS is in progress and further implementation is necessary to help support our students' personal growth.

Services, resources, and activities are provided by SMCS to help all students achieve at high levels in both curricular and non-curricular areas. The school reinforces the idea that we are all given a unique set of gifts and talents by God and should use these gifts to benefit the community. In the curriculum, opportunities to highlight these gifts are provided through activities such as band,

leadership, middle school electives, field trips, Talent Show, enrichment speakers and activities, STEM activities, RC (Roman Catholic) Challenge, Battle of the Books, speech tournament, coding, etc. Extracurricular activities such as Lego Robotics, Jesuit Pep Band, computer building, CYO, etc. also highlight these unique gifts. The greater parish community also encourages these gifts and talents by providing showcase opportunities such as the Knights of Columbus essay challenge, soccer shoot-outs, hoops challenge, etc.

SMCS creates and maintains a safe environment for students and staff. Safety procedures are continually evaluated and updated as necessary. Safety drills are conducted on a regular basis, earthquake kits are maintained for each student, and emergency procedures manuals are kept by each classroom door. A large percentage of staff are trained in CPR, AED, first aid, severe allergic reaction protocols, medication administration, blood-borne pathogens protocols, etc. At each staff meeting, safety concerns are addressed. The staff carries walkie-talkies and cell phones at all times, and maintenance personnel are very responsive to issues. A few staff members are also a part of the Crisis Management Flight Team, and the administration has a strong partnership with the local school resource officers.

St. Matthew utilizes community resources including Federal Program funding and technology, among others, to assist students. A staff member contracted through the Hillsboro School District (HSD) provides Title I and Title III services to St. Matthew Students. In addition, Title IIa and Title IVa funds through the HSD are used to provide high-quality professional development opportunities for faculty in response to assessed student needs. Through the Oregon Department of Education (ODE), St. Matthew offers a free and reduced lunch program to several families who are in need of this assistance. Compared to many other local school districts, St. Matthew has a strong partnership with HSD, but this is also seen as a potential area for growth, particularly in the area of learning support for students with identified and potential learning differences.

Parents and community members are kept up-to-date of happenings within the school in a variety of ways. Once a month, the school newsletter, *The Walnut St. Journal*, is sent home to parents via email to update the community about recent and upcoming events, curriculum, and student achievements. In additions, a calendar of events is maintained on the school website that parents can easily sync to their own calendars. In the 2018-19 school year, the principal added video updates to help highlight important happenings in the school as well as the Monday Minute which highlights student work happening throughout the grade levels. In addition, the Tuesday Memo was added to provide clear communication to parents of events and expectations in the coming week. Social media, particularly Facebook and Instagram, are well maintained by the school secretary, principal, and parent volunteers. Updates are regularly included in the parish bulletin and pulpit announcements. Also, the principal sits on the Parent Club, Auction Committee, SAC, Parish Joint Leadership Commission, Directors' Meetings, and Parish Staff Meetings to ensure continuity of message, branding, and communication.

Resources and services are provided by the school to help students with learning differences, including students with greater learning aptitude. Learning support became a faculty position in the 2014-15 school year, and has been maintained since that time. In the 2018-19 school year, SMCS has a .8 FTE Counselor/Learning Specialist who helps to address both learning and emotional supports needed for the students. Because the amount of learning differences has

increased, a religious sister trained in special education was also added to the staff to help address these needs, particularly in K-5th grades. A math specialist position added this same year helps to provide targeted small group instruction for both remediation and enrichment as needed in grades 2-5. Academic support throughout Title I and Title III funds, are contracted through the HSD, are delivered through a dedicated St. Matthew specialist. In the general classroom, teachers use flexible grouping based on data, particularly in the subject areas of language arts and math. Technology also helps to differentiate instruction as needed. For instance, applications and websites support student learning and provide valuable points of data for teachers. Outside resources are also used when possible, for instance, a math program through Jesuit High School helps to provide distance Geometry instruction for middle school students that have already demonstrated mastery of Algebra.

The school's technology plan was implemented and monitored through a part-time technology coordinator until the 2018-2019 school year. The principal currently monitors and hopes to bring this program back within the future. SAC also monitors the technology plan by discussion budget, donations, and matching programs to keep the school up-to-date with current technological resources. The school currently has a contract with Obando Computing as an IT consultant. Technology is used to supplement/enhance learning for students, especially those in the first and fourth quartiles, through supplemental enrichment and intervention applications and websites. Students use Google Classroom in grades 4th-8th to monitor classroom homework and projects, Mystery Science curriculum (online) plus materials from the STEM/Science coordinator, ThinkCentral, IXL, Reading/Phonics Applications, Middle School trimester electives, and centers and student choice activities.

