



WCEA *Western Catholic
Educational Association*

IMPROVING STUDENT LEARNING

A Self Study for:



**ST. IGNATIUS
PARISH SCHOOL**

3245 Arden Way, Sacramento, CA 95825

Continuous School Improvement Focused On High Achievement Of All Students

2014-2015

TABLE OF CONTENTS

School Personnel.....	2
Chapter 1 – Introduction	
A. How the Self-Study was Conducted.....	4
B. Involvement and Collaboration of Shareholders in Completing the Self-Study.....	7
Chapter 2 – Context of the School	
A. School Profile.....	9
B. Use of Prior Accreditation Findings.....	14
Chapter 3 – Quality of the School Program	
A. Assessment of the School’s Catholic Identity.....	18
B. Defining the School’s Purpose.....	24
C. Organization for Student Learning.....	29
D. Data Analysis and Action.....	34
E. High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards.....	38
F. Instructional Methodology.....	43
G. Support for Student Spiritual, Personal, and Academic Growth.....	47
H. Resource Management and Development.....	52
Chapter 4 – Action Plan	
A. Design and Alignment of the Action Plan with the Self-Study Findings.....	56
B. Capacity to Implement and Monitor the Action Plan.....	72

SCHOOL PERSONNEL

Pastor:	Fr. Mike Moynahan, S.J.
Associate Pastor:	Fr. Art Wehr, S.J.
Associate Pastor:	Fr. Jerry Hayes, S.J.
Associate Pastor:	Fr. Phillip Ganir, S.J.
Principal:	Patricia Lane
Vice Principal:	Katrena Hatridge

FACULTY

Preschool Director and Teacher:	Becky DelPiero
Preschool:	Cachele Thompson
Transitional Kindergarten:	Cindy O'Hara
Kindergarten:	Lisa Hilton
First Grade:	Patti Imrie
Second Grade:	Debbie Peters
Third Grade:	Katie Flores
Fourth Grade:	Amy Herrick
Fifth Grade Homeroom and Fifth/Sixth ELA:	Carol Walker
Sixth Grade Homeroom and Fifth/Sixth Math:	Tessa Green
Sixth Grade Homeroom and Fifth/Sixth Math:	Angela Olsen
Seventh Grade Homeroom and Seventh/Eighth ELA:	Madeline Berghoff
Seventh Grade Religion:	Erin McGraw
Eighth Grade Homeroom and Seventh/Eighth Math:	Steve Grialou
Advanced Seventh Grade Math and Algebra:	Haidi Spinelli
Art for First-Eighth Grade:	Barbara Domek
PE for TK-Eighth Grade:	Rich Romo
Resource:	Pat Friesen
Science for First-Fourth:	Lisa Schneider
Science for Fifth-Eighth:	Jen Hammel
Spanish for First-Eighth:	Ana Damian
Technology for TK-Eighth:	Bob Christensen

ASSISTANTS

Preschool:	Carly Carpenter
Preschool:	Michele Carpenter
Preschool:	Rachael Hubbard
Preschool:	Juliette Kovalik
Preschool:	Megan O'Boyle
Transitional Kindergarten:	Amelia Zamora
Kindergarten:	Trisha Ayers
First Grade:	Thomas Roybal
Second Grade:	Erica Flatland
Third Grade:	Rachel Spinelli
Fourth Grade and Primary Science:	Carol Nelson
Fifth and Sixth Grade:	Molly Frandrup
Seventh Grade:	Erin McGraw
Eighth Grade and Staff Assistant:	Sherry Savarino
Upper Grade Science:	Vikki Waisner

SUPPORT STAFF

Athletic Director:	Cathy Edwards
Bookkeeper:	Laura Legrand
Director of Annual Giving:	Debra Russell
Extended Services Director:	Tammy Zeigler
Extended Services Supervisor:	Mitchell Johnson
Extended Services Supervisor:	Sabrina Mayo
Extended Services Supervisor:	Arielle Ortiz
Extended Services Supervisor:	Amelia Zamora
Extended Services Supervisor:	Vikki Waisner
Hot Lunch:	Kem Flatland
Librarian:	Mary Pons
Office Assistant:	Pat Carissimi
Secretary:	Vicky Isaacson

A. HOW THE SELF STUDY WAS CONDUCTED

The self-study began in August 2013. Training was provided to the faculty and staff in August and they began work on the Profile. The leadership team was formed and they set a schedule for monthly meetings. Staff, parents, clergy, and students were surveyed in September. The self-study committee structure was set and members were identified.

In September, six committees were formed to meet in the afternoons on accreditation minimum days throughout the school year. Each committee had six or seven members including at least two teachers, one teacher's aide, and one parent. The committees met together as a large group at the same time, but they did most of their work divided into six smaller groups. All committees worked on the same topic at the same time. The leadership team provided training, clarification, and directions to the large group; then the small committees analyzed and discussed data and questions and took notes as separate entities. At the conclusion of each section, committee notes were given to the leadership team. A draft was written which was then reviewed and discussed by the committees at the next meeting. The whole group worked on clarifying accomplishments and goals. The draft was finalized by the leadership team. This process was followed for the School Profile, School's Catholic Identity, and Defining the School's Purpose between August and December. In February and March the six committees worked on Support for Student Growth.

Three grade-level committees were formed. All Transitional Kindergarten through eighth grade homeroom and subject-area teachers served on these committees. Each group included five or six teachers of similar grade levels. The chair-person of each group served on the leadership team. Grade-level committees had one scheduled meeting per month; they also scheduled other meetings as needed. These committees worked on the Data Analysis section in November and December. They completed High Achievement and Instructional Methodology between January and April. The process was the same as the process used by the six committees. They all analyzed the same data, had discussions based on the same questions, and submitted their notes to the leadership team. Drafts were reviewed by the faculty as a whole and everyone worked on accomplishments and goals together. The narratives were finalized by the Leadership Team.

Two other committees were formed, one to focus on Organization for Student Learning in November and December, and one to focus on Resources in March and April. The members of these committees were school staff members, one priest, and parents with experience in leadership positions in CSAC and Parent Club.

Parents, students, and alumni were involved in the self-study process through their completion of surveys. They also attended the Community Input Evening and served on self-study committees and focus groups. Parents were involved in data analysis, discussion, identification of accomplishments and goals, and draft review. Some current

and former CSAC members served on self-study committees. CSAC members and the pastor reviewed all narrative drafts before they were finalized.

Self-Study Committees

Leadership Team

Tessa Green – 6th Teacher
Katrene Hatridge – Vice Principal (Self-Study Coordinator)
Patty Lane - Principal
Cindy O'Hara – TK Teacher
Debbie Peters – 2nd Teacher
Shawna Sikorsky – Technology Teacher

Six Committees for School Profile, Catholic Identity, School's Purpose, and Support for Student Growth

Committee #1

Cachele Thompson – Preschool Teacher
Katie Flores – 3rd Teacher
Barbara Domek – 1st-8th Art Teacher
Haidi Spinelli – 7th & 8th Math Teacher
Carol Nelson – 4th Assistant
Sherry Savarino – 8th & Staff Assistant
Nick Moore – Extended Services Supervisor
Rissa Ito – Parent (Pre., 1st, 3rd)

Committee #2

Becky DelPiero – Preschool Director & Teacher
Amy Herrick -4th Teacher
Ana Damian – 1st-8th Spanish Teacher
Jenny Thompson – 3rd Assistant
Vikki Waisner – 1st-4th Science Assistant & Extended Services Supervisor
Katie Porter – Parent (1st & 3rd)

Committee #3

Cindy O'Hara – TK Teacher
Carol Walker – 5th Teacher
Molly Hagen – 5th-8th Science Teacher
Erica Flatland – 2nd Assistant
Juliette Kovalik – Preschool Assistant
Tammy Zeigler – Extended Services Director
Darrell Parsons – Parent (K)

Committee #4

Lisa Hilton – K Teacher
Tessa Green – 6th Teacher
Lisa Schneider – 1st-4th Science Teacher
Monica Scholtes – 1st Assistant
Katie Wisheropp – 5th-8th Science Assistant
Michele Carpenter – Preschool Assistant
Amelia Schumacher – Extended Services Supervisor
Kerry Carissimi – Parent (Pre., 1st, & 3rd)

Committee #5

Patti Imrie – 1st Teacher
Sara Cardenas – 7th Teacher
Shawna Sikorsky – TK-8th Technology Teacher
Trisha Ayers – K Assistant
Brittany Fields – Preschool Assistant
Sabrina Mayo – Extended Services Supervisor
Josh Aragon – 5th & 6th Assistant
Melissa Deiro – Parent (6th)

Committee #6

Debbie Peters – 2nd Teacher
Steve Grialou – 8th Teacher
Rich Romo – TK-8th PE Teacher
Jeanette Ray – TK Assistant
Colleen Ennis – 7th Assistant
Rachel Hubbard – Preschool Assistant
Sarina Fat – Parent (K, 3rd)

Three Grade-Level Committees for Data Analysis, High Achievement by All Students, and Instructional Methodology

Committee #1

Cindy O'Hara, TK Teacher (Chairperson)
Lisa Hilton, K Teacher
Patti Imrie, 1st Teacher
Shawna Sikorsky, TK-8 Technology Teacher
Rich Romo, TK-8 PE Teacher

Committee #2

Debbie Peters, 2nd Teacher (Chairperson)
Katie Flores, 3rd Teacher
Amy Herrick, 4th Teacher
Barbara Domek, 1st-8th Art Teacher
Ana Damian, 1st-8th Spanish Teacher
Lisa Schneider, 1st-4th Science Teacher

Committee #3

Tessa Green, 6th Teacher (Chairperson)
Carol Walker, 5th Teacher
Sara Cardenas, 7th Teacher
Steve Grialou, 8th Teacher
Molly Hagen, 5th-8th Science Teacher
Haidi Spinelli, 7th & 8th Math Teacher

Organization for Student Learning Committee

Madeline Berghoff, 7th Teacher, Advisory Council Faculty Representative
Tina Bonilla, Parent Club Co-President, Advisory Council
Steve Grialou, 8th Grade teacher, Advisory Council Faculty Representative
Katrena Hatridge, Vice Principal
Fr. Jerry Hayes, S.J., Associate Pastor
Denise Konigsfeld, Advisory Council
Patty Lane, Principal
Jared Patterson, Advisory Council
Matt Weeden, Advisory Council

Resource Management and Development Committee

Steve Booth, Advisory Council
Katrena Hatridge, Vice Principal
Patty Lane, Principal
Laura Legrand, Bookkeeper
Chris McGuinness, Advisory Council
Deb Russell, Director of Annual Giving, Parent
Shawna Sikorsky, TK-8th Technology Teacher

Evidence

- Records of All Self-Study Meetings Binder
- Section Binders

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

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

The school involved all shareholders in data review, analysis, and dialogue throughout the self-study. Shareholder participation began with the completion of surveys in September 2013. Surveys were completed by 192 parents, 20 members of the Advisory Council, Parent Club Board, clergy, 166 students in fourth to eighth grade, 154 students in TK to third grade, and 34 staff members. This data was reviewed and analyzed by every self-study committee. During the years prior to the self-study, parents completed satisfaction surveys and Catholic identity surveys. This data was also used as another source of shareholder input.

A community input evening was held in October 2013. Participants included school and parish staff, clergy, current school parents, parents of alumni, alumni, and parishioners. Ninety-seven people attended. After an initial introduction, participants broke into small groups to discuss questions relevant to the accreditation factors. Notes from these discussions were provided to each self-study committee for review.

A student focus group was formed and they met twice to discuss topics relevant to the study. Notes from these discussions were also provided to self-study committees for review.

Eleven different self-study committees were formed. Each committee included shareholders appropriate for the accreditation factor under review. Six of the committees included teachers, teachers' aides, other school staff, and parents. These committees analyzed and discussed data and questions, identified accomplishments and goals, and reviewed narrative drafts for these sections: School Profile, School's Catholic Identity, Defining the School's Purpose, and Support for Student Growth. Three committees were formed which included only teachers. These committees worked on Data Analysis and Action, SLEs and Standards-Based Curriculum, and Instructional Methodology. A committee of school staff, clergy, and parents was formed to work on Organization for Student Learning and another group of school staff and parents met to study Resource Management and Development.

