

REPORT OF FINDINGS

ST. ANNE SCHOOL
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SEATTLE, WASHINGTON 98119
ARCHDIOCESE OF SEATTLE



WCEA *Western Catholic
Educational Association*

**IMPROVING STUDENT LEARNING
A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

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REPORT OF FINDINGS

for
St. Anne School
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PREFACE

We, the Visiting Committee, wish to commend you, the pastoral coordinator, administration, faculty, staff, parents, and student body of St. Anne School for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at St. Anne School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, pastoral coordinator, principal, faculty, staff, parents and students for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you journey into your future.

Chapter 1: Introduction

A. How the Self Study was Conducted

What process has the school used to complete the Self Study (schedule of meetings, timeline, involvement of shareholders, etc.)?

In March, 2011, all staff received training on the Improving Student Learning (ISL) protocol; by May, 2011, the leadership team came together to appoint committee members and to establish timelines and working procedures. At the same time, the staff began to review the school's Mission and Philosophy statements and the Student Learning Expectations (SLEs). Throughout the process, the staff used faculty meetings and in-service days to work on the Self-Study and the In-Depth Report. All shareholders were appropriately involved at each step of the process.

What obstacles, if any, did the school experience in completing their Self Study?

St. Anne School staff faced two challenges in completing their Self Study. First was the necessary commitment of time required to collect the necessary evidence and do effective committee work while maintaining the high standard of teaching the school values. The second challenge was a change of vice principal (the Self Study chair) in June of 2011, which slowed the process slightly. These challenges were well met, and the school acknowledges benefiting greatly from the process of looking deeply at the various programs and setting goals for growth.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *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.*

How effectively has the school involved all shareholders in data review and analysis, dialog about student progress, school accomplishments and needs, etc.?

St. Anne School is exemplary in involving all shareholders through the annual reflection form, as well as the accreditation Self Study surveys, an active and engaged School Commission who advises the principal and the Pastoral Coordinator, and a regularly updated Five-Year Plan. At every stage of the Self Study process beginning with the review of the school's mission, philosophy, and SLEs, all shareholders were informed, consulted, and invited to participate and provide feedback which was integrated into the Self Study document. The school administration will continue to seek input from staff, students, parents, the Pastoral Coordinator, and the School Commission throughout the next term of accreditation.

How effective are the school's plans to keep shareholders involved in ongoing systematic analysis of the school's effectiveness?

Based on the information reported in the Self Study and collected during the accreditation visit, the visiting committee is confident that all shareholders will continue to be involved in ongoing systematic analysis of the school's effectiveness. The school administration plans to accomplish this goal through reports at Back to School nights and principal letters, and at School Commission and Parent Association meetings. Additionally, the school administration will continue to seek input from staff, students, parents, the Pastoral Coordinator, and the School Commission through annual surveys and meetings.

Chapter 2: Context of the School

A. School Profile

To what extent has the school compiled and analyzed annually updated data (cultural, demographic, financial, survey, interview) that identified major changes or trends since the last Self Study?

St. Anne School carefully compiled and analyzed annual data in the following areas: enrollment, tuition and finance, staffing and curriculum, student achievement, and professional development. The changes noted since the school's last Self Study are:

- stable enrollment with an increase in the number of requests for leave-of-absence, which led to the writing of a policy for a family requesting a leave-of absence;
- balanced budget with approximately a 5% tuition increase annually;
- ten new staff members in the last six years; initiation of level meetings;
- expanded faculty use of standardized test scores to support student achievement; development of standards-based report cards and monitoring of school effectiveness in tracking students' progress in meeting standards;
- continued compliance with Archdiocesan Catechetical Certification Program for teachers; budget allocations for individual as well as school wide in-service training.

St. Anne School collects, compiles, analyzes, and uses data to ensure continuing student growth, both individually and collectively.

What do parent/student/staff surveys tell about satisfaction with the school?

Student surveys are very positive especially in the areas of belonging, teacher encouragement, being treated with respect by their teachers, liking their school, and learning about being Catholic.

Parent survey results show that academic excellence, Catholic values, and a safe environment are the three main reasons they send their students to St. Anne School; and parents highly value the sense of community at the school. Ninety-seven percent of responders rate the religious instruction as highly effective or effective and rate other core academic areas as effective or highly effective by 80 percent. Parents receive a year-end Parent Reflection Sheet which identifies trends from the parents' point of view. This information is used to enhance and develop school programs.