#### Significant Accomplishments:

1. Strong Catholic Identity is reflected in our support programs which are deeply rooted in Catholic values
2. SMCS maintains a safe, learning environment for students and staff
3. Good utilization of support staff to meet the needs of the different levels of learners

#### Goals:

1. To increase priest involvement for spiritual growth
2. To continue implementing PBIS for student personal growth
3. To acquire a part-time technology coordinator to help utilize technology for student academic growth

#### Evidence:

- Middle School Elective Choice Sheet
- School Calendar
- Extra-curricular evidence
- Title I and Title III Schedules
- List of Title IIA Professional Development

- Technology Plan
- Mass Planning Sheets
- Lunch Menu
- Fitness Challenge
- Guest Speaker Information (2015 Myg Lady)
- Auction Flyers

## **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 and is a licensed CPA. The pastor, principal, business manager, SAC, and parish Admin council collaborate to develop, implement, and monitor resources to ensure that the mission is at the center of the strategic plan and supports the high achievement of all students relative to the SLEs and Archdiocesan curriculum standards. Financial statements are reviewed monthly by both SAC and Admin Council to ensure financial stability of the school. These councils also work to monitor the budget as it reflects the mission and strategic plan. In addition, the principal has continuous access to QuickBooks online to be able to monitor finances in real time, along with the business manager.

Changes in administration proved to be a bit of a challenge to the financial stability of the school. When taking over in July of 2018, the new principal discovered staffing mistakes in the budget that resulted in no projected profit for the year to be able to bank into the contingency and maintenance funds. In addition, as the books were balanced for the year, it was revealed that there was a \$100,000 deficit from the previous year, due in large part to over-staffing and large overages in tuition assistance. The business manager, pastor, and principal worked to make this known to all shareholders and sought council from various groups. Reporting practices were immediately shored up internally, as were cash-handling procedures for various fundraising groups. Funding was sought and secured from outside donors to help provide a cushion in the budget. The principal and pastor spoke often with SAC and Admin Council to monitor finances, and make financial practices more transparent to all shareholders. With these changes, the school is on track to make up the deficit from the previous year. The concern moving forward is to ensure all tuition bills are being paid in a timely fashion. Admin Council is asking for quarterly reports to this end, and the business manager and principal are working to create a monthly monitoring system to better control and monitor accounts.

The strategic plan, originally developed in 2009, was updated in 2014. This plan has largely been achieved, adding more technology, increasing staffing along goals, building the science room, and more. Along tradition, this plan will be updated next school year, and will continue to look toward education of the future to best suit the needs of all students. Facilities will continue to need to be updated due to the age of many buildings on campus. To this end, the Building Committee has been resurrected, with several school and parish representatives serving on this vital board. They will first look to replacing the roof on both the school and church while making much needed seismic upgrades. A capital campaign is set to begin in the fall of 2019. After these projects are complete, the committee will look to working through the 20-year plan, which would eventually result in further small group/meeting spaces in the school, move of the Library to the next building, and upgrades to the music room, just to name a few items. Financially, the school community was proud to hit the goal of having \$1 million in the endowment fund, but already is looking to the future to upgrade that goal to \$2 million. Technology has been upgraded over the past six years, but will continue to need to be upgraded as the years go on. Within the next year, several technology upgrades will need to be made to current equipment while looking to add further items.

To that goal, the school continues to seek out alternative sources of funding, particularly grants for technology and STEM initiatives.

SMCS is committed to keeping tuition affordable for families while ensuring a budget that will support the high academic achievement of all students. The community is proud to offer a healthy tuition assistance budget to families to ensure Catholic families desiring Catholic education will be able to afford it. Over 35% of families are supported annually with over \$100,000 in total assistance. As the Archdiocese rolls out its new strategic plan, SMCS will need to look to narrowing the gap between the actual cost of educating a child and the tuition amount charged, particularly for larger families. Currently, the discount for multiple children increases dramatically. However, this gap needs to be lessened for the next school year to be closer to the desired goal. Tuition Assistance will need to reflect these changes. Marketing plans, while having shown growth over the past six years, continue to need to be revised to target enrollment, particularly with the growth in the local Hillsboro area.

A proactive and productive relationship is maintained between SMCS and Hillsboro School District in order to secure funding for all federal programs. Title I allows struggling readers to be supported. Each year, Title IIa funding is used to secure high-quality professional development to keep current in best practices in education to ensure the high achievement of all students. A strong Title III program allows our many English Language Learners to be supported throughout their time at St. Matthew as necessary. The recently formed Title IV program allowed us to purchase a new reading assessment program for K-8 to better assess reading levels and support all learners.