Every committee began its first meeting with training on the Improving Student Learning self-study process. The second step was data review and analysis. Committee members were given input from shareholders relevant to their topic. Input included results from accreditation surveys, Diocesan satisfaction surveys, Catholic identity surveys, and discussion notes from the community input evening. Other relevant data such as standardized testing results and enrollment trends were also available. Each committee had data specific to the accreditation factor under review, and the data they

received is included in the binder for that section. Discussion followed data analysis and the notes from these discussions were used to write the first drafts of the narratives. The committee reviewed the draft and identified significant accomplishments and goals. Narratives were reviewed and revised by the leadership team. They were then reviewed by CSAC and the pastor before they were finalized.

In May 2014, a meeting was held to consider all the significant accomplishments and goals identified for all the accreditation factors. Every staff member and parent who served on any committee was invited to participate in this meeting. Thirty-seven shareholders participated. Accomplishments and goals were reviewed and discussed first in small groups and then with the large group. Everyone voted on the goals which they believed to be the most critical. The vote results were discussed in the large group; then the small groups held discussions and brainstormed strategies to address some of the goals identified as the most critical. The leadership team used all the notes from this meeting to create the Action Plan. The faculty, pastor, CSAC, and Parent Club board reviewed the final Action Plan.

In the years following the self-study, CSAC and the faculty will review the Annual Report of Progress and parents will receive updates through the principal's newsletters. Shareholder involvement and collaboration will continue to be a significant strength of St. Ignatius School. Input from staff, parents, students, alumni, and parishioners is actively encouraged and considered an integral part of the decision-making processes of the school. Many shareholders are active members of the school's organizational structures and support groups. Shareholders will receive updates and participate in data analysis during these meetings. Through e-mails, the school website, the annual report, and social media, the parent community and the larger community of alumni and parishioners will be informed and invited to participate in the ongoing process of school improvement.

Evidence

- Records of All Self-Study Meetings Binder
- Section Binders

A. SCHOOL PROFILE

In the early 1950s, the Jesuits had been invited to send priests to staff a new parish and build a new school in Sacramento. They responded by celebrating the first mass of St. Ignatius Parish on March 9, 1954; St Ignatius Parish School opened several months later in October of 1954. The Sisters of the Holy Names staffed the school, and under their leadership, the school experienced phenomenal growth. When the Sisters left in October 1974, a committee of parish families established a policy-making school board, wrote a mission statement, and hired a new principal and a full staff of lay teachers to lead the school. The transition in 1975 to lay administration and staff was made possible by the dedication of the Jesuits to maintain the excellence and affordability of a Catholic education. The commitment to teach as Jesus did was fundamental to the success of this transition.

Since its inception, St. Ignatius School has articulated the charism of a Jesuit parish school – the school encourages children to respond to the invitation to find God in all things, to live for the greater glory of God, and to be generous and live the *magis* as they become young men and women for others. Jesuit priests continue to be a vital presence in the life of the school. In the tradition of St. Ignatius of Loyola and Jesuit values, the educational processes of St. Ignatius School provide spiritual formation as the integral connection to the academic, social, emotional, and physical development of the whole child. Reflecting the spiritual qualities of an Ignatian community, St. Ignatius School continues to serve our children, our families, our parish, and our community.

Catholic identity, sense of community, and commitment to excellence are reflected in the data as the outstanding characteristics of the school. These values have been evident in the past; it is expected that these values will continue to be a recognized strength of the school.

St. Ignatius is first and foremost a Catholic school. Catholic values and faith formation are the second and third major reasons that parents choose St. Ignatius for their children. They are an integral component of the school day, evident in daily prayer, religious instruction, regular celebration of the sacraments and in the interactions within the school and local community. Parents value the Catholicity of the school. Almost all families and staff members are Catholic. Ties to the parish and the greater Jesuit community are strong. The pastor is very involved at both the administrative and personal level. He has a respectful and cooperative working relationship with the principal and Advisory Council. The principal works closely with the parish staff and Parish Finance Council. The parish directors of music, liturgy, religious education, and social ministry work collaboratively with the faculty, administration, and parents throughout each school year. Parish priests develop relationships with the students and teachers during the priests' regular visits to the classrooms. Catholic practices and traditions, including mass, reconciliation, stations of the cross, May Crowning, prayer services, and retreats, enrich the lives of students, faculty, and parents. Students and their families support parish activities, especially the "Sharing God's Bounty" dinners for

the needy, food drives, the Altar Society Boutique, and parish fund-raisers. In response to survey questions, students report that they do learn about their faith, spend time in prayer, and participate in service.

Closely tied to the school's Catholic and Jesuit identity is the school's sense of community. St. Ignatius School fosters and encourages a feeling of belonging and being part of a caring community. Parents cite this as one of the most important reasons they send their children to St. Ignatius School. Even though this criteria was not on the standard list of options for why parents chose the school, it was a "write-in" response to the question which many families chose to include. On a different survey question, parents listed the "community feeling" or "family atmosphere" as the second most important reason they like the school. In survey questions, the words "respect" and "care" show up often in relation to staff, students, and parents. Older students agree that the things they like most about their school are their teachers, classmates and the community. The younger students don't use the word "community." They rate recess, friends, and older buddies as what they like most – their definition of community. Teachers are rated as their next favorite thing.

The number one reason that parents choose St. Ignatius School and the distinguishing characteristic of the school is the school's commitment to excellence. Parents appreciate the high academic expectations and the level of preparedness for high school. Parents believe in the academic rigor of the school's program; this is supported by all assessment data. Across all grade levels, all subjects, and across time, St. Ignatius students have shown high achievement on the Iowa Test of Basic Skills (ITBS), Acuity testing, ACT tests, high school placement tests (HSPT), SLE progress reports, report cards, and honor roll lists. According to surveys, some parents would like to see increased academic challenges, especially in the science and Spanish programs. For the past five years, every graduate has been admitted to the high school of his choice, and eighty percent have chosen Catholic high schools. Every parent of a graduate who completed the survey (thirty-six responses) said that their children were well prepared or very well prepared for high school. Survey results from both younger and older students show that the student body appreciates the academically challenging environment and the opportunity and encouragement to learn. Both parents and students cite the faculty and staff as a key factor to the success of the program. Students and parents see the faculty and staff as dedicated, skilled instructors who are committed to helping students succeed. The demographic data relating to the faculty, teachers' assistants, administration, and other staff indicates that the school has a large staff of well-educated, dedicated professionals.

St. Ignatius School updates its profile data annually and uses the data and prudent planning to respond to the needs of the community. Enrollment has remained strong with minimal student turn-over since the previous accreditation. Total numbers of students have increased due to the addition of a preschool program. This program was added in response to requests from parents and parishioners and for its potential as a marketing tool. The preschool has been a very successful endeavor with an enrollment

that has grown each year. During the 2013-2014 school year, it was just one student short of full capacity. The school considers 18 students to be a full class for the three and four year old classes, 20 students for Transitional-Kindergarten (TK), 35 students for K-3rd, and 40 for 4th-8th grades. Based on these capacities, enrollment is solid with six classes at full capacity and seven classes with some openings. Some subgroups have increased relative to the total population. There are now more multi-racial, Asian, and non-Catholic families than there were six years ago. Numbers of non-Catholic families have increased primarily in the preschool. Historically, some young adults with Catholic backgrounds have contacted the school to visit and explore a possible Catholic education for their young children. Some have initially identified themselves as non-Catholics but have later decided to join the parish and baptize their children in the Catholic church. Now that we have a preschool program, we are seeing some young families enroll in the school before they actually become re-established in the church.

St. Ignatius School remains ethnically less diverse than its neighborhood. Seventy-four percent of students are white, 13% are Asian, and 11% are multi-racial. Almost all families live outside the zip-code of the school. The majority have between a ten and thirty minute commute to school. Most families are middle to upper-middle class and are socio-economically more affluent than the school's neighborhood. Most parents are college educated, over 80% expect their children to attend Catholic high school, and 90% list college preparation their highest priority.

Over the last six years the school has considered students' needs and made changes to staffing, curriculum, and other program components. The school no longer contracts for a school counselor on a regular basis; however, counseling services are provided as needed to support individual students and classes. The school doubled the amount of time the resource teacher is on campus. The upper grade advanced math program has expanded to include seventh grade advanced math in addition to Algebra. The primary science program was expanded to include third and fourth grades to allow the upper grade teacher to focus on fifth through eighth and provide more preparation time in the science teacher's daily schedule. The primary science teacher's preparation time was also increased; an aide was assigned to the program and a dedicated primary science classroom was established. This resource has been expanded because the school has realized the significance of high quality teachers' assistants. There are now 15 teachers' assistants at St. Ignatius. The preschool, TK, and K classes continue to have full-time assistants. Assistant time for first, second, and seventh and eighth grade language arts has increased from part-time to full-time. All other homeroom classrooms, the art program, and both science programs have part-time assistants. The school has also added the full time position of Staff Assistant to help throughout the school as needed.

During the last six years the school has adopted new textbooks for language arts, religion, and family life, and the new CCSS. The standardized testing program changed from ITBS to Acuity and ACT, and a new SLE assessment plan has been implemented. Two scheduling changes have occurred. Trimester grading periods have replaced quarters, and the TK through fourth grade lunch period was reduced from 65 minutes

each day to 50 minutes. The lunch period for fifth-eighth grade remains 45 minutes long. The school has made technological improvements including upgrades to the server, computer lab, teachers' computers, the website, LCD projectors, interactive whiteboards, document cameras, student response systems, laptops, ipads, and a wireless environment. New additional extra-curricular programs include Nature Bowl, Lego Technologies Robotics, Magis (a service club), girls' football, and cross-country.

Several changes have occurred in financial resources. Tuition has increased moderately each year. The school has chosen to gradually and moderately increase the percent of the cost of education being paid by all families and to further increase the percent of cost paid for second and third children and non-parishioners. The parish decided to add a quantifiable measure to the definition of "Active Parishioner" so that families need to contribute at least \$40 each month to the parish to be eligible for the parishioner tuition discount. Parent Club added a yearly Scrip purchase requirement to help that program grow. The school changed to an onsite, part-time bookkeeper to better facilitate resource management.

Most parents report that their major concerns and desire for improvement are in the areas of security and facilities. Parents report a high degree of satisfaction with the spiritual, academic, physical, and social programs of the school. However, they do want to see improved safety precautions and improvements to the physical structures of the school. The governing structures of the school; the pastor, Parish Finance Council, administration, and school Advisory Council are very aware of these needs and are working actively to make the needed improvements. The Advisory Council has established a Facilities and Safety sub-committee. Access to campus was made more secure with the addition of a buzzer, intercom, and camera at the front door and back gate. An alarm system was added to all classrooms. Lighting has been improved and a team of volunteers has been established to monitor the campus during evening activities. An incident log was initiated to keep track of security issues as they occur. The parish and school have hired a joint Director of Advancement and established a joint Advancement Committee. The committee provides input and support for parish and school initiatives focused on activities to inspire giving and new volunteer involvement. One initiative is the establishment of an Alumni Association.

Based on the data, the school predicts that it will continue to have a solid enrollment of students of faith who are high academic achievers. All students will be supported by a very dedicated faculty and staff, and a committed parent and parish community. The school expects to see some curricular changes relating to the implementation of CCSS. The school will facilitate student achievement of these curricular standards and the SLEs by continuing its commitment to educating the whole child. The program will continue to be firmly rooted in Catholicity; the Jesuit charism of the school will continue to support student growth by maintaining high quality staffing and providing high quality instructional and assessment resources. Facility upgrades may take place in the next few years.

All survey results indicate a high degree of satisfaction with the school. Parents, faculty, staff, priests, and students are overwhelmingly positive about St. Ignatius School.