B. Use of Prior Accreditation Findings to Support High Achievement of All Students

Accreditation Factor #2: *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.*

How effectively has the school used the prior accreditation findings and other pertinent data to support faith formation and high achievement of all students?

During the writing of the 2006-2007 Self Study, the faculty and staff identified the following four critical goals for the Schoolwide Action Plan:

1. Design new report cards that are aligned to the Student Learning Expectations, Archdiocesan Standards, and Washington State Standards (GLEs).
2. Align and use newly published state GLEs for writing, to drive instruction.
3. Develop for each grade subject a clearly written outline of instructional goals and resources.
4. Create a Long Range Technology plan including acquisition of hardware and development of a technology integration document.

All four of these goals have been diligently pursued. Faculty and staff have used data collected in the process to measure the impact of the goals and their success and to revise the strategies as the data indicated and the needs of the students evolved. Clearly, high achievement of all students has been the driving force and desired outcome of the school's work on their Schoolwide Action Plan.

How effectively has the school implemented the concept of continuous school improvement, e.g., data analysis and action, focus on high achievement, etc. in non-accreditation years?

The school's commitment to the use of previous accreditation findings and their pursuit of continuous school improvement is exemplary as seen in the completion, in 2010, of their third, five-year strategic plan, their revision of certain strategies in their 2007 Schoolwide Action Plan to ensure high achievement of all students, their commitment to on-going technology improvement and integration, their embracing of standards-based curricula and reporting, and their enthusiasm for the ISL process.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity:

Accreditation Factor #3: *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

How effectively has the school improved the spiritual formation of students, staff, and parents?

The school recognizes its mission of passing the Catholic faith on to all members of its community. In the Self Study, the school has provided significant evidence to suggest they are doing just that. Understanding faith formation is modeled by the school staff; the teachers begin the school year with an off-campus staff retreat that focuses on prayer and reflection. Staff faith formation is strengthened throughout the school year with Archdiocesan-approved continuing education such as Called and Gifted Workshops and the annual Religious Education Conference. Within the last two years, St. Anne School has embraced the mandate for Catechetical Certification; at this point, four staff members have completed the program. All elements of staff faith formation have been strengthened over the past six years; additional staff members are in process of receiving their Archdiocesan Catechetical Certification. Both the parish and school organize the facilitation of parental participation in their children's developing Catholic identity through "homework" and family discussion prompts. Students and their families are encouraged to attend and participate in weekend Masses as a way to share in the ministry of St. Anne Church. Further integration of SLEs, Archdiocesan-approved religion curriculum, and regular worship opportunities have further improved the spiritual formation of the student body.

How effectively has the school implemented changes to improve their Catholic Identity and fully integrate it into the life of the school?

The school has successfully implemented changes to improve their Catholic identity. All staff members ensure that appropriate religious signs and sacramentals are on display for students to see and interact with throughout their school day. The students enrich their Catholic identity through Monday morning prayer assemblies (beginning with the prayer of St. Anne) and Thursday morning Masses. A school theme based in scripture and tradition help to focus the work of the students and serve as a framework for school activities and student retreats. Middle school students have the opportunity to participate in music ministry as a part of worship as well as lead "family" groups with younger members of the student body.

St. Anne School also demonstrates a strong Catholic identity throughout the broader community. Middle school students learn the value of stewardship through a Stewardship Learning Class that they participate in through part of the school year. This class helps them to understand the value of helping those in their community and also assists the students to make connections between their actions and Catholic Social Teaching. Over the past few years, stewardship projects have allowed students at St. Anne School to provide help both locally and globally. Regular interaction with the parish and neighborhood communities through combined parish/school activities and Masses help to strengthen this community connection. Students also participate in annual activities such as the Lenten Rice Bowl collections. The school communicates these activities with families via a weekly newsletter.

How effectively has the school analyzed changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity?