The community supports the mission and vision of SMCS. Families participate in many programs which help secure funding for the school including an annual auction, SCRIP sales, Jog-a-thon, Wreath Sales, and other small-scale fundraisers. The Parent Club is able to give the school \$50,000 a year through many of these efforts on top of the over \$125,000 earned annually through the auction. Following Archdiocesan guidelines, the parish supports the school 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 as we live out our vision statement: One community growing in Christ. The budgeting process and fundraising efforts will continue to be reviewed and assessed yearly in order to support the high achievement of all students.

#### Significant Accomplishments:

1. Fulfillment of the strategic plan to include the purchase of technology, upgrades to facilities, and hiring of staff to support high achievement
2. The budget is driven by the mission statement and strategic plan
3. Growth of the endowment fund to reach the goal of \$1 million.
4. Enhanced checks and balances, transparency, and reporting/review processes created in the 2018-2019 school year

#### Goals:

1. Create better review processes and intervention steps for families that are delinquent in tuition payments.
2. Revise the marketing efforts to increase enrollment, particularly targeting the increased growth areas of Hillsboro.

3. Continue to grow the endowment fund, looking toward a new goal of \$2 million dollars.

Evidence:

- Budget
- SAC Meeting Notes
- Admin Council Notes
- Strategic Plan
- Organizational Chart
- Fundraising records
- Building Committee Notes



## **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**

- Students strengthen their faith through prayer, sacraments, and liturgical celebrations.
- The current vision, mission, and philosophy set the foundational framework to guide instruction and Schoolwide Learning Expectations.
- A yearly theme is chosen to provide a Catholic focus and reinforce the goals of the SLEs.
- Our updated mission statement embodies who we are as school - evidenced by SLEs, our “one community” partnership with the Missionaries of the Holy Spirit, our academic merits, and the encouragement of all students to be Christ-like.
- The formative and summative assessment of the SLEs help to fulfill the mission of the school by encouraging the development of HEART.
- Extension of the SLEs into the Viking Valor program and morning assemblies has shown deeper understanding of the SLEs throughout the grade levels.
- STAR data is used to target instruction for individual grade levels for students who are struggling and or need enrichment.
- The annual updated policies and procedures are communicated clearly school organizational structures (ex. Homework policy, curriculum minutes, behavior expectations, dress code, etc.)
- An increased partnership has been established between school and parish.
- Use of a variety of assessment and data analysis to drive curricular instruction to meet the needs of all students
- Communication of data to shareholders
- Data reflective of a high percentage of Catholic students is a source of pride to the community.

- Development of SLEs rubrics and feedback given to parents, along with children's individual self-reflections and goal setting for SLEs.
- Since the last accreditation, SMCS has made its curriculum more challenging, comprehensive, and relevant for all students.
- Title I, math, and learning specialist who are dedicated to the improvement of academic standards of students who need individualized supports.
- The school implements research-based instructional methodology to enhance student learning through a variety of instructional techniques to meet the needs of all learners.
- Assessment is varied and frequent, which is used to inform instruction/curriculum to help all students achieve the SLEs and curriculum standards.
- Assessment is matched to the learning styles of the students and varied in its approach to measure students mastery.
- Strong Catholic Identity is reflected in our support programs which are deeply rooted in Catholic values
- SMCS maintains a safe, learning environment for students and staff
- Good utilization of support staff to meet the needs of the different levels of learners
- Fulfillment of the strategic plan to include the purchase of technology, upgrades to facilities, and hiring of staff to support high achievement
- The budget is driven by the mission statement and strategic plan
- Growth of the endowment fund to reach the goal of \$1 million.
- Enhanced checks and balances, transparency, and reporting/review processes created in the 2018-2019 school year

### **List of Significant Goals**

- To develop a more formalized program for grades K-8 to serve the community

- To consistently invite priests and all religious to come visit classrooms to share our Catholic faith and experiences with students and staff.
- Invest in a new Religion curriculum that has more of a school-home connection.
- Develop a plan to address lack of growth in SLEs
- Establish a middle school initiative program for Viking Valor and SLEs
- Dedicated PLC time to better analyze data from SLE assessments and to disaggregate this data to the staff and community
- Consistent support for all grades in critical domains (reading, writing, and math) for high achievement of all students at both ends of the learning spectrum.
- Develop a strategic plan to increase enrollment and visibility in order to hire highly qualified teachers and support staff to meet the needs of all students.
- Work toward increasing salaries for teachers.
- Increase enrollment and marketing to provide more funds for support programs to meet the learning needs of all students across the spectrum
- Meet as PLCs to analyze data to identify trends and share with the entire staff to support student learning
- Create a framework for better sharing of data and data analysis to all staff.
- Provide professional development more closely tied to trends identified by data analysis.
- Further develop 21st Century Learning practices to support all students and challenge high achieving learners.
- Develop a portfolio system that supports students' reflection and development through grades K-8.
- Professional development for the integration of more individualized learning strategies.
- Further incorporate NGSS standards across the grade levels through creative lesson planning, purchasing of additional teaching materials, and dedicated collaboration time.