Evidence

- Appendix A
- Appendix B
- Website (Log-in Information in Appendix B)
- School Profile Section Binder
- ACT Binder
- Acuity Binder
- CRLP & DIBELS Binder
- Graduates Binder
- ITBS Binder
- Annual Reports
- Emails Binder
- Newsletters Binder

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 school has successfully completed all of the goals from the previous Action Plan including the revision from the visiting committee. The school added a fifth goal in fall of 2012. Progress toward the new goal is continuing. Focus on these goals has positively impacted student learning. Because the previous study was conducted in the Process for School Improvement (PSI) model rather than the Improving Student Learning (ISL) model, not all goals were written to be quantifiably tied directly to student learning. However, they are all important factors in the high achievement of St. Ignatius students.

Goal one from the previous Action Plan: “Students and faculty will facilitate and enhance learning across the curriculum with integrated technology.” This goal has been completed; a commitment to integrated technology has become part of the school’s culture. Due to the nature of technology, improvements to the technological infrastructure, the actual devices used by staff and students, and training for teachers will be on-going. A technology committee has been formed and meets monthly to ensure that the process and progress continues. The committee has conducted two surveys and the data from these surveys has been part of the planning process. Feedback from Advisory Council meetings, faculty meetings, and grade-level meetings has also informed the process. Initially, the computer lab was equipped with forty new computers, the server was replaced, all staff computers were updated, and LCD projectors were installed in all classrooms. The school researched a variety of additional technology options which could be integrated into classrooms and implemented across curricular areas. The school chose to implement Promethean interactive whiteboards, document cameras, and student response systems.

In the 2013-2014 school year, the school is installing a wireless system and providing some I-pads and lap top computers which teachers can check-out. The technology committee will solicit feedback from the teachers about their initial use of these devices. The committee will also communicate with the local Catholic high schools regarding their experiences with student I-pads. This information and other data will be used by the committee to inform decisions regarding future technology.

Integrated technology is one component of the instructional program at St. Ignatius School. It is difficult to isolate the impact of this one part of the overall program and quantify its impact on student learning. Feedback from students, teachers, and parents has been positive. The integration of new technology has been discussed at various meetings and the general consensus is that the technology does support student learning. Student achievement of curricular standards and SLEs have been measured and reported through ITBS testing, Acuity testing, ACT testing, high school placement

testing, SLE progress reports, and report cards. Data from all these sources indicates that St. Ignatius students are making significant progress and have a high level of achievement. Survey data supports this conclusion. The majority of shareholders report that instruction is highly effective and students are well prepared for high school. Integrated technology has been one part of the instructional program which has contributed to this high level of achievement.

Action Plan Goal two: “Student progress toward meeting Schoolwide Learning Expectations (SLEs) will be assessed based on achievement of age appropriate measurable objectives specific to each expectation.” The school has developed a plan to measure and report student progress toward SLEs using age appropriate, objective indicators. Progress is assessed at two different levels- TK to third and fourth to eighth grade. The faculty developed a list of measurable indicators for each SLE at both levels. Student performance on the indicators leads to an assessment of “Meets Expectation” or “Does not Meet Expectation” for each SLE. The SLE progress report and evidence for the indicators is shared with parents.

Action Plan Goal three: “Administration and faculty will devote additional time to the interpretation and constructive application of assessment data. The school will continue to provide professional development in the area of assessment.” The analysis of assessment data has become an integral part of general faculty meetings and various sub committees of the faculty. The administration has provided detailed reports of ITBS data for faculty use. ITBS Data has been disaggregated and analyzed based on subtests and concepts. Data for subgroups of students who have scored below basic or basic and those who have worked with the resource teacher has been analyzed. Teachers’ increased understanding of assessment data has had a positive impact on their ability to use this data to meet the needs of students. It has informed their development of strategies appropriate for specific students. Teachers are able to use ITBS data as part of parent conferences, student study team (SST) meetings, articulation with the resource teacher, other subject- area teachers, and administration.

The school has organized data from high school placement tests and analyzed it to find trends across five years of graduating classes.

The school is in the beginning stages of doing similar disaggregation and analysis with data from the newly adopted SLE progress reports, ACT and Acuity testing programs. Teachers have had initial training in accessing reports from the Acuity database. Professional development with Acuity results will continue. As more data is compiled from these three new assessments, the administration will provide the faculty with various reports for analysis and interpretation.

Teachers analyze the results of classroom assessments and use the data to meet the needs of individual students and adjust instruction. In the 2013-2014 school year, the school is beginning the systematic analysis of student work and classroom assessment data in grade-level meetings. Samples of student work and data from classroom

assessments are being collected. It will be organized and brought to grade-level meetings for analysis and interpretation.

Goal four was added in the Action Plan Revision at the suggestion of the visiting committee. Goal four: "Develop a professional growth plan to address current research based methods of instruction to continue to enhance the active engagement of all students." Administration and faculty have followed a plan to seek out professional growth opportunities specific to current research-based methods of instruction; funds have been allocated for this purpose. On-site opportunities have been provided at St. Ignatius by school staff and by guest speakers as well as off-site workshops. Professional growth topics included the following: Differentiated Instruction, Reading and Writing Project, mathematics instruction, Marzano Instructional Support Evaluations, Common Core State Standards (CCSS), Education Through Music, Learning with the Brain in Mind, understanding and using data from ITBS and Acuity, instruction with interactive whiteboards, ActivInspire, document cameras, student response systems, Acuity instructional resources, and technology resources.

Teachers have reported increased student engagement and improved student achievement when they have implemented new instructional methodologies. Effective strategies are often discussed among the faculty and disseminated in to other classrooms. As with technology, it is difficult to isolate the impact of Professional Development (PD) on student learning. This relationship is difficult to quantify because evidence of a direct relationship between PD and student learning is not available through assessment. Anecdotal evidence from conversations at meetings and informal conversation with both faculty and parents indicate that the community is very supportive of faculty learning and implementing current instructional methodologies. The community believes that the school's ongoing commitment to Professional Development for teachers is a primary factor improving student achievement.

Goal five was added in August 2012 and is still in process. Goal five: "Implementation of Common Core State Standards (CCSS) for mathematics and English-language arts." This implementation has been the focus of administrators and teachers in TK through eighth grade. Teachers and administrators have attended off-site workshops, grade-level meetings, and faculty meetings addressing CCSS. Individual teachers have attended Diocesan workshops and all teachers have taken the responsibility to adjust yearly lesson plans, pace lesson plans to accommodate the CCSS, and access instructional resources and assessments that address CCSS. Teachers are using supplemental materials aligned to CCSS. Some consumable texts have been replaced with texts aligned with CCSS. The school is planning to review state-adopted CCSS textbooks as soon as they become available.

The impact of this goal on student learning will be assessed by student achievement of CCSS. This will be measured in part by Acuity. Initial Acuity reports do indicate high achievement as St. Ignatius students consistently score above Diocesan averages in almost all curricular areas and grade levels. Student achievement of CCSS will also be

measured by classroom summative assessments as teachers fully align assessments to the new standards.

All shareholders in the St. Ignatius School community are dedicated to the continuous process of improving student learning. Using a variety of strategies, parents, faculty, and staff have been actively and cooperatively involved in the accomplishment of these goals over the past six years. The school's focus on integrating technology into instruction, measuring progress toward SLEs, improved applications of assessment data, researching and implementing current instructional methodologies, and transitioning to CCSS have significantly contributed to the high achievement of St. Ignatius students toward curricular standards and toward becoming students of Faith, Action, Integrity, Thought, and Health.

Evidence

- Graduate Data in Appendix A
- Staff Development Program in Appendix A
- Standardized Testing Results in Appendix A and B
- SLE Progress Report Data in Appendix B
- Classroom Assessments Data in Appendix B
- Technology Committee Binder
- ITBS Binder
- Acuity Binder
- ACT Binder
- CRLP and DIBELS Binder
- Graduates Binder
- SLE Assessment Plan Binder
- Technology Committee Binder
- Professional Development Line Item in Budget
- Technology in Classrooms
- Instructional Resources aligned to Common Core in Classrooms
- Student SLE Folders in Classrooms
- Student Work in Classrooms
- Lesson Plans in Classrooms
- Classroom Observations

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.

St. Ignatius School has assessed the Catholic Identity of the school by analyzing data from many sources and has concluded that the Catholic Identity of the school is clearly evident as one of the strongest identities of the program. All shareholders concur with this finding. On Diocesan satisfaction surveys, over ninety percent of parents rated the overall Catholic Identity of the school as “very good” or “excellent.” Roman Catholic values and Catholic faith formation are the number two and three reasons that parents choose St. Ignatius for their children. Average student ratings for all survey statements about Catholicity are either “agree” or “strongly agree.” Average staff ratings for the “Religious Instruction/Faith Formation” section of the survey are all “effective” or “highly effective.”

The school examined its Mission Statement, Philosophy, and Schoolwide Learning Expectations (SLEs) and found they are all focused on Catholicity, Ignatian teachings, faith, and spirituality. Because these documents articulate the school’s foundation and purpose, Catholicity is integral to the identity of St. Ignatius School.

Faculty, staff, and parents evaluated the campus to determine that Catholicity is evident in the physical environment. They found that religious signs, symbols, and language permeate the entire school culture. Crosses, statues, sacramentals, art-work, prayer corners, student-written prayers and traditional prayers are part of the physical space. Student work from religion instruction and activities is displayed in every classroom.

The liturgical calendar has a significant impact on all curriculum and religious instruction mapping. Liturgical seasons, Holy Days, sacramental preparation and celebration, school Mass celebrations, and prayer impact the school calendar and the lesson plans of every classroom.

The school has chosen to begin each week with its most important activity – prayer. All students in Transitional-Kindergarten (TK) to eighth grade and all teachers and staff gather in the gym for Monday assembly. Student council officers begin the assembly by inviting the community to pray the Prayer of St. Ignatius and the Lord’s Prayer. Opportunities for prayer in all forms are part of each school day and extra-curricular activities. During the school year, students learn and participate in traditional Catholic rituals such as praying the Rosary, celebrating the Eucharist, and practicing the Ignatian Examen. Students pray through meditation, reflection, and music; they experience private prayer in the silence of their hearts and communal prayer with their classmates and families. They discover many forms of prayer, and they write their own prayers. In addition to providing daily prayers, teachers plan prayer services and retreats for their classes. The eighth grade class goes on a two night retreat each fall and a one night

retreat in the spring. Fifth grade participates in an annual Advent Retreat, and every year the seventh grade and Student Council each have a retreat experience.

Celebration of the sacraments and sacramental preparation and education are continuous throughout the school year. First through eighth grades attend Mass once each week. TK through eighth grade classes celebrate Mass together once each month; many parents, family members, and parishioners attend these celebrations. Students prepare these monthly liturgies. Students plan the readings, prayers of the faithful, and communion meditations. Preparing the school Mass is an opportunity to learn the rich traditions of the Church and become more fully engaged in the liturgy of the Mass. Students are altar servers, ministers of hospitality and music, and lectors during school masses. All students in first through third grade participate in music ministry. They meet weekly to learn liturgical songs and lead the community in music at every school Mass. Preparation for First Reconciliation and First Eucharist begins in second grade. Second grade students complete their preparation and celebrate their First Holy Communion in the spring. Students continue to receive the Sacrament of Reconciliation each Advent and Lent season. Confirmation is celebrated in eighth grade. The community also celebrates many other Catholic traditions and rituals including Advent candle lighting, Palm Burning, Ash Wednesday, Stations of the Cross, Holy Thursday Prayer Service, and May Crowning. According to the survey, ninety-four percent of parents are aware that the students have regular opportunities for prayer and celebration of the sacraments.

The spiritual formation of each child, rooted in an active prayer and sacramental life is supported by the culture of the school community. The faculty strives to model and teach *Cura Personalis*, the Jesuit value of caring for the whole person. Respect and care for each other are fundamental to the interactions among students, staff, and parents. Comments on all surveys show that these values of the community are evident and shared by all. Disciplinary policies and procedures encourage reflection, self-examination and the internalization of Christian values. Students are encouraged to build positive relationships in all their interactions.