St. Anne School has analyzed the success of these changes through the use of both traditional and anecdotal assessments. Throughout the school day and across all grade levels, students demonstrate awareness of their Catholic identity by linking SLEs to all areas of curricular content. Clear student knowledge of the SLEs and their indicators are evident. Students in all grade levels also complete regular SLE self-evaluations, which allow the students to reflect on the growth of their Catholic identity. These self-assessments combined with the daily anecdotal evaluations help all staff members to assess the effectiveness of the newly implemented changes and additions to their school's faith formation. Both parents and staff members have recognized a dramatic increase in student-led motivation to participate in areas that reflect their Catholic identity such as Mass participation and service activities. The staff members have also made changes to some of their faith-based activities, such as Middle School retreats, based on the demonstrated need of the students.

B. Defining the School's Purpose

Accreditation Factor #4: *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.*

How effectively does the school's mission and philosophy reflect the Catholic nature of the school?

The mission and philosophy strongly reflect the Catholic nature of St. Anne School by providing access to all the parish children to a school where students live, learn, and integrate Gospel values as part of a community that values learning and service.

How effectively has the school integrated their mission, SLEs, and standards into the total reality of the school?

The mission, SLEs, and standards are integral elements of the total reality of St. Anne School. Since the creation of the SLEs, there is a history of review, reflection, change, and evolution as

the community lives with the ideals. Now, the work to more precisely measure and communicate the effectiveness of the SLEs is in progress. It will lead to a stronger integration because the educational standards of the State of Washington and the Archdiocesan religion standards, as mapped by the faculty and staff drive instruction at St. Anne School.

How effectively has the school communicated their mission and purpose, including any governing authority expectations, to their shareholders?

There are a number of vehicles used to communicate with the shareholders. The Mission, Philosophy, and SLEs are available through the school web site, Family Handbook, and in classroom displays. Students share reflection rubrics with their parents and teachers that demonstrate their progress in meeting the SLEs. Information is shared with the School Commission, Parent Association, Parish staff and parishioners on a regular basis.

C. Organization for Student Learning to Support High Achievement of All Students

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

How effectively have the organizational structures of the school supported the school's mission and created an environment that is focused on high achievement of all students?

A highly effective organizational structure supports St. Anne School's mission to create an environment focused on high achievement of all students. For example, the well-defined roles and communication between the Administration, Pastoral Coordinator, School Commission, Parent Association, faculty, staff, and parents have led to safety changes on the campus, responsive budgeting and financing decisions, and parental support for extracurricular activities. Continual staff development, the support of resource teachers, and a counselor all contribute to an environment of learning. The students benefit from this organizational structure as a recent parent survey acknowledged the academic excellence at St. Anne School.

How effectively have the organizational structures of the school communicated student progress to the shareholders?

Assessments of student learning are ongoing, evaluative, and reflective. The results are shared with the community in a variety of ways. The principal reports regularly to the Pastoral Coordinator and during the School Commission and Parent Association meetings. There are many opportunities to share individual student results with parents. For example, rubrics returned with assignments, conferences, progress reports, report cards, Power School data, standardized test results, and classroom websites are used to demonstrate student progress.

D. Data Analysis and Action to Support High Achievement of All Students

Accreditation Factor #6: *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.*

How effectively has the school used educationally sound assessment processes to collect, disaggregate and analyze student performance data? (Note: include information about the use of standardized tests, teacher-made tests, and text-created tests; as well as the school's use of clear interpretations of the data analysis.)

St. Anne School consistently utilizes student achievement data in its decision making. The collecting of such data is both systemic and research driven. In its intent to document, disaggregate and discuss such data, St. Anne School provides an impressive set of processes designed to assure instructional and curricular growth.

The school's very impressive approach to data analysis and to supporting high achievement of all its students also includes its commitment to differentiated instruction and implementation of intervention practices. Teachers rely on both formative and summative evaluations and assessments. Such assessment models speak to the affective learning and building of relationship between students and teachers. Formative and summative assessments are preceded by rubrics that are shared and taught, thereby removing the 'guessing' about the assessments.

The school's standards-based report card further affirms its commitment to a very cogent and consistent model of professional growth and evaluation of teaching and learning. By reflecting whether students were approaching, meeting or exceeding the standard, St. Anne School demonstrates in a very powerful way how it engages its students and their families in an active conversation about each student's individual progress.

How effectively has the school assessed SLEs and academic standards?