- Develop an instructional plan to enhance the scope of 21st century learning skills for students.
- Professional development is needed for staff to fully implement and unpack the NGSS standards for our 21st century learners.
- Further focus on PLC collaboration to ensure time is both being routinely provided and also that measurable results are driving further work.
- To increase priest involvement for spiritual growth
- To continue implementing PBIS for student personal growth
- To acquire a part-time technology coordinator to help utilize technology for student academic growth
- Create better review processes and intervention steps for families that are delinquent in tuition payments.
- Revise the marketing efforts to increase enrollment, particularly targeting the increased growth areas of Hillsboro.
- Continue to grow the endowment fund, looking toward a new goal of \$2 million dollars.

**Critical Goals:**

1. *Create more structured and systematic PLCs to analyze data in order to identify trends, encourage high-quality teaching practices, and support student learning.*

As a staff, we currently meet in PLCs. However, having more time to do so and a more targeted focus of analyzing data will allow teachers to better identify and meet the needs of their students. Teachers also learn best from one another, so the increased collaboration will result in higher quality of teaching. Individualizing and personalizing learning benefits students by targeting support, which will in turn increase student achievement.

2. *Implement 21st Century Learning practices, particularly STEM and project-based learning, across the curriculum to support achievement of high achieving learners.*

Promoting 21st Century Learning practices is a priority for the St. Matthew Catholic School teaching staff. By creating challenging, comprehensive, and relevant curriculum that allows for

creativity and innovation for all learners, we are preparing our students for future success in their continued education. This is critical in helping students develop their God-given talents and reach their full potential. As responsible digital citizens, our students will apply their Catholic morals and values in the virtual and real world. Although STEM and technology integration is a part of lesson design throughout all grade levels, we believe that additional training and implementation would benefit the annual growth of the high achieving students at SMCS. These skills will encourage them to challenge their beliefs, think of problems in their world, find solutions they can enact, and thereby allow them to apply their classroom learning to real-world problems. In doing so, they will show further progress in a year's time, which is our ultimate hope.

3. *Fully implement the Next Generation Science Standards throughout the grade levels.*

St. Matthew Catholic School has been working to incorporate the newly adopted NGSS standards successfully in Science through all grade levels. While faculty have done some good work laying the foundation in this area, the need to expand creative incorporation of NGSS is present. More professional development is needed for staff to fully implement and unpack these standards for our 21st century learners. Devoted PLC time will also be needed for teachers to collaborate and determine a vertical alignment of these standards. Adoption of a new comprehensive science curriculum and hands-on materials is advised in order to ensure all standards are successfully being met. By doing this work, all learners at SMCS will be able to show deeper amounts of growth and achievement in their science learning.

4. *Increase enrollment through a targeted marketing program in order to provide more funds for support programs to meet learning needs of all students across the spectrum.*

In order to better meet our mission of nurturing the whole child, it makes sense that increased enrollment would produce more funds to further provide extra support and targeted interest programs. Population growth in Hillsboro is exploding with the addition of over 20,000 new homes in the area. Targeted marketing will be needed to better understand the community demand and best recruit new students to the school. Furthering this initiative will allow extra funds to support additional personnel, such as a technology teacher, more counseling, and additional instructional assistants. With increased personnel and materials for special interest programs, students would be encouraged to perform at their best, or be supported to do so.

5. *Develop and implement a moral education plan across the curriculum for students' personal and spiritual growth.*

Students with a strong moral foundation are better prepared for the classroom and also for life. Though St. Matthew Catholic School already provides education in this area through the SLEs and Religion curriculum, it has become apparent students need further character, social, and emotional development through a formalized program. In addition, this would give all faculty and staff similar language in order to address student needs K-8 and encourage further student achievement.

One of ways this could be implemented is through a more formalized, hand-on program of service projects, whereby each class has opportunities to select and serve an area of need in the community. This is directly reflected in our mission, philosophy, and SLEs, and would allow the students to see their actions directly impact others.