Responding to the needs of others is an integral part of the Catholic faith and the foundation of Catholic social teaching. As part of the self-study, faculty, staff, parents, and students evaluated the variety of service activities in which the school participates. The committees discovered that a significant amount of time is devoted to service. Students are taught and expected to respond to God's call and live their faith through Christian service. It is a way of putting the Good News of Jesus into action. The school expects that its graduates will be people of "action who participate in service" within their families, high schools, and the greater community. Whenever possible, to foster an awareness that serving and caring for others can happen in countless ways, the faculty, staff, and parents work to provide service opportunities that extend beyond just "collecting." Some of the "hands-on" class service projects include letters to troops, making quilts for soldiers, read-a-thons to support Shriners' Hospital for Children, and visits to care homes for the elderly. Classes also visit with under-privileged children at a

local elementary school. They read books, do art projects, and provide holiday celebrations for the students. During the 2013-2014 school year the Magis Club, for students in grades four through eight, was formed to provide new service opportunities. Magis Club projects include serving at the parish's dinner for the hungry, making blankets, making Christmas gift boxes, and participating in walks to support cancer research and feeding the hungry.

Another part of the school's service program includes many different collections for various service organizations. These collections are often student-initiated projects. Students see a need or opportunity to serve others which often leads to community collections of money, food, or clothing. Classes have used their book order points to purchase books for schools and children with fewer resources. Classes adopt families in need at Christmas and collect items such as blankets and toys for local community organizations (e.g. Maryhouse, Mustardseed School, Weave, Shriner's Hospital, Wellspring). There are whole-school collections such as glove and hat Christmas collections, sock and shoe drives for migrant farm workers, pajama and coat drives. The school and parish work together on several service projects. The school supports Sharing God's Bounty, the parish's dinner for the hungry in our community, by collecting personal hygiene items for guests, making table and room decorations, setting-up tables, and serving at the dinner. The school also participates in the parish holiday food drive. Students contribute food and sort all of the collected items at the end of the drive. Almost all respondents to the Catholic Identity survey believe that the school's service program is "effective" or "highly effective."

The Catholicity of St. Ignatius School is strengthened by its connection to the parish. The school advertises, promotes, and participates in parish activities. Students are altar servers at weekend masses and some parents serve as Eucharistic ministers, lectors, and ministers of hospitality. Recognizing the importance of the school and parish community relationship, faculty, staff, and parents have been working with parish organizations and individuals to further strengthen the relationship. The school works collaboratively with several parish organizations. Some service activities are coordinated with the Parish Social Ministry, and the Parish Director of Religious Education works closely with the school regarding preparation for sacraments. The Parish Liturgy Director works with teachers and students to prepare school Masses. The Parish Music Director works with the school choir. The school supports the Parish Altar Society by making crafts for their annual boutique and by honoring the society at May Crowning. The school has a close relationship with the Knights of Columbus. Students participate in the Knights' basketball free throw, coloring and essay contests, and the annual Tootsie Roll fund drive. The Knights donate a percentage of their firework sales to the school and offer scholarships to two eighth students at graduation.

During the 2013-2014 school year, the clergy made an increased effort to be engaged with students during the school day. The pastor greets students in the parking lot before school and priests regularly visit classrooms. Comments from parents, students, and staff indicate that the visits are well received and are definitely enriching the students'

Catholic experience. Jesuit novices have been assigned to St. Ignatius and have been very visible in the school through classroom visitations, religious instruction, and Mass and prayer service celebrations.

St. Ignatius School fosters the spiritual formation and faith development of school staff members. The faculty and staff begin each school year with a retreat experience, prayer service, or Mass. Parish priests and faculty from Jesuit High School have provided religious professional development and other prayer experiences, often highlighting Ignatian spirituality. The faculty prays together at every meeting and faculty members set goals for their own spiritual growth. The school encourages staff members to participate in parish activities and staff members and their families are actively involved in parish activities. They participate as lectors and attend fund raisers and programs such as the parish young adult group. During the self-study process, the faculty and staff were asked to consider areas for improvement; they identified that they appreciate the religious experiences offered to staff, and they would like to see these expanded with more focus on faculty prayer, retreat experiences, and spiritual development.

The Christian atmosphere of the school impacts parents as well as students and staff. The staff recognizes and respects parents as the primary educators and role models for students. The active partnership between parents and school strengthens the spiritual development of all shareholders. Christian values are evident in the positive, supportive, and frequent communication between school staff and parents. Newsletters, student folders, conferences, phone calls, and emails are used to support parents as partners in education. Eighty percent of parents rate their communication with teachers and the principal as good or excellent. Parents are invited and encouraged to participate in the spiritual life of the school to foster a sense of trust and mutual support. Parents are invited and encouraged to attend school masses and to participate in service activities. The school considers sacrament preparation to be an individual as well as a family activity and a parish and school activity. Parents are invited and required to participate. The annual Christmas program celebrates the season and the family, as all are invited to attend. The website provides information for parents about class and school religious activities in which they can participate. Links provide information for Jesuit charism and Ignatian spirituality. The website also includes information about parish and Diocesan activities.

The religion curriculum at St. Ignatius is comprehensive and inspiring. Ninety percent of parents rate religious instruction as “effective” or “highly effective.” Religion is taught every day. Teachers use a variety of instructional methodologies to create a faith journey of different experiences for each student. Lessons focus on the tenants of the Catholic faith, the teachings of St. Ignatius, and living Christian values in daily life. Religion class may focus on learning religion curriculum content, assessment, individual or group Catholic faith practice, and/or time for self-reflection. The curriculum was strengthened with the adoption of new instructional materials in 2010. Faculty for preschool through eighth grade reviewed religion texts from several different publishers

and chose instructional materials which include appropriate content and effective assessments that are approved by the USCCB. The school also adopted an approved family life textbook series for Kindergarten through eighth grade. Teachers have instructional resources to introduce and teach Ignatian values and spirituality for their grade level. The Examen has been added to the faith practices of several classes. Additional instructional resources are present in each classroom including several class sets of Bibles

All religion teachers in Transitional-Kindergarten through eighth grade and most other faculty have a Provisional or Basic Catechist Certificate. The school has provided professional development for religious education through publisher representatives, parish priests, and faculty members from Jesuit High School. The faculty participates in Catechist certification opportunities provided by the school and by the Diocese of Sacramento.

During the last few years, the school has prioritized the explicit integration of the Jesuit charism and Ignatian pedagogy into the school program. St. Ignatius has always been a Jesuit school and Ignatian values have been the foundation for the educational program. However, there has not always been an emphasis on learning and integrating specific Ignatian values, teaching models, and spiritual practices into the school program. The school has chosen to make the uniqueness of our Jesuit orientation more concrete. The principal has participated in Jesuit province meetings. The Jesuit mission and traditions have been more fully incorporated into the Philosophy, Mission Statement, and SLEs. Some information about the history and teachings of St. Ignatius were added to the religion curriculum. Information about what makes a Jesuit school Jesuit has been added to the New Parent Orientation. The entire staff has participated in professional development exploring Ignatian spirituality; there have been opportunities for the staff to experience Ignatian spiritual practices together. Teachers have also provided more opportunities for students to participate in Ignatian spiritual practices. Survey comments and committee discussions at the Community Input Evening indicate that shareholders value the Jesuit identity of the school and believe that it is important to continue to cultivate that identity. The school recognizes the need for a continued focus on providing an education that reflects Jesuit tradition and values. The school also recognizes the need to be more explicit about its Jesuit identity and the religion curriculum could be strengthened by the addition of a structured curriculum regarding St. Ignatius and Jesuit traditions.

St. Ignatius School faculty, staff, administration, clergy, parents, students, alumni, and parents of alumni have met in committees to analyze the Catholic Identity of the school. They have considered data from a variety of different surveys and documents listed below. The conclusion of the study is that all are engaged in bringing the Good News of Jesus into the total educational experience, and there is an observable vibrancy of faith within the St. Ignatius school community.

Significant Accomplishments

- The school's strong Catholic Identity is clearly evident and highly valued
- The Catholic identity of the school is enhanced by a strong emphasis on its identity as a Jesuit community
- Students are engaged in active and vibrant prayer and sacramental experiences
- The school lives its Catholicity through a comprehensive program of Christian service involving all shareholders
- Increased interaction between students and Jesuit clergy and novices

Goals

- Promote and support the faith development of our families
- Educate all shareholders about Jesuit ideology and practices

Evidence

- Mission, Philosophy, and Schoolwide Learning Expectations in School's Purpose Section
- Staff Professional Development Program in Appendix A
- Accreditation Survey Results in Appendix A
- Diocesan Satisfaction Survey Results in Appendix A
- Catholic Identity Survey Results in Appendix B
- Website (Log-in Information in Appendix B)
- Catholic Identity Section Binder
 - List of Religion Instructional Resources
 - Summary of Religion Teacher Qualifications
- Prayer Corners, Statues, and Crosses in Classrooms
- SLE posters in Classrooms
- Catholic quotes used in Classroom Displays
- Student work in Classrooms
- Classroom Observations

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.

MISSION STATEMENT

St. Ignatius Parish School is a Roman Catholic Elementary School that actively strives to teach as Jesus taught. In the tradition of St. Ignatius of Loyola, the educational processes of St. Ignatius School are committed to developing students of faith, action, integrity, thought, and health. Grounded in Ignatian spiritual tradition that integrates the shared faith and values into the life and culture of the community, St. Ignatius Parish School provides a comprehensive Catholic educational experience for all its families.

PHILOSOPHY

St. Ignatius Parish School holds as fundamental a belief in God, the Catholic Church, and Jesuit values. It is within this committed atmosphere that children develop self-respect, respect for others, and a reverence for all of God's creation.

- We believe that the mission of Catholic education is to teach as Jesus did, addressing the spiritual, moral, intellectual, emotional, social, and physical needs of each student.
- We believe that parents have the primary responsibility for the education of their children. Teachers are facilitators in the educational process. St. Ignatius Parish School functions in partnership with parents, dependent upon parental support and cooperation.
- We believe that every person must treasure his own self-worth and strive to develop his unique talents and abilities. Every person has the responsibility to serve others and to work and contribute to the common good of society.
- We believe that every person, as a child of God, has equal dignity and equal rights regardless of ethnicity, age, gender, or condition. This belief is reflected in the admission policy and employment practices of St. Ignatius Parish School.

SCHOOLWIDE LEARNING EXPECTATIONS

St. Ignatius School students are children of . . .

Faith who:

- have a relationship with God and their faith community
- find God in all things
- live the *magis*
- understand the teachings of the Catholic Church and St. Ignatius of Loyola

Action who:

- practice Christ's teaching in their relationships
- share their gifts and talents with their school and community
- participate in Christian service

Integrity who:

- show kindness to all of God's creation
- respect and embrace diversity
- make good choices and encourage others to do what is right

Thought who:

- do their best
- strive for excellence
- listen, write, and speak effectively
- critically evaluate situations
- are creative and innovative

Health who:

- care for our world
- care for ourselves; mind, body, and spirit
- experience and appreciate athletics and the fine arts

St. Ignatius School's mission statement, philosophy, and Schoolwide Learning Expectations are fully integrated into the lived reality of the school. These defining statements clearly indicate that the school is integrally connected to its parish, the Jesuit community, and the Roman Catholic Church.

The original statements were written over sixty years ago when the school was established. Regular reviews, updates, and use of the documents have ensured that they continue to remain current and applicable to the real life of the community. The faculty, staff, Parent Club Board, and Advisory Council review the documents at the beginning of each school year. The school has also considered the Parish mission

statement to ensure that the school's mission is aligned with that document. Occasionally these reviews generate suggestions for changes. Most recently, during the 2013 review, decided to revise the words in these governing documents to more fully reflect Ignatian spirituality. The previous revision in 2010 changed the language in the mission statement to align it with the Schoolwide Learning Expectations. When revisions are considered, these suggested changes are communicated to the entire parent community and student body so that all shareholders participate in the process. During the 2013 revision, the preliminary drafts were presented to the entire parent body and posted on the school's website where parents could make comments and suggestions. Teachers presented the new documents to the students and classes discussed the changes. All input was brought to the faculty and a final draft was proposed to the Advisory Council and pastor for approval before presentation to the community.