The school assesses SLEs and academic standards through a variety of means and does so very effectively. Teachers incorporate the SLEs in on-going lesson planning; students show a high degree of ability to relate SLEs to what is taught and learned; this is especially true in religion but also evident in other curricular areas. Furthermore, the school utilizes outside assessments, such as the Iowa Test of Basic Skills (ITBS), in combination with Accelerated Reader (AR) and summative as well as formative assessments to assure student comprehension, application and analysis.

How effectively has the school used data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging students to achieve, implementing new curricular materials, etc.?

The school scaffolds its approach to assessment and curriculum. For instance, in its annual application of the ITBS, the school seeks to identify trends. In the case of the math computation data, this identification led to a review of instructional practices whose goal it was to foster student engagement, further align ITBS preparation and instruction and research a new math text. In the classroom, teachers use pre-tests and post-tests to identify trends and discern individual students' needs. Such individual tracking is highly effective and employs communication across a variety of constituents and in a variety of ways: parents are given the

opportunity for annual written feedback; stakeholder satisfaction is also measured via enrollment, financial and demographic data collection and tracking; the *PowerTeacherGradebook* is used to compile information from reports, report cards and teacher conferences; the school counselor and resource teachers gather and communicate outside and internal testing data when writing a support plan for students, and teachers rely on built-in checkpoints and chapter tests in addition to informal assessments to monitor students' academic and organizational growth.

E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students

Accreditation Factor #7: *The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

How effectively has the school developed a curriculum based on SLEs and curriculum standards?

In order to develop a curriculum based on SLEs and curriculum standards, and to do so very competently, St. Anne School's faculty benefits from the professional development associated with Washington State's Continuing Certification requirements. Here, teachers are given the opportunity to keep current in their respective fields and to access current research especially in the area of curriculum innovation.

During the 2011 academic year, and in order to intentionally articulate identification of standards and learning outcomes, teachers began working on curriculum maps of study units for all their classes. This process of curriculum mapping also included the SLEs, specifically how they related to individual units. The curriculum maps integrate the SLEs and provide an opportunity to analyze student progress toward the individual learning outcomes with teachers able to make necessary changes and adjustments as are needed to keep curriculum organic and fluid.

As SLE files were created, St. Anne School was intentional about including student reflection sheets showing the connection between the teaching and learning in the classroom and the specific SLE standard. In the spring of 2012, St. Anne School wanted to further the community's understanding and application of SLEs. Therefore, the school asked students and their parents/guardians to complete a holistic SLE reflection sheet. The objective was to assess each student's progress with the SLEs and to engage in individual goal setting practices. The SLE qualities of *a faith-filled person; a globally aware person; a life-long learner, and a balanced person* were also connected to the curriculum mapping done by the faculty.

How effectively has the school measured student achievement of the SLEs?

St. Anne School measures student achievement of the SLEs in multiple ways. Students' learning and the SLEs are clearly connected in formal and informal assessments as well as class discussions. For instance, Washington State's Essential Academic Learning Requirements (EALRs) and SLEs are posted in classrooms, and are connected to student outcomes. The school's curriculum program is designed to support achievement of the SLEs, the Archdiocesan religion standards, math Common Core standards, and state standards for all other disciplines. The school continues to measure SLEs in a variety of ways, including posting these standards in classrooms. St. Anne teachers incorporate the appropriate and targeted SLEs and standards into their lessons, assessments, and assignments. Lesson plans demonstrate a commitment to providing visual cues, engaging in explicit discussion, and prompting of student reflection.

How effectively has the school measured student achievement of the curriculum standards, e.g., the use of multiple assessments to measure student progress, etc.?

To further identify growth in student learning teachers utilize multiple measures and test strategies, such as checkpoints and end-of-unit-tests. The intent is not only to monitor student growth, but to also modify instruction to meet students' needs. In kindergarten through eighth grade, the school's counselor and the resource specialists collaborate on the development and monitoring of Student Learning Plans (SLPs) for high-risk students with diagnosed learning challenges. The plan's objective is to assure cooperation and communication among student(s), teachers and parents/guardians to assure student success. The analysis of the ITBS led to the adoption of a new math curriculum and the beginning use of *Mathletics* to meet the academic needs of all students.

How effectively has the school ensured that each student is making acceptable progress toward the achievement of SLEs and curriculum standards?