## **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 five 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 and gave input about their top five priorities. This list was compiled by the administration and accreditation leadership team to determine the five critical goals. These were then reviewed and agreed upon by faculty, staff, and shareholders. The staff then wrote the Action Plans, which were reviewed by the leadership team and shareholders. Support from all shareholders will help carry out these Action 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 Council, Parent Club, parish leadership, and staff members. The principal will be responsible for maintaining the Action Plans and keeping them as a center of focus.

Our Action Plans will become part of the new Strategic Plan, to be written in the 2019-2020 school year. These documents will drive the budget at St. Matthew Catholic School over the next several years. The principal, pastor, and business manager, along with SAC and Admin Council review the budget monthly to ensure the mission of the school and the goals of the strategic plan are met. As marked in the Action Plan, funds will be ear marked for professional development, resources, and materials to help with the implementation of the plan. As a school, we also participate in Title IIA and Title IV, receiving funds from the Hillsboro School District for professional development of teachers. This helps to supplement the budget in order to reach the outlined goals.

Progress of the first Action Plan will be monitored through the work of teachers to unpack the standards and implement them in their lesson plans. The principal will ensure new materials are purchased in a timely fashion, and that observations are done to see full integration of the NGSS standards. In Action Plan 2, teachers will work to review data to identify high achieving students. An initial committee will work to develop a specific plan for the integration of 21<sup>st</sup> century skills. They will work to bring in quality professional development to educate the teachers on integration. Then, the principal will monitor lesson plans for quality integration while the leadership team will lead PLCs to focus continuous integration and collaboration among teachers. Data will again be reviewed to determine successes and future next steps. Finally, in Action Plan three, the

effectiveness of implementation of more effective PLC time will be monitored through data analysis, peer observation, and principal observation of all teachers. The principal is already accounting for the cost of the new science materials in the budget. Other than that, the only impediment we see with our Action Plan is finding sufficient time to meet and work on the different areas of the plan, particularly to provide enough PLC time to work on all the different areas they will need to work through.

**Goal #1:** Create more structured and systematic PLCs to analyze data in order to identify trends, encourage high-quality teaching practices, and support student learning.

**Rationale for this Goal (Sections B & D):** As a staff, we currently meet in PLCs. However, having more time to do so and a more targeted focus of analyzing data will allow teachers to better identify and meet the needs of their students. Teachers also learn best from one another, so the increased collaboration will result in higher quality of teaching. Individualizing and personalizing learning benefits students by targeting support, which will in turn increase student achievement.

**Alignment with mission, philosophy, SLEs:** The mission, philosophy, and SLEs all speak to nurturing the whole child and ensuring high academic standards to hold students accountable. Allowing teachers the time and tools to be able to collaborate and review data will allow them to do the best they can to ensure high-quality instruction is delivered to meet the needs of all students.

<b>Strategy #1</b>	Identify data trends, particularly in the areas of Language Arts and Math
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Review STAR data and classroom assessments for Language Arts and Math</li> <li>2. Through work in PLCs, identify data trends in each grade</li> <li>3. As time goes by, measure data trends vertically between the grade levels (both at the same grade level with different classes from year to year and with the same class through different grade levels)</li> </ol>
<b>Cost or Resources and Sources</b>	Time for meeting to perform data review and have professional discussions regarding the meaning of the data analysis
<b>Person(s) Responsible for Implementation</b>	Principal will ensure groups are meeting regularly and disaggregate the data.
<b>Process for Monitoring</b>	Teachers will submit their data analysis to the principal for disaggregation.
<b>Baseline Assessment</b>	Initial STAR testing data
<b>Ongoing Assessment</b>	Continued STAR testing data, reading level assessments, and in-class assessments



<b>Timeline Start/Stop</b>	<p>2019-2020 – take baseline data from STAR and analyze it alongside new Fountis &amp; Pinnell data and Math data from textbook assessments to determine baselines for each student</p> <p>Spring 2020 – identify basic data trends and possible paths on which to proceed</p> <p>2020-2021 – implement teaching practices and continue data review.</p>
<b>Process for Communicating to Shareholders</b>	<p>Principal reports to SAC and Parent Club</p> <p>Teachers communicate with students and parents regarding testing data</p> <p>Teachers discuss data with one another</p>