The school's Schoolwide Learning Expectations (SLEs) are aligned with the mission statement and philosophy. The SLEs were adopted in 2008 and have been regularly reviewed and updated each year by the faculty, staff, Parent Club Board, and Advisory Council. The review and revision process is the same for all governing documents, as described above. During the 2013 review, the SLEs were revised to reflect Ignatian spirituality and values. These suggested changes came from students, parents, faculty, and staff. Measureable indicators for the SLEs were developed by teachers working in small groups according to their grade levels. After the SLEs were revised, the faculty groups met to revise the indicators to match the revised SLEs.

The SLEs and their indicators were written to add more specificity to the school's purpose. They articulate the range of skills, values, and expectations that the school holds for its students. If the students are able to meet these expectations, then the school has met its purpose. The SLEs were written to be measureable; there are specific indicators that teachers track to assess students' fulfillment of the expectations. Thus, the SLEs are also a tool to measure how well the school is fulfilling its purpose.

Curriculum standards fully define the spiritual and academic purpose of the school in setting high expectations for student achievement. St. Ignatius School follows the curriculum standards adopted by the Catholic School Department (CSD) of the Diocese of Sacramento. St. Ignatius School is following current California state standards in social studies, science, physical education, and art and has adopted Common Core State Standards (CCSS) for math and English-language Arts (ELA). These curriculum standards support and define the school's high expectations for student achievement. The mission statement articulates a "comprehensive...educational experience." The philosophy articulates a belief in meeting "the spiritual, moral, intellectual, emotional, social, and physical needs of each student." According to the SLEs the students "listen, write, and speak effectively, critically evaluate situations, are creative and innovative, and care for their minds, and bodies." The Diocese of Sacramento developed the school's religion standards, and these standards reflect the school's spiritual purpose of setting high expectations for student achievement. As student achievement of all

standards is assessed, curriculum standards become another tool to measure how well the school is meeting its purpose.

The governing authority for St. Ignatius School resides with the pastor, principal, Parish Finance Council, and School Advisory Council. There is an expectation from the governing authority and the entire community that the school's religion curriculum includes components of Jesuit ideology, the history of St. Ignatius, and Ignatian spiritual practices. This expectation has been written in the SLEs for many years however there is no written curriculum plan which explicitly states exactly what content is being addressed in each grade level. Data from surveys, SLE assessments, and input from faculty in discussion groups indicate that the education is occurring but the school recognizes that it might want to consider creating curricular standards for this part of the religion curriculum.

The governing authority and all shareholders, the parents, students, faculty and staff have an expectation that all school endeavors will be pursued with excellence as the goal. It is expected that the academic curriculum will be rigorous, the majority of the student body will achieve above grade -level standards, all students will do their best, and all students will be very well prepared for success in the high school of their choice. It is expected that everyone in the community will be grounded in Ignatian spiritual tradition and pursue excellence in all activities. These expectations are evident in the communities' attention to service activities, extra-curricular activities, school events, and in the planning and management of the school. Students, staff, and volunteers commit to their responsibilities with dedication and high expectations. The expectation is that the school is always improving and working toward excellence. This expectation is fostered and communicated in the classroom, in committee meeting discussions, and in extracurricular activities.

An analysis of the data shows a consensus, among the shareholders, of positive opinion and understanding of the school's purpose. The purpose is well defined in the governing documents and is evident in the entire school program. The data includes the mission and philosophy statements, the SLEs, survey results, standardized testing results, SLE assessments, and input from shareholders in self-study meetings. The school recognizes the need to improve all shareholders' awareness and understanding of Jesuit ideology and Ignatian spirituality so that they will more fully understand its role in the school's purpose. Surveys indicate that shareholders do not see any need for improvement regarding defining or living the school's purpose. In response to the survey question, "What improvements would you like to see for St. Ignatius School?" the majority of parents responded with requests for updates to the physical plant. The biggest concern for all shareholders is that the school have the facility, technology, and instructional resources needed to fulfill its purpose.

Significant Accomplishments

- The school's purpose is well articulated in the mission statement, philosophy, and SLEs
- The school has integrated Ignatian terminology into its mission statement, philosophy and SLEs
- Shareholders are united in their dedication and collaborate to fulfill the school's purpose
- The school has identified age appropriate, objective, measureable indicators for each SLE

Goal

- Educate all shareholders as to what it means to be a Jesuit school

Evidence

- Mission Statement
- Philosophy
- Schoolwide Learning Expectations
- Accreditation Survey Results in Appendix A
- Diocesan Satisfaction Surveys in Appendix A
- Catholic Identity Survey Results in Appendix B
- SLE Progress Report Data in Appendix B
- Website (Log-in Information in Appendix B)
- School's Purpose Section Binder
 - Community Input Evening Notes
- SLE Assessment Plan Binder

C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

The organizational structures of St. Ignatius School include the pastor, principal, vice principal, faculty, staff, Catholic School Advisory Council (CSAC), Parent Club Board, and Parish Finance Council. These structures are staffed by very dedicated and hard-working staff and volunteers who are committed to the mission of the school. The CSAC and Parent Club Board are active organizations who meet monthly and work individually between meetings. The principal and other staff members attend both meetings. These meetings are characterized by thoughtful deliberation and critical evaluation. The volunteers take their roles very seriously and work hard to provide advice and support to the principal and pastor in meeting the school's mission.

The organizational structures of St. Ignatius School are very focused on the Catholic Identity of the school. The school is a ministry of the Jesuit parish, with the pastor leading, supporting, and serving the entire community. He promotes the Catholic identity of the school by serving as a role model who embodies Ignatian spirituality. This is most apparent in his interactions with shareholders. He is approachable and supportive of the students. He is comfortable in his interactions with them and knows many of them by name. He has assigned himself, all parish priests, and visiting novices to visit particular classes on a regular basis. In addition to his regular visits, the teachers report that the pastor informally visits the classrooms to offer words of thanks, encouragement, or praise relevant to particular events and situations. He also promotes Catholicity formally by leading the sacramental life of the school. He is very involved in all aspects of sacramental preparation for students and in the school's regular celebrations of Eucharist and Reconciliation. He works closely with the principal and school to enhance its identity as a Jesuit school. At the request of the principal, he has provided the school staff in-service and retreat experiences centered on Ignatian spirituality and values. He has also invited the principal to participate in Jesuit province meetings. At the organizational level, he promotes the Catholicity of the school by supporting the collaboration of various committees and subgroups of parish ministries. He has assigned a priest to attend all CSAC meetings and has directed the school's principal to attend all Parish Staff Meetings and as needed, Parish Finance Council and Advancement Committee meetings. The CSAC chairperson for Mission Effectiveness is the school's representative on the Parish Council. He supports and encourages the parish's Directors of Liturgy, Music Ministry, Mission and Outreach, Religious Education, and Altar Society to collaborate with the school.

The principal also promotes the Catholicity of the school through her interactions with all shareholders. She emphasizes the spirit and practice of the Ignatian values and philosophy to the school leadership, staff, and parents. The principal coordinates

outside speakers for staff retreat days, attends class retreats, and is currently working with the staff on the new religious certification requirements from the Diocese. She models Christian values in her effective and respectful communication with students, parents, staff, and outside organizations. Her collaborative management style is consistent with these values. She is a key part of the organizational structures of the school and works closely with the pastor and CSAC. She also attends Parish Finance Council meetings as needed and collaborates with the members on the budget and carrying out the mission of the school. She attends all parish staff and Parent Club meetings. By working with the Parent Club Organization and its leadership, she ensures that programs are promoted and sustained which embody our Catholic values and support our students' high achievement. Ignatian principles guide her decisions regarding budgets, schedules, curriculum, student programs, personnel, and discipline. Whenever the principal, vice-principal, faculty, or staff is working with a group of students or parents, the discussions and decisions are aligned with the school's mission, philosophy, SLEs and Catholic values.

All activities of the school's CSAC are rooted in Catholicity. CSAC members model Catholic values by beginning meetings with prayer and by consistently maintaining a Catholic perspective in discussions and decision-making. The council's consideration of the Catholic identity of the school is evident in the advice it offers to the pastor and principal. When the council makes a recommendation on any matter, Catholicity is central to the conversation. The Council's Catholic values are also evident in their support of funding for instructional resources and activities to promote faith formation. They encourage the principal to provide as much funding as possible for tuition assistance, staff salaries, professional development, and other line items consistent with the school's mission and philosophy. The Council always promotes the Catholic identity of the school in its newsletters, annual reports and Annual Fund updates. The council works closely with the parish to promote the Catholicity of the school and to foster a strong, collaborative relationship. The Mission Effectiveness chairperson shares information about parish activities at every council meeting and communicates school news back to the Pastoral Council. CSAC has been instrumental in initiating and supporting joint school and parish activities. The organizational structures of the school would like to further promote the Catholicity of the school by encouraging school families to become more fully engaged in parish activities. Comments from parents on the surveys support this desire to strengthen the bond between the parish and school. The school and parish monitor school family membership in the parish. Families must be active, contributing members of the parish in order to be eligible for the parishioner tuition discount. Although the school families are actively involved in the mission and outreach of our parish through their service and volunteer efforts, there is a desire to see greater commitment to regular mass attendance. The principal and pastor are forming an ad hoc committee to discuss strategies on improving mass attendance. The clergy, administration, faculty, CSAC, and Parent Club continue to work together to find opportunities for further collaboration.

All organizational structures of the school expect and support academic excellence. Ensuring that all students achieve academic success is fundamental to the work of these structures. The school benefits from having Jesuit clergy who place a high value on rigorous academic standards and work with the school to promote student learning. The CSAC works closely with the principal to ensure that the school is able to offer a high quality academic program which meets the needs of all its students. The council does thoughtful long-range planning with the principal and pastor to ensure that the school has the resources and strategies in place to support student learning. They run a very effective annual fund drive and work with the principal to create a tuition structure and budget that supports the academic program. They have advised the principal to budget for high quality staff. They also support funding aspects of the program that have a direct impact on high achievement of all students such as: professional development for faculty and staff, time for articulation between faculty members, increased teacher aide time, the addition of a three and four year-old pre-school program, specialized teachers in several academic areas including a resource teacher, a full time vice principal, part time development director, and extra-curricular programs. They have also supported the purchase of current, high quality textbooks, technology, and other instructional resources. The Parish Finance Council and the broader parish community are supportive of the school's academic and spiritual mission.

The principal communicates high student achievement in her newsletter, emails, website posts, periodic newsletters, and reports at CSAC, Parent Club, and Parish Staff meetings. She also recognizes students for their achievements at Monday morning school assemblies. The school has occasionally published information in the parish bulletin and could improve in this area by consistently reporting school news and student achievement to the parishioners. The principal encourages and supports frequent communication between faculty and parents. The school schedules an annual parent-teacher conference for every student and more conferences are scheduled as needed. Teachers also communicate student achievement through emails, notes, phone calls, progress reports, report cards, SLE progress reports, and comments on student work.

The administration and CSAC are aware of the importance of effective marketing and communication strategies to promote the school's reputation for academic excellence. The council publishes a newsletter which communicates school news to current school families, grandparents, alumni families, parishioners, and donors. These newsletters celebrate the faith life of the school and the students' accomplishments in academics, service, athletics, and the arts. The communications chairs of the council work directly with the administration to offer advice on the website, advertising, and all avenues of communication. The Annual Fund Giving chair is responsible for the frequent Facebook posts viewed by many shareholders.