As *life-long learners*, students at St. Anne School are encouraged to assess their own reading skills and to participate in finding what books might be a 'good fit' for them. Such ownership of one's own learning carries over into the school's extra-curricular activities as well. Together with the school counselor, classroom teachers introduce and teach skills to foster positive social interactions in and out of school. The students' SLE reflection sheets provide further evidence to the development of these skill sets.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *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.*

How effectively has the school integrated Catholic values throughout the curriculum?

At St. Anne School the staff applies research-based knowledge about teaching and learning in the instructional process. The consistent integration of Catholic values is not only evident in co-curricular opportunities, but also in the faculty's and staff's understanding and application of their students' developmental psychology and how that is manifested in daily teaching and learning. In order to support high achievement of all students, teachers show a very powerful awareness of the variables that make up their students, ranging from student learning history to cognitive/social developmental levels. The weekly prayer assembly invites students to fully participate, in song and sign language, and do so guided by students; the presence of the Praise Singers demonstrates another value St. Anne School places on its Catholicity.

Significant growth in student learning is further supported by teachers staying current in their field through professional development. Brain research, impact and integration of technology, sophisticated assessment models – are some of the areas of interest as teachers pursue professional development and workshops. As a faculty, teachers give input in the spring to determine their faculty professional development focus for the following year.

The school's administration utilizes federal Title IIA funds as well as school funds to support opportunities provided by the Bureau of Education Research (BER), the National Catholic Educational Association (NCEA), the Puget Sound Educational Service District (PSESD), and local universities to enhance professional development.

How effectively has the school used research-based instructional techniques to improve student learning?

As a school, faculty and staff are highly effective in providing a variety of groupings for their students; students are seen working in pairs; ability groups; small groups; whole groups; individually or as a whole school. The school supports such learning by providing a variety of physical spaces that invite engagement in various learning styles. The groupings are research based and mirror the intentionality of a faculty engaged in on-going professional development.

While teachers are firm and systematic in their identification of learning targets, their methodology is anchored in standards and their strategies and tools for assessments demonstrate flexibility. Formative and summative assessments are measurable and built on the foundation provided by the SLEs and standards. Learning activities include structured discussions, independent reading, writing workshop, guided practice, direct instruction, or a learning game. On the formative assessment level, assessments can include teacher observations, requests to paraphrase, giving of examples, diagrams, student response sheets or student conferences.

Teachers rely on summative assessments to successfully benchmark a student's learning across time and curricula as well as in response to differentiated instructional methods. By establishing these benchmarks the school is then able to have a comparison with national, state, class and personal norms. Two of the summative methods used are the Diagnostic Reading Assessment (DRA), applied at the beginning and end of each year, and the ITBS.

How effectively has the school integrated technology into the teaching/learning process?

St. Anne is a technologically integrated school; all classrooms but Pre-K have interactive whiteboards; teachers utilize laptop carts; the music teacher utilizes electronic student response devices, demonstrating how powerful it can be to have instantaneous check-ins with students about their understanding of a lesson. In addition, each classroom has a document camera that allows immediate feedback, or the development of an assessment rubric. It is also effectively used for note taking and lesson building. That culture of learning extends to a small pilot study of iPad integration with its implementation beginning fall 2012 and coordinated by the technology specialist, and involving the first and second grade teachers, the K-5 resource teacher, principal and vice principal.

How effectively has the school used assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards?

To further support high achievement of all students the school intentionally articulates its findings to a variety of constituents, especially parents. In addition, an internal review system is in place with the principal reviewing *ITBS* scores and each report card and with the classroom and resource teachers reviewing *DRA* and *ITBS* scores. Compiling the results of formal, informal and outside assessments, St. Anne faculty meet in teams and across grade levels in order to disaggregate data, develop lesson and unit plans and plan their professional development. Middle school students now participate in student-led conferences to share their progress with their families. In addition, St. Anne lets its students use their own electronic readers. This is another way to allow students to differentiate their reading levels while doing so in a safe environment.

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

Accreditation Factor #9: *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.*

How effectively has the school provided services, resources, and activities to help all students achieve at high levels?