<b>Strategy #2</b>	Collaboration on high-quality teaching practices
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. In light of the gathered data analysis, teachers will identify problems of research</li> <li>2. PLCs will each take on one or two areas to research best practices to ensure student growth</li> <li>3. Teachers will share these best practices with necessary teachers to enact in the classrooms</li> <li>4. PLCs will meet to review data in light of their problem of practice to see if the methodology is helping</li> </ol>
<b>Cost or Resources and Sources</b>	<p>Time for PLCs to meet and discuss data</p> <p>Time for teachers to enact new methodology and record data</p> <p>Time for PLCs to meet and review new data</p>
<b>Person(s) Responsible for Implementation</b>	Principal will be responsible for ensuring PLC time may be dedicated toward data analysis and research
<b>Process for Monitoring</b>	Data will be reviewed to see if the methodologies selected help to solve the problem of practice

<b>Baseline Assessment</b>	Initial STAR assessments
<b>Ongoing Assessment</b>	Continued STAR assessments, reading assessments, and math assessments after implementation of new methodology
<b>Timeline Start/Stop</b>	2019-2020 – do initial assessments and begin research on methodologies 2020-2021 – analyze data to ensure problems of practice are “solved” and move on to other areas of research and implementation as necessary
<b>Process for Communicating to Shareholders</b>	Principal reports to SAC and Parent Club Teachers communicate data with students and parents Teachers communicate with one another in PLCs to determine progress

<b>Strategy #3</b>	Co-teaching and peer observation
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. After initial methodologies have been researched and implemented, further problems of practice will arise.</li> <li>2. Research new problems of practice, either from data review or from teacher suggestion</li> <li>3. Employ new methodologies, this time encouraging teachers to co-teach or do peer observations to learn from one another along this problem of practice</li> </ol>
<b>Cost or Resources and Sources</b>	Time for research Time or substitute teachers provided for teachers to be able to co-teach or observe one another
<b>Person(s) Responsible for Implementation</b>	Principal will provide time and subs as necessary Teachers will try new methods and submit research notes
<b>Process for Monitoring</b>	Principal observation Supplied data review, research notes, feedback from co-teaching or observations

<b>Baseline Assessment</b>	Initial STAR data
<b>Ongoing Assessment</b>	Ongoing STAR data and observation notes
<b>Timeline Start/Stop</b>	2021-2022 – teachers research new problems of practice and implement co-teaching and peer observations
<b>Process for Communicating to Shareholders</b>	Principal reports to SAC and Parent Club regarding new efforts Teachers will report their experiences and data analysis to the principal Co-teaching and peer observation will be highlighted in communications home to show life-long learning

**Goal #2:** Implement 21st Century Learning practices, particularly STEM and project-based learning, across the curriculum to support achievement of high achieving learners.

**Rationale for this Goal: (Sections E & F):** Promoting 21st Century Learning practices is a priority for the St. Matthew Catholic School teaching staff. By creating challenging, comprehensive, and relevant curriculum that allows for creativity and innovation for all learners, we are preparing our students for future success in their continued education. This is critical in helping students develop their God-given talents and reach their full potential. As responsible digital citizens, our students will apply their Catholic morals and values in the virtual and real world. Although STEM and technology integration is a part of lesson design throughout all grade levels, we believe that additional training and implementation would benefit the annual growth of the high achieving students at SMCS. These skills will encourage them to challenge their beliefs, think of problems in their world, find solutions they can enact, and thereby allow them to apply their classroom learning to real-world problems. In doing so, they will show further progress in a year’s time, which is our ultimate hope.

**Alignment with mission, philosophy, SLEs:** 21st Century Learning practices help St. Matthew Catholic School fulfill the mission and philosophy of providing academic excellence and an array of learning opportunities which encourages our students to live out our Catholic morals and values. We nurture the whole child for all St. Matthew Catholic School students and encourage students to academically strive, effectively communicate, and think critically.

<b>Strategy #1</b>	Identify high-achieving learners who could benefit from challenge through 21 <sup>st</sup> century learning practices
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Examine data from STAR testing, in-class formal assessments, and report cards</li> <li>2. Work in PLCs to review data on selected students to ensure multiple staff agree this is a high achieving learner</li> <li>3. For each identified learner, also identify subject areas where they could benefit from extra challenge</li> </ol>
<b>Cost or Resources and Sources</b>	Time – teachers will need time to review their data and then to meet as PLCs
<b>Person(s) Responsible for Implementation</b>	Teachers will identify their high achieving learners. Vice principals will create a list for K-5 and 6-8 with subject areas
<b>Process for Monitoring</b>	Vice principals will ensure the work has been done to identify students

<b>Baseline Assessment</b>	STAR testing
<b>Ongoing Assessment</b>	Continued review of STAR data, as well as in-class data points, will allow for growth progress monitoring
<b>Timeline Start/Stop</b>	Learners will be identified by January 2020 so growth may be monitored on future STAR tests
<b>Process for Communicating to Shareholders</b>	Teachers will report to the parents of the identified individuals