The self-study process has led the school to conclude that its organizational structures are very effective in supporting the faith development and high achievement of all

students. Survey results, meeting notes, newsletters, annual reports, and the website show that these structures value, promote, and communicate the Catholic Identity of the school and the high academic achievement of students. The school has found that one of its strengths is the collaboration between pastor, principal, vice principal, faculty, staff, and parents. The management style of the pastor and principal allows all shareholders to provide input and participate in meaningful deliberation and decision making.

The school has concluded that it can improve its communication of high achievement of all students. The community is aware that this is a high achieving school and excellence is expected, but, other than some data being reported in the CSAC newsletter, the parent community has not been given concrete data showing how well the students perform relative to national and local averages. The school can also do more to communicate with parishioners. The parish bulletin is an underutilized resource. The school staff and volunteers can also devote more energy toward communicating school news directly to the clergy.

The school also wants to continue to focus on helping students and their families become more actively engaged in their roles as parishioners, specifically attending weekend Mass. All organizational structures are working to keep this goal in mind when they are planning and communicating community activities and events.

Significant Accomplishments

- The Catholic identity of the school, with an emphasis on its Jesuit charism, is effectively promoted and supported by all organizational structures
- The commitment of the pastor and principal to work as a team and collaborate with all organizational structures to keep high achievement of all students a priority
- The school and parish organizational structures are staffed with dedicated, hard-working individuals who are committed to the school's mission
- The vision and long range planning of all organizational structures is to implement programs that meet the faith and academic needs of the student body

Goals

- Communicate more data about student high achievement to shareholders
- Collaborate with parish organizational structures to encourage students and their families to become more fully engaged in their roles as parishioners

Evidence

- Accreditation Survey Results in Appendix A
- Website (Log-in Information in Appendix B)
- Organization Section Binder
- CSAC Binder
- Emails Binder
- Newsletters
- Annual Reports

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

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

St. Ignatius School uses educationally sound assessment processes to collect, disaggregate, and analyze data. It uses this analysis as the basis for curricular and instructional improvement. The results of summative and formative assessments, both formal and informal, are used to evaluate and improve student learning.

Catholicity is fundamental to St. Ignatius School so it is routinely assessed both formally and informally. Teachers regularly assess student progress in faith formation. Classroom religion assessments are part of the data considered and these measures indicate that students are making good progress in faith formation. SLE assessments indicate that 100% of students are meeting the school's expectations in the area of Faith. Ninety-two percent of older students strongly agree or agree with the statement: "My Religion classes help me to learn about my faith." Parents were asked to rate ten statements about their children's faith formation and all average ratings are positive. Ninety-five percent of parents believe that their students are receiving a solid education in the basic facts of the faith. An important component of faith formation is how each individual lives their faith. Data about student behavior indicates that students are making significant progress in this area. Discipline records indicate that suspension or other serious discipline measures are rarely necessary. Most students earn awards for good citizenship. For example, during the first semester of 2013-2014 ninety percent of students in fourth through eighth grade were on the Citizenship Honor Roll. Survey results indicate that students believe they and their schoolmates exhibit Christian behavior in their interactions with one another. Most younger students agree that they "behave well at school". Most older students agree with the statement: I am treated with respect by the other students in school." When asked what they like most about the school the second highest response from both younger and older students were statements about how students treat one another with respect and kindness. Parent survey comments are also very positive about the Christian environment on campus. Shareholders continuously assess student faith formation informally as they observe student behavior and there is frequent discussion of the positive, Christian behavior of students such as their active engagement in service activities, prayer, liturgy, and daily kindness toward others.

Student academic performance is assessed using a variety of measures. The school began using the Acuity testing system, a quarterly, formative, standards-based assessment for third to eighth grade math and ELA, in Fall 2012. These results are disaggregated according to CCSS strands, grade-level, class, subject, and students who receive resource instruction. The teachers analyze this data, discuss it at grade-level meetings, and use it to plan future instruction. Analysis indicates that St. Ignatius

students performed above Diocesan averages in both ELA and math at almost every grade level and interim during the 2012-2013 school year. Math teachers looked at detailed reports of the average percentages for each grade by CCSS strand and concluded that overall students show strongest achievement in “Number and Operations in Base Ten” and the greatest area for growth is “Measurement and Data.” Most of the teachers’ detailed analysis of Acuity results was completed with reports generated by administration. Teachers have received initial training in the use of Acuity software. However, there is a need for more training so that teachers can analyze and apply the data independently.

Prior to Fall 2011, the school used the Iowa Test of Basic Skills (ITBS), a norm-referenced assessment given each September. This data has been disaggregated according to grade-level, class, subject, teacher, and quartile. The school has collected longitudinal data showing growth by class and individual students. The results of students scoring at the basic or below basic level have been analyzed longitudinally to assess growth. Longitudinal data also shows the performance of multiple classes at each grade level over the years. Teachers and administration analyzed these results individually, in grade-level groups, subject area groups, and at faculty meetings. As part of the in-depth study of mathematics, those teachers analyzed more detailed reports of student performance on each subtest for 2nd to 8th grade from 2006 to 2010. They concluded that student performance in almost all grades and almost all skill areas is in the high average to above average range. The weakest area, Math Computation at the fourth grade level, has shown significant growth from an average NPR of 49 in 2006 to 62 in 2010. New textbooks were put in place during the 2008 school year and there has been growth across most grades and most subtests since then. School averages for the five year period are above average for all subtests.

The eighth grade class was given the ACT in Spring 2013. The school will also use this assessment in 7th grade beginning in December, 2014. This data is disaggregated by grade and subject. The school receives and analyzes the results of eighth graders who take the High School Placement Test. This data is disaggregated by subject and gender. Results show that most students who took the HSPT from 2008-2013 scored in the high range, some scored in the average range, and few scored in the low range. This data supports the conclusion that St. Ignatius graduates are very well prepared for high school. Seventh graders take the U.C. Davis Algebra Readiness Test. This data is used for eighth grade math placements and to evaluate the Pre-Algebra program.

The resource teacher uses the California Reading and Literature Project Assessment (CRLP) to assess ELA achievement for every student in TK through third grade twice or three times each year. She assesses identified fourth through sixth grade students using the Gates Mac Ginitie Reading Assessment and KeyMath3. Fluency checks and additional testing is done per teacher request for individuals and entire classes and as needed for students enrolled in the resource program. Data from these assessments is used for placement in the resource program and for placement in specialized instructional programs within the resource program. Data is also used to monitor

progress for further intervention purposes. Classroom teachers use the data to identify and meet the instructional needs of individual students.

The school SLE assessment plan includes a student self-evaluation twice each year. Individual self-assessments are discussed with parents and upper grade students at parent-teacher conferences during the fall. The second self-assessment occurs at the end of the school year and it is one indicator on the end of year report of progress toward SLEs. Teachers have identified measureable, objective indicators for each SLE. They are completed throughout the school year and the results are shared with students and parents on the end of year SLE progress report. Results from June, 2014 SLE Progress Reports show that 98% of students are met all Schoolwide Expectations. Copies of the progress reports and some indicators are kept in each child's cumulative SLE folder. Eighth graders review this folder prior to graduation and evaluate their personal achievement of each SLE.

During the Fall of 2013 the school collected and analyzed student work in three grade level groups. The teachers in TK-8th grade gathered writing samples, math samples, and samples from other subjects that showed the range of ability levels within the class. These samples were analyzed in grade-level groups and compared to CCSS exemplars.

Formative and summative assessments are used in the classroom on a daily basis. This includes tests and quizzes, homework assignments, presentations, classroom discussion, in-class work, games, and other methodologies. The results of these assessments inform instructional planning and curricular decisions.

Formative and summative assessments from all sources inform parent-teacher conferences and Student Study Team meetings to analyze the achievement and areas for growth for individual students. Subject area teachers, the resource teacher, principal, and parents consider both standardized and classroom assessments when creating plans for students who are not meeting curricular standards.

The school has used data analysis to discover significant trends. Average scores on both ITBS and Acuity are consistently higher than the diocesan average. ITBS shows significant grade level growth every year at each grade level. One hundred percent of students taking the High School Placement test have been admitted to the Catholic high school of their choice. ITBS and Acuity mathematics data shows that Measurement and Data is a weaker area compared to other subtests.

The school has used data analysis as the basis for curricular and instructional improvement. After analyzing math scores on ITBS and the UC Davis Algebra Readiness test, a seventh grade advanced math program was added to better prepare students for Algebra in 8th grade and challenge those students performing at a high level in math. The science curriculum was reordered and improved based upon results of the High School Placement Test. An additional teacher was hired to teach first

through fourth grade science, allowing for more specialization and hands-on activities in both the lower and upper grades. The school also established a dedicated lower grade science classroom and adjusted the budget to allow for more aide support and instructional materials for science. Analysis of assessment has also led the school to allocate funds for professional development regarding instructional methodologies.

Analysis shows that the school has made significant growth in its interpretation and constructive application of assessment data. The school needs to continue to provide meeting time devoted to data analysis and training and support for teachers when new assessment programs are introduced.

Significant Accomplishments

- The school uses a variety of summative and formative assessments to assess student achievement of SLEs and curricular standards
- Assessment results are analyzed regularly at faculty meetings, in grade-level groups, and individually
- The school developed and implemented a formal assessment plan of student progress toward SLEs based on measureable, objective indicators

Goals

- Collect and analyze longitudinal CCSS-based assessment data
- Improve student achievement on assessments in the measurement and data strand of mathematics CCSS

Evidence

- Staff Development Plan in Appendix A
- Standardized Testing Results in Appendix A and B
- SLE Progress Report Data in Appendix B
- Classroom Assessments Results in Appendix B
- Data Analysis Section Binder
- ACT Binder
- Acuity Binder
- CRLP and DIBELS Binder
- Graduates Binder
- ITBS Binder
- SLE Assessment Plan Binder

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.

Catholic values are explicitly taught in the St. Ignatius School curriculum. Religion textbooks in preschool through eighth grade comply with USCCB standards. Catholic values are integrated across the curriculum and into extra-curricular activities at all grade levels. Students experience prayer opportunities in all their classes and other school events. Worship experiences enrich the program and student learning. Catholic values are evident in instruction and in student/staff/parent interactions and communications. Examples of Catholic values include the school's emphasis on seeing God in all things, caring for and serving others, and living the *magis*. The integration of Catholicity into every aspect of the school is one of the strengths recognized by shareholders. Catholic Identity surveys have been completed each year and respondents consistently rate the school as "Highly Effective" or "Effective." On an accreditation survey one parent wrote this comment regarding St. Ignatius teachers, "...educators who blend Catholic education and excellence in academics, and the active Catholic community..." Another commented, "S.I. does an amazing job of incorporating faith into students' lives today and helping the students recognize the value of faith." Similar sentiments and high ratings can be found throughout the accreditation surveys and Diocesan Satisfaction Surveys.

St. Ignatius School follows the curriculum guidelines of the Catholic School Department of the Diocese of Sacramento. Following these guidelines, the school has adopted California state standards in social studies, science, physical education, and art, and Common Core State Standards (CCSS) for math and English-language arts (ELA). The adoption and effective implementation of these standards ensure that the school's curriculum is challenging, comprehensive, and relevant for all students. In math, the school offers qualified students the opportunity to take advanced math in seventh grade and Algebra I in eighth grade. To support the curriculum, the school budgets for purchasing current, high-quality textbooks aligned to the standards. Students are provided multiple hard cover and consumable texts which align with every standard. The school also provides supplemental instructional materials to support student achievement. The school provides preparation and meeting time so faculty can learn, plan, share, and articulate student progress toward achievement of curriculum standards. The faculty values articulation time and would like to see a continued focus on the recently adopted standards in future formal articulation meetings. Professional development is provided on topics chosen by the school and diocese, and teachers are encouraged to explore other workshops that will help them address the standards effectively. Frequent faculty meetings to analyze assessment data also support curriculum planning. Notes from the Community Input Evening and the results of accreditation and diocesan surveys indicate that staff, parents, students, and alumni believe that St. Ignatius has a rigorous curriculum and graduates are very well prepared

for high school. Ninety-nine percent of students in fourth-eighth grades agree or strongly agree that their teachers expect them to do their best. Eighty-three percent of TK-third grade students agree or strongly agree that the work they do in class makes them think. Parent survey results reveal that academic excellence is the number one reason parents choose St. Ignatius School; they value the high achievement of all students.