St. Anne School offers exemplary co- and extra-curricular programs to its students to help them achieve at high levels. For those students in grades K-5 who are either below or approaching grade level standards, St. Anne School has a reading/resource specialist who provides support to the primary and intermediate teachers regarding curriculum development and implementation, and in-class and pull-out services for their students. The middle school has two resource teachers: one provides in-class support for all students and the other is available for small group intervention of remedial skills. The school counselor provides additional resources and support for students, teachers, and parents as social and/or emotional needs present themselves. St. Anne School offers a wide variety of before and after school clubs available to students ranging from primary to secondary such as speech team, math club, chess club, Lego club, and book club. It is required that students from fourth to eighth grade participate in the science fair and the students

also have the opportunity to participate in the Geography Bee. These clubs and activities stretch and support the students' intellectual development and performance.

How effectively has the school used parents and community resources, including Federal Program funding, to assist students?

St. Anne uses parents and the community to help assist their students. Extracurricular sports are organized by the Catholic Youth Organization (CYO) and many of the parents from St. Anne School volunteer as coaches for these programs. Parental and community support via Fund-a-Need at the school auction has augmented the school's technology budget to allow it to acquire current technological resources that enrich and enhance school programs. In the winter of 2012, a speaker from the Seattle Police Department addressed the middle school students on how to safely navigate the worldwide web and recognize signs of cyber-bullying or predatory behaviors. St. Anne School receives some Title IIA services and uses its allocation to support a very strong staff development program.

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

References:

Accreditation Factor #10: *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.*

How effectively has the school developed, implemented, and monitored a financial management system, to support high achievement of all students?

The resources available to St. Anne School enhance and expand the school program; they also reflect sound financial practices based on an updated Five-Year Strategic Plan that assures the growth of its program based on the school's mission, philosophy, and commitment to SLEs.

Communication between the school and the parish is assured by the parish bookkeeper who works closely with the school principal, Pastoral Coordinator, Pastoral Assistant for Administration and the school commission. Thus, the school budget is not only closely monitored, but adherence to approved Archdiocesan accounting practices are assured as well.

At the basis of this highly impressive resource management is the school's belief in and commitment to supporting high achievement of all students. To guarantee a continuum, St. Anne School begins in November to create a balanced budget for the following year. The principal and vice principal collaborate with the parish bookkeeper and Pastoral Assistant for Administration to create an initial budget relying on historical records, per pupil cost and action statements from the Five-Year Plan; in addition, they take into account salary and benefits increase proposals and other needs, curricular and/or capital.

Fundraising efforts were evaluated by the school's Fundraising Director, to review their viability. The surveys showed that St. Anne School parents prefer initiatives with higher financial yield compared to those with a high time commitment. As a result, during the 2011-12 school year, smaller fundraisers were replaced with a Move-a-Thon which exceeded its fundraising goal. The excess amount of money raised went toward the iPad pilot program, thus reflecting the school's clear goal and action to utilize its resources for teaching and learning of all students.

Because of its consistently prudent and thoughtful resource management, St. Anne School was able to work on its capital improvement and seismic upgrades; the school uses its parish subsidy to meet the needs of those requiring financial assistance. The school has established a process to work with families requesting tuition assistance.

As a school of the Archdiocese of Seattle, St. Anne School manages its resources to benefit student teaching and learning; it also models excellent resource management at the wider Archdiocesan level by providing for its families locally, not having to rely on funds granted by the Fulcrum Foundation.

How effectively has the school used external resources to supplement tuition, fees, and fundraising?

In addition to the Timothy McCarthy Memorial Endowment, which is used exclusively for tuition assistance, St. Anne School makes use of federal title funds. Those title funds are distributed by the local public school district and are primarily used for professional development.

How effective is the school at planning for its long-term viability?

In its commitment to long-term viability, the Timothy McCarthy Memorial Endowment was established in 1995. Currently at a principal of over one million dollars, the endowment is managed by a board that reviews interest income and recommends an annual percentage to be used for the school's operating needs.

Two years into its current Five-Year Strategic Plan, St. Anne School has already identified the need for an additional intentional strategy to address long term capital improvement costs. The school's objective is to articulate those needs, project their costs, and thoughtfully develop a funding plan that addresses capital improvement without negative impact on the school's educational programs.

Each year for 8th Grade graduation, the school celebrates its graduates at an Affirmation Ceremony. At that ceremony students are individually celebrated and at the conclusion of the ceremony, the principal, herself an alumna of St. Anne School, explains to the graduates the transition from student to alumnus/a and the stewardship responsibilities associated with it. Students receive a laminated alumni card and get a sense of the stewardship expected of them as they move on to high school and beyond.