<b>Strategy #2</b>	Research best practices in 21 <sup>st</sup> century learning
<b>Activity</b>	<ul style="list-style-type: none"> <li>• Leadership team will survey teachers and report to administration on current integration of STEM and PBL</li> <li>• Teachers will attend professional development on STEM and look back to their previous professional development on project-based learning</li> <li>• Leadership team will meet to discuss current best practices they would like to try first with high-achieving learners</li> <li>• Leadership team will work with STEM PDX to write a plan for the school</li> </ul>
<b>Cost or Resources and Sources</b>	<p>Time and money for professional development</p> <p>Time for the leadership team to research and discuss best practices</p> <p>Time for the leadership team to work with STEM PDX in writing a STEM plan for the school</p>
<b>Person(s) Responsible for Implementation</b>	<p>Principal will ensure professional development is offered and that the leadership team may work with STEM PDX</p> <p>Leadership Team will research and write a STEM Plan</p>
<b>Process for Monitoring</b>	<p>Principal will ensure ongoing professional development occurs</p> <p>Principal will monitor the research progress and STEM plan</p>
<b>Baseline Assessment</b>	Review of current STEM and PBL integration

<b>Ongoing Assessment</b>	Principal will review the STEM plan and also see increased practices for STEM through lesson plan review and classroom walk-throughs/observation
<b>Timeline Start/Stop</b>	2019-2020 – survey of current practices 2020-2021 – professional development and part 1 of STEM plan creation 2021-2022 – professional development and part 2 of STEM plan creation
<b>Process for Communicating to Shareholders</b>	Principal reports to SAC Communication about STEM learning in the parish bulletin, <i>The Walnut Street Journal</i> , and the <i>Friday Five</i>

<b>Strategy #3</b>	Implementation of STEM plan and data review
<b>Activity</b>	<ol style="list-style-type: none"> <li>1. Data is monitored as a baseline assessment for yearly growth on the identified high achieving students</li> <li>2. STEM and PBL are implemented according to teacher preference and the STEM plan for the school</li> <li>3. Data is reviewed on the identified students yearly to monitor yearly progress</li> </ol>
<b>Cost or Resources and Sources</b>	Time for data review and collaboration for implementation
<b>Person(s) Responsible for Implementation</b>	Principal and Teachers
<b>Process for Monitoring</b>	Data teams monitor yearly progress on the identified students
<b>Baseline Assessment</b>	2019-2020 yearly growth for the identified students
<b>Ongoing Assessment</b>	Continued yearly growth through STAR data
<b>Timeline Start/Stop</b>	Start baseline review in 2019-2020 school year 2020-2021 - Implement 21 <sup>st</sup> century learning according to

	<p>professional development and teacher preference and monitor data  2021-2022 – Implement the school’s STEM plan and monitor data  2022 - review data, reassess and re-implement as necessary</p>
<p><b>Process for  Communicating to  Shareholders</b></p>	<p>Principal reports to SAC  Teachers report to Principal and parents of identified students  STEM efforts are communicated through various reporting  methods such as email, bulletins, newsletters, and social media</p>

**Goal #3:** Fully implement the Next Generation Science Standards throughout the grade levels.

**Rationale for this Goal (Sections E & F):** St. Matthew Catholic School has been working to incorporate the newly adopted NGSS standards successfully in Science through all grade levels. While faculty have done some good work laying the foundation in this area, the need to expand creative incorporation of NGSS is present. More professional development is needed for staff to fully implement and unpack these standards for our 21st century learners. Devoted PLC time will also be needed for teachers to collaborate and determine a vertical alignment of these standards. Adoption of a new comprehensive NGSS aligned science curriculum and hands-on materials is advised in order to ensure all standards are successfully being met. By doing this work, all learners at SMCS will be able to show deeper amounts of growth and achievement in their science learning.

**Alignment with Mission, Philosophy, SLEs:** The St. Matthew Catholic School Mission states all students will be wholly nurtured and learn in the image of Christ. The philosophy speaks to helping all students achieve their academic potential. In addition, the third of our SLEs encourages students to academically strive. By doing the work to unpack and implement the NGSS standards, the SMCS faculty will be encouraging all students along these domains in their science learning.