St. Ignatius School uses multiple assessments to measure student progress toward curriculum standards and SLEs. Assessment tools show significant progress for all students. Written, digital, and verbal forms of formative and summative assessment in every classroom measure student progress toward achievement of the SLEs and curriculum standards. The culmination of these assessments is student report-card grades. Grade records indicate that most students achieve at a level which places them on the academic honor roll. In the first semester of 2013-2014, over 90% of sixth, seventh, and eighth grade students achieved this honor. Every student in TK through third grade is assessed individually by the school's resource teacher using the California Reading and Literature Project (CRLP) Reading Assessment and the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments. The most recent version of the CRLP assessment is aligned to CCSS. This data indicates that all class averages are well above the benchmarks. Scores for students who qualify to be in the school's resource program have been disaggregated. The data shows that this subgroup of students has shown growth at a rate higher than the average growth of their classes. This indicates that the resource student subgroup is making significant progress toward CCSS. The Iowa Test of Basic Skills (ITBS) was used to measure student achievement until 2011. The average National Percentile Ranks (NPR) for all classes in reading, language, and math from 2007-2011 are at the 73rd percentile or higher. The average percentiles across the same time period are 82 for reading and language and 80 for math. Data also shows that St. Ignatius students' growth measured by Grade Equivalency (GE) was greater than the Diocesan average growth at almost every grade level in all subject areas in every year. This indicates a high level of student achievement compared to national and local norms. Sub-groups of students who scored in the Basic and Below Basic proficiency levels on ITBS were disaggregated. Math scores from 2008-2011 show that 73% of this subgroup had higher percentiles at the end of the time period and 47% moved to a higher proficiency level. In 2012 the school began using Acuity assessments to measure student progress toward CCSS. Acuity results show that St. Ignatius class averages are consistently above Diocesan averages across grade levels and subject areas. In the most recent interim, September 2013, St. Ignatius ranked in the top five schools of the Diocese in more areas than any other Diocesan school. The school has disaggregated Acuity data by Common Core Content Strand and is currently planning articulation meetings to disaggregate and analyze the data by subgroups. In 2013 the school began using the ACT Explore test to measure achievement of eighth- grade students. In 2013 the average National Percentile for the class was 85 in English, 82 in reading, and 80 in math. The data is disaggregated by gender and boys show slightly higher scores in all three areas. Most St. Ignatius graduates choose to attend Catholic high schools. Data

from the High School Placement Test (HSPT) from 2008 through 2013 shows a high level of achievement for all students and for both subgroups of boys and girls. Girls tend to score higher in verbal, reading, and language areas. Boys score somewhat higher in quantitative and math areas. For the past five years, every St. Ignatius student who has applied to a Catholic High School has been accepted. At the Community Input Evening and in all surveys, alumni and parents of alumni report that St. Ignatius students are very well prepared for high school.

St. Ignatius School has developed meaningful assessments to measure student achievement of SLEs. Faculty identified age appropriate indicators for each SLE. Indicators include a variety of different objective measurements relevant to specific SLEs. The indicators include SLE self-assessments, academic and citizenship honor rolls, specific report-card grades, student performance on certain classroom activities, and student participation in service projects, extra-curricular, and community activities. These indicators are assessed and tracked throughout the school year. Students complete a self-assessment of their own progress toward SLEs in the fall. Teachers use these assessments as a meaningful part of parent-teacher conferences. Students complete a second self-assessment at the end of the school year. Many indicators are kept in SLE folders. These folders are cumulative from TK through eighth grade. Students review and reflect upon the contents of their SLE folders during eighth grade. At the end of each school year, teachers complete an SLE Progress Report for each student. The report shows how the student performed on each indicator and indicates whether or not the student is meeting each SLE. The progress report is sent home with the final report card. Results from the June, 2014 SLE Progress Reports show that 98% of students met all Schoolwide Learning Expectations during the 2013-2014 school year.

The results of all the various assessments are used to identify individual students who are not making acceptable progress toward curriculum standards and SLEs. Student performance on classroom assessments and standardized tests are closely monitored by teachers and reported to parents. Teachers use various instructional methodologies and resources to meet the needs of all students. They assign classroom assistants to work with individuals, small groups, and large groups to support their instructional plans. The school has found classroom assistants to be a valuable and critical part of the learning process; this program has been increased over the last few years. There are now full-time assistants in preschool through second grade and part-time assistants in third through eighth grades, science, and art. To meet the needs of individual students, the school supports faculty by providing adequate time and resources throughout the school day for planning, assessment, and communication. Preparation time has been found to be an effective way to meet many student needs; preparation time has increased by expanding the responsibilities of the primary science teacher and advanced math teacher. Specific student needs are identified and communicated with the parents, and teachers often work with the student individually in the classroom, during recess or after school to ensure that the student progresses. Some students do require further support. These students are identified based on assessments and

articulation among school staff and parents. Identified students are referred to the resource program. Data shows that students who work with the resource teacher show a higher average level of growth on the CRLP Reading Assessment than their peers. The school has found the resource program to be a valuable asset to assist students in making acceptable progress; the program has been expanded from one day a week to two days each week. The Acuity results of this subgroup are being disaggregated for analysis. A Student Study Team is another process for meeting the needs of students. A team of all teachers who work with a student, the principal, resource teacher, and parents meet to study the needs of a student and design plans to monitor and assess the student's progress. If these plans include an outside agency for further assessment or instructional support, the classroom teacher communicates with both the parents and agency to facilitate and support the student's progress. The progress of each student is carefully monitored by classroom teachers. Teachers consider the results of formative assessments as they modify instructional plans for their entire class, small groups, and individuals to ensure the acceptable progress of all students toward curriculum standards and SLEs.

The school has integrated technology into the learning process. Technology is used across the curriculum in all grade levels. Technology is a tool and resource used to support different learning styles and the meet the needs of all learners. All homerooms and the upper grade science classroom have interactive whiteboards. All homerooms, both science classrooms, and the art room have document cameras. Sixth grade and eighth grade have student response systems. Students in TK through eighth grade attend technology classes once each week in the computer lab. Teachers also take their classes into the computer lab during open lab times. Classroom technology is used for direct instruction and provides the opportunity for interactive lessons. Teachers design lessons with Power Point and ActivInspire; they also use resources such as Brain Pop and Khan Academy. Interactive whiteboards, document cameras, and student response systems create learning opportunities with hands- on activities, engaging lessons, and formative assessments with immediate feedback. Students also use technology for group and individual projects such as research projects and creating commercials. The school continues to explore new technology and ways to use and improve existing technology. The school purchased laptops and iPads during the 2013-2014 school year. Teachers will use these devices with individuals and small groups to explore the integration of this technology into the learning process. Their feedback will inform future technology purchases. The technology teacher is communicating with the local Catholic High Schools who have recently implemented one to one programs with iPads. This input will also inform the school's technology decisions.

Data confirms that the curriculum standards are challenging, comprehensive, and relevant. Results from summative assessments indicate that students have a high level of achievement. Input from shareholders indicates that the community recognizes and values the high level of rigor in the school's challenging curriculum; shareholders are also very satisfied that the curriculum and SLEs are relevant and comprehensive.

Significant Accomplishments

- Most students achieve at high levels in comparison to local and national norms
- Graduates are very well prepared for success in high school
- Implementation of a comprehensive plan to assess student progress toward SLEs

Goal

- Ensure a highly effective implementation of recently adopted Common Core Content Standards in math and English-language arts

Evidence

- Accreditation Survey Results in Appendix A
- Standardized Testing Results in Appendix A and B
- Diocesan Satisfaction Survey Results in Appendix A
- SLE Progress Report Results in Appendix B
- Classroom Assessment Results in Appendix B
- High Achievement Section Binder
- ACT Binder
- Aspire Binder
- CRLP & DIBELS Binder
- ITBS Binder
- Graduates Binder
- Student SLE Folders in Classrooms
- Student Work in Classrooms
- Classroom Observations

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.

The faculty and staff of St. Ignatius School model Catholic values in their daily interactions with students, parents, and with each other. The faculty and staff are visible models of the faith as they lead and participate in prayer, liturgy, sacraments, and service. In their role as teachers and ministerial workers of the Church, they model Catholic values by supporting all students toward a high degree of faith formation, academic achievement and personal growth. Feedback from parents and students on surveys and in meeting notes indicates that they consider the faculty and staff to be very effective models of Catholic values.

The school supports the professional development of faculty. Administration and CSAC expect that teachers will pursue professional development opportunities on their own; participation in all professional development opportunities offered by the school and the Catholic School Department is required. The school budget and federal funding provide sufficient resources for teachers to attend off-site workshops and for the school to provide professional development at the school. Professional development opportunities are chosen based on surveys of faculty needs and conversations among faculty and administration. Individual teachers, administration, and committees such as in-depth study groups and the technology committee make recommendations for specific workshops, topics, or speakers. Teachers are encouraged to share information from off-site workshops with the faculty. Collaborative planning and sufficient funding have led to very effective professional development focused on research-based teaching and learning, technology, and the Catholic faith. The recent focus for professional development has been implementing CCSS, instruction with Promethean interactive whiteboards, data analysis and instruction using Acuity online assessment and resources, Ignatian spirituality, and catechist certification.

Learning expectations are firmly anchored in a culture of research-based methodology. A variety of research-based instructional methodologies support student learning and inform curricular planning. Instructional plans focused on facilitating student progress toward SLEs and CCSS are structured, consistent, and collaborative. Whole -class instruction, small- group work, partner work, and individual work are part of the teaching/learning process. Teachers use many different strategies and resources to help students access the curriculum. In every school day, students listen, speak, read, write, and move as they learn. Students participate in a variety of instructional activities such as think-pair-share, whole brain learning, Talk Math, group and individual problem solving and collaboration. Visual aids such as color coding, graphic organizers, models, pictures, videos, and interactive whiteboards are integral instructional tools.

Manipulatives, games, student response systems, body movement, individual whiteboards, interactive whiteboards, and physical education provide opportunities for tactile and kinesthetic access to the curriculum. Students learn through listening from direct instruction, student presentations, listening centers, videos, and music. Students learn through speaking when they give formal presentations, read aloud, answer questions aloud, participate in whole-class discussions, and in discussions with partners and small groups. Students learn through writing as they work with graphic organizers, take notes, complete written assignments with correct grammar and writing conventions, respond to questions in writing, write in journals, and when they compose formal essays. Parents were asked to rate the effectiveness of curriculum and instruction for each subject area. Religion, ELA, math, social studies, and physical education had average ratings of “Highly Effective.” The average ratings for science, art, computers, Spanish, and music were “Effective.”

The school’s current curricular focus is mathematics. Math teachers have attended professional development and have met as a group to collaboratively analyze data from Acuity, share their own classroom experiences with teaching math, and to discuss the impact of CCSS on math instruction. They have determined that the school will focus on implementing instructional methodologies to improve math fluency and a deep understanding of math concepts. They are exploring various instructional resources, methodologies, and professional development opportunities to support student progress toward CCSS in mathematics.

The school uses a variety of formative and summative assessments to inform the teaching and learning process. Teachers assess student learning and evaluate instruction using both formal and informal methods including written assignments, quizzes, tests, oral question and answer, discussions, projects, and presentations. Students and teachers also receive immediate feedback from formative assessments such as student response systems, individual whiteboards, the thumb scale, and exit tickets. These assessments allow teachers to make immediate adjustments in instruction and monitor student growth and learning. Assessments inform lesson plans for homework, assignments, pacing, and future lessons. Teachers make decisions for re-teaching with the whole class, small groups, and individuals; the work of classroom assistants is directly based on assessment results. The school’s variety of assessment strategies supports instruction, student achievement, and measurement of student progress toward SLEs and CCSS.