Chapter 4: The Action Plan

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

Accreditation Factor #11 (*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 institutional and/or governing authority expectations.*)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the eight most significant)

1. The total school community intentionally incorporates Gospel values into the school experience through instruction, participation in prayer experiences, the celebration of the sacraments, and retreats.
2. The administration encourages and supports staff professional development as research, assessment trends, and technological developments suggest ways to improve curriculum and instructional methods.
3. Diverse co-curricular and extra-curricular opportunities are available for student involvement.
4. Long-range school financial stability is assured through funds generated from Annual Fund and endowment incomes, providing the ability to meet the needs of all learners.
5. The school demonstrates a strong commitment to fiscal responsibility through careful budget management by parish, school, and parent leadership. This is guaranteed through strong operating reserve funds.
6. The school reviews curriculum on a regular basis with guidance from self-study action plans and the school's Five-Year plan.
7. Inclusion of target SLEs and standards in curriculum maps and lesson plans leads to consistent use of student reflection rubrics and evidence files to assess and communicate progress of SLEs to students, teachers, and parents.
8. The school effectively uses standardized tests to assess students' learning placement and needs, as well as to guide curricular changes.

Critical Goals (identified by school)

1. Increase clarity and continuity of curriculum and methodologies from grade to grade to increase student learning.
2. Improve data collection and analysis to support high achievement for all students.
3. Develop grade specific measurement tools to assess student growth toward SLEs.
4. Develop a long-range facilities maintenance/improvement plan.
5. Update Religion curriculum.

How effectively did the school identify critical goals that are focused on improving student learning?

The school very successfully identified its critical goals during the Self Study process. The critical goals identified are student-centered and designed to support excellence in both teaching and learning. These goals are not only focused on the whole student, but also on the entire parish and school community. They are measurable and quantifiable.

How effectively does the Action Plan align with and address the school's critical goals in order to support high achievement of all students?

The Action Plan directly aligns with and addresses each of the school's critical goals in order to support high achievement of all students. The strategies are directed toward specific goals, have a realistic timeline, and are attainable based on the resources of the school.

PLEASE NOTE: The Visiting Committee is not required to complete either of the next two optional parts. If either or both of these parts are not used, the Visiting Committee should put N/A in place of the narrative. If either optional part is used, the Visiting Committee must have identified and clearly supported the need for this modification or new critical goal in the Report of Findings narrative.

OPTION A: If the finding of the Visiting Committee is that one of the school's critical goals should be modified, the Visiting Committee should write a narrative describing what modifications are needed, and the rationale for these modifications.

N/A

OPTION B: Critical Goal Identified by the Visiting Committee:

1.

If the finding of the Visiting Committee is to replace a school's critical goal in the school's Action Plan, the Visiting Committee should identify which goal is to be replaced, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school's Action Plan. NOTE: Because there can be no more than two critical goals from the Self Study incorporated into the School's Action Plan, the Visiting Committee recommendation will replace one of the school's two critical goals.

If the opinion of the Visiting Committee is to add a critical goal for incorporation into the school's Action Plan in the future, the Visiting Committee should identify which goal is to be added, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school's Action Plan. NOTE: The school's Action Plan evolves over time and new critical goals are incorporated as critical goals are accomplished.

N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *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.

How effective are the monitoring processes (assessment/evaluation, communication to shareholders, involvement of shareholders in implementing and monitoring the Action Plan, etc.) that are incorporated into the Action Plan?

St. Anne's School has very impressive monitoring processes because they are built on an already existing system of successful shareholder communication. Agendas for faculty and school commission meetings include reviews and strategies to address, schedule, and accomplish the work to be done each year.

How effective is the school plan to evaluate the goals in the Action Plan on the basis of their impact on student achievement?

Data the school receives from assessments of student progress as well as teacher input will ensure evaluation of the impact of the goals in the Action Plan. As goals are reviewed each year the school will adjust strategies and create new evaluative processes as needed.

What impediments, if any, must the school address in order to accomplish the Action Plan?

The school clearly demonstrates the ability to accomplish their Action Plan. They fully realize the necessary commitment of time and human resources required to bring this about. The school will need to ensure that new staff (should there be any) understand the Action Plan and what its accomplishment requires of each staff member.