Strategy #1	Unpack the NGSS Standards
Activity	<ul style="list-style-type: none"> <li>● Meet as grade-level groups (K-2, 3-5, and 6-8) to unpack the standards.</li> <li>● Meet as Region V PLCs in February 2020 to bring this work together with other teachers in the Region to ensure all teachers at the grade level are in agreement</li> <li>● Throughout the 2020-2021 school year, teachers will continue to meet as both grade-level PLCs and also as a full staff to discuss vertical alignment</li> </ul>
Cost or Resources and Sources	Time – faculty will need devoted PLC time
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> <li>● Principal will ensure time is given to teachers in the fall and winter of 2019 to unpack the standards. Each grade level grouping will be responsible for recording their work and sending it back to the principal.</li> <li>● Principal will work with the Region V principals to schedule time for collaboration at the Region PLC day in February. Teachers will be responsible for working with their grade-level partners and reporting back to all the principals on the work they accomplished.</li> </ul>



Process for Monitoring	Principal will monitor progress on activities by maintaining records of the unpacking work done by teachers. In 2020-2021, principal will monitor progress toward a plan of vertical alignment through meeting minutes of PLCs and the entire staff.
Baseline Assessment	The NGSS standards as they currently exist will serve as the baseline.
Ongoing Assessment	Principal will ensure groups have material to bring to the February Region meeting.  In the 2020-2021 school year, teachers will submit their work toward vertical alignment.
Timeline Start-Stop	Fall/Winter of 2019 – teachers will work with grade-level PLC groups to unpack the standards for their levels February 2019 – Region PLC meeting March – end of 2019, begin implementing the unpacked standards in lesson objectives 2019-2020 School Year – teachers will submit a plan for vertical alignment
Process for Communicating to Shareholders	Region V principals’ meetings Notes to the parents from the principal about NGSS – <i>Friday Five</i> Social Media posts about science learning

Strategy #2	Research and purchase curricular materials and hands-on materials aligned with the NGSS.
Activity	<ul style="list-style-type: none"> <li>● Research several NGSS aligned textbook series as well as online programs.</li> <li>● Choose the three most viable series/programs for full review by the staff</li> <li>● Purchase a new textbook series/online program</li> </ul>
Cost or Resources and Sources	Time – staff will need time to research Estimated cost of \$20,000 set aside for the purchase of NGSS aligned

	materials
Person(s) Responsible for Implementation	<p>Leadership Team will do the initial research to bring to the administration and then the staff.</p> <p>Teachers and administration will be responsible for choosing the desired program.</p> <p>Principal will ensure funds are set aside in the budget to purchase, and will ensure the eventual purchase is done in a timely fashion.</p>
Process for Monitoring	Principal will monitor progress on activities.
Baseline Assessment	Mystery Science is the current program in use. All other materials will need to fill in the gaps and be NGSS aligned.
Ongoing Assessment	Review and purchase happen according to schedule.
Timeline Start-Stop	<p>February 2020 – teachers will meet as Region V PLCs to review several programs</p> <p>Spring 2020 – Leadership Team reviews any other programs and recommends the final three to the staff. Faculty review the proposed programs.</p> <p>Summer 2020 – Purchase new NGSS aligned materials for implementation in Fall 2020</p>
Process for Communicating to Shareholders	<p>SAC will be given a report from the teachers of the review of materials</p> <p>Students will see the new materials when they begin working with them in Fall 2020.</p> <p>Parents will be told of the new science materials in summer communications from the principal (likely <i>The Walnut Street Journal</i>) during summer of 2020.</p>

Strategy #3	Fully implement NGSS with the use of unpacked standards, newly purchased materials, and vertical alignment plan.
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Activity	<ul style="list-style-type: none"> <li>● During the 2020-2021 school year, teachers will implement the unpacked standards and newly purchased science materials/program.</li> <li>● Teachers will write a vertical alignment plan for implementation of NGSS at St. Matthew Catholic School</li> <li>● Teachers will implement the vertical alignment plan in the 2021-2022 school year.</li> </ul>
Cost or Resources and Sources	Time for teachers to become familiar with the new materials and to write the vertical alignment plan.
Person(s) Responsible for Implementation	<p>Science teachers will implement instruction fully aligned with the NGSS.</p> <p>Principal will ensure science teachers are fully implementing NGSS.</p>
Process for Monitoring	Principal will monitor progress on activities through lesson plans review and classroom walk-throughs/observations.
Baseline Assessment	Current use of NGSS.
Ongoing Assessment	Completion of the vertical alignment plan using the new materials
Timeline Start-Stop	<p>Fall 2021 – newly purchased materials/programs are used in the science classrooms.</p> <p>Fall 2021-Spring 2022 – teachers write the vertical alignment plan</p> <p>Fall 2022 – teachers implement the vertical alignment plan</p>
Process for Communicating to Shareholders	Vertical alignment plan is shared with SAC and posted on the website.