Technology has been integrated throughout the teaching and learning process through a careful and thoughtful process. A computer lab is updated regularly. Transitional-kindergarten through eighth grade students receive weekly, direct technology instruction in the computer lab. Third and fourth grade students use the lab two additional times per week for keyboarding instruction. Teachers can use open computer lab time throughout the week to enhance instruction in any curricular area. The school uses Acuity online resources for formative assessment and instruction. Some classrooms use it for whole- class instruction and some classes use Acuity instructional resources

for homework. The school is committed to continuing the thoughtful exploration of innovative technologies to support student learning. Technological options are researched, tried, and discussed to determine the possibility of the option effectively supporting student learning. If the faculty determines that the technology will enhance instruction, then the products are implemented in the classrooms. Interactive whiteboards and document cameras are integrated across the curriculum. All homerooms, transitional- kindergarten through eighth grade, and upper- grade science use both the boards and cameras. Additionally, document cameras are used in primary science, art, and technology. Teachers have had numerous professional development opportunities and instruction to implement these technologies. Based on surveys of teachers and observation, these tools have become a regular part of daily instruction. Sixth grade and eighth grades also have student response systems; this technology is used regularly to facilitate discussion, for guided practice and for formative assessment. The school is currently exploring the use of tablets, laptops, iPads, and AppleTV in the classrooms. Through grants, fundraising, and the technology budget, the school has secured these products to assess their applicability and effectiveness in teaching and learning. During the 2014-2015 school year, teachers will attend professional development, pilot the different products, and meet to discuss how these technologies might be used to effectively support the high achievement of all students.

The analysis of instructional methodology including data from survey results, feedback from various shareholder groups, observation and evaluation of classrooms, and discussions have led to the conclusion that effective and varied methodologies are being used throughout the curriculum to support student learning and achievement of SLEs and CCSS. The school needs to provide the faculty with the resources it needs to continue to apply research-based instructional methodologies to effectively implement instruction supporting CCSS. Continued professional development, time for collaboration, adoption of textbooks, and the use of instructional resources and assessment tools aligned to CCSS will support the instructional process that support high achievement of all students at St. Ignatius School.

Significant Accomplishments

- The school encourages and supports professional development regarding research-based methodologies for the teaching and learning process
- The school encourages and supports informal and formal faculty articulation and collaboration
- Instructional methodologies and assessment are varied and focused on student progress toward SLEs and CCSS

Goals

- Improve math fluency
- Ensure that teachers have the resources and support needed to apply research-based instructional methodologies to support student achievement of SLEs and CCSS

Evidence

- Accreditation Survey Results in Appendix A
- Staff Development Program in Appendix A
- Diocesan Satisfaction Survey Results in Appendix A
- SLE Progress Report Results in Appendix B
- Instructional Methodology Section Binder
- Student SLE Folders in Classrooms
- Student Work in Classrooms
- Technology in Classrooms
- Lesson Plans in Classrooms
- Classroom Observations

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.

The support services and service learning opportunities of St. Ignatius School are firmly rooted in Catholic values. To assist students in achieving the SLEs, Catholic teachings and Ignatian spirituality guide the purpose, structure, and function of support services, extracurricular programs, and service learning opportunities. According to survey results, ninety percent of parents state that the school is providing an atmosphere in which Christian values and attitudes are emphasized and practiced. Opportunities to participate in sports, drama, art, music, games, academic projects and competitions, and social activities are available to every student. Participation in this wide variety of extracurricular programs provides the opportunity to find God in all things and practice Christ's teachings in relationships with the guidance of adults who believe in the importance of teaching these values. Adherence to Catholic values during all school activities is explicitly required by the school's "Condition of Enrollment for Students", "Condition of Enrollment for Parents/Guardians" and the "Athlete Code of Conduct." Christian service is integral to St. Ignatius School. Eighty-nine percent of older students agree or strongly agree that they have opportunities to participate in Christian service. Students participate in service as a school, as a class, as part of Sacrament preparation, as club members, and with their friends, families, and their parish community. Students learn how to be people of service to each other in daily classroom interactions, on the playground, and in their homes. They practice the principals of Catholic social justice in service to their friends and family, their community, and to people everywhere. In this commitment to service, the school provides support services for students who need extra support in their academic or personal growth. Support services and resources, including the resource teacher, tutoring, teachers' aides, math lab, student study teams, and counseling, are provided to help all students achieve at high levels.

School programs support the spiritual growth and faith formation of students, parents, and staff. As the primary educators and role models for their children, parents are integral to these support activities. Parents are invited to participate in liturgies, and parents have specific requirements related to sacramental preparation which ensures their active involvement. Assignments in religion and family life often include parent participation. Twice a year students complete a self-assessment of their own progress toward the SLEs. This self-reflection and, in the upper grades, the accompanying conversation with teachers and parents, helps support students in actively participating in their own growth. At fall conferences, parents and teachers discuss student progress toward SLEs. This focus on SLEs helps involve parents in the spiritual, personal, and academic growth of their child. The faculty, administration, and clergy collaborate with

parents to support the spiritual growth of all members of the community. Mass celebrations, Reconciliation, Stations of the Cross, prayer services, retreats, prayer partners, May Crowning, and Catholic prayer traditions support the spiritual growth of the school community. Ignatian spiritual practices of praying the Examen, Ignatian meditation, a focus on living the *magis*, and a focus on finding God in all things enrich the spiritual life of the community. Clergy frequently visit classrooms and attend school events and meetings. The entire school community benefits from their presence and support. Religion and family life curricula provide students with information and knowledge to grow in their Catholic faith as Christians. The school's discipline policy and high expectations for Christian conduct guide students to live Catholic values. The school provides worship opportunities and supports the spiritual life of families by encouraging active involvement in the parish. Requirements and incentives inspire families to participate in the life of the parish; an ad hoc committee has been formed to explore other ways the school can support families in their parish life.

Students participate in a wide variety of curricular and extracurricular activities which support their personal growth toward achievement of the SLEs. The school offers lunch-time activities and after-school extracurricular programs to provide opportunities for students to participate in sports, drama, music, academic, and social interactions. An active Athletic Committee provides a variety of both recreational and competitive team sports for boys and girls in first through eighth grade. Academic Decathlon, Chess Club, Art Club, The *Magis* Club, Student Council, Catholic School Band, Catholic School Majorettes, and Missoula Children's Theater are also offered. The school coordinates with outside individuals to facilitate private piano and violin lessons after school. An open-minded approach to new ideas about clubs or events and a commitment to student spiritual, personal and academic growth continue to enrich the curricular and co-curricular programs.

Many activities during the school day support student personal growth. Weekly art classes, weekly visits to the library, physical education classes three times each week, daily recess, choir, public speaking opportunities, classroom responsibilities, the buddy program, field trips, guest speakers, talent shows, Red Ribbon Week, Spirit Day, Grandparents' Day, and spirit rallies are examples of opportunities that encourage and support student personal growth.

The school provides resources and support for students with special emotional and academic needs. Articulation among school staff, conferences with parents, teachers, and the principal, and consultation with outside professionals are used to identify special needs to determine how the school can support students and their families. Counselors are brought in to work with individuals, small groups, or entire classes when needed. Consistent disciplinary measures help all students grow spiritually, personally, and academically. Private conversations with teachers or the principal allow students and parents to confidentially express their needs or concerns. Conversations among groups of students, facilitated by teachers, help students work through concerns as a peer group. Frequent and open communication among staff, parents, and students is a

critical part of the education and success of any student with special needs. Open lines of communication among parents, students, and staff create a caring and compassionate atmosphere in which the needs of students are identified and supported.

Support for the physical safety of students and all individuals on campus is a priority. The school has a Facilities and Safety Committee comprised of school and parish staff and school parents. The committee meets monthly to address issues, make plans, and take preventative measures. The committee has been instrumental in several upgrades to campus security including gates, cameras, door buzzers with intercoms and cameras, safety patrols, improved campus communication, and emergency plans. The principal is on this committee she also works extensively with the school staff, CSAC, parish staff, and parents on various projects related to safety and emergency plans. These projects include a recently- adopted plan to address severe food allergies, improvements to the plans for major emergencies, including an improved evacuation strategy, lockdown and fire drills, a safety handbook, CPR and first- aid training for staff, and plans for upgrades to the campus buildings. The school regularly performs emergency drills for fire and lockdown.

The school is very supportive of student academic growth. A variety of instructional resources are present in every classroom to help students access the curriculum. Current textbooks and workbooks, CD tutorials, manipulatives, visual displays, games, individual whiteboards, interactive whiteboards, student response systems, and listening centers are some of the tools available to support student learning. Teachers use classroom website pages to post links to online educational games and resources for remediation and enrichment at home. Some teachers assign student online Acuity instructional resources as homework. The technology committee meets monthly to review and plan for the school's use of technology. The committee supports teachers by researching and suggesting instructional technology and professional development and by providing in-service training for implementation of new devices. Teachers often provide learning centers with books, hands on activities, and visuals for extra enrichment.

The school has created a staffing plan and hired a well-qualified staff committed to the high achievement of all students. Teachers work diligently to identify and meet the individual needs of each student. Teachers work with individuals and small groups to provide extra support during class, at recess, or after school. Eleven teachers' assistants are available to support student learning in transitional kindergarten through eighth grade. Teachers' assistants work under the direction of classroom teachers to provide individual or small-group support. They may work with a large group so that the teacher can meet with individual students. They also complete many classroom tasks to allow the teacher more instructional time. The availability of assistants provides the teachers with more time for teaching, planning, assessment, articulation, and communication with parents and other professionals. Professional development opportunities are available to teachers through the school budget and through federal title funds. The school has specialized teachers in art, physical education, science,

Spanish, and technology. The school has an advanced math teacher for seventh-grade math and eighth-grade algebra to support the growth of students with a greater learning aptitude for math. The school's resource teacher is on campus two days each week. She supports the growth of students through individual assessments, individual and small group instruction, articulation with teachers and administration, and facilitation of student study teams. Students with special needs are served by the existing program; however, in analyzing the program the school has determined that it could provide more formal, structured academic support for students who are not meeting CCSS. The school will consider adding more formal, structured options such as expanding the time of the resource teacher and/or using other staff to provide tutoring and study skills support during the school day or after school.

Parents and community professionals actively support student growth. Parents work with students on homework, projects, and test preparation. Communications among teachers, students, and parents consistently provide feedback and reinforcement for support both at home and at school. The school helps to facilitate communication and secure services for students from outside agencies and individuals. Teachers and the principal communicate and collaborate with tutors, counselors, doctors, and psychologists from private agencies and public school districts. The school has funds available for Title I services and this money is used to provide after-school tutoring and summer programs through Mercy Education Resource Center (MERC). Parents also volunteer at school to work with students. Volunteers help primarily in the library, art, technology, and science classes. Parents also moderate or assist with clubs such as the Chess Club and Academic Decathlon. The school supports parents in their role by providing speakers on topics such as internet safety, concussions, and parenting skills.

The school's many extra-curricular and co-curricular programs support the growth of all students. The opportunity to participate in a wide variety of co-curricular programs improves students' confidence and offers enriching and challenging experiences for all students. The school offers students the opportunity to receive recognition through participation in local, Diocesan, and community competitions and performances throughout the year. These opportunities include a science exposition, Wax Museum, spelling bee, essay contest, speech contest, mental math bowl, nature bowl, Academic Decathlon, talent show, third grade plays and recorder concert, a Christmas concert, Missoula Children's theater, art exhibitions, band, baton, a free throw contest, and numerous athletic competitions.

All resources at St. Ignatius School are supportive of and committed to the spiritual, personal, and academic growth and success of all students. These resources allow all students to access the curriculum and make progress toward achievement of curriculum standards and SLEs.

Significant Accomplishments

- The school has a wide variety of effective resources, technology, extra-curricular programs, and services which support the spiritual, personal, and academic growth of students
- Student growth is supported by active involvement in a vibrant faith community including participation in the Sacraments, Christian service, and other faith-based activities
- Student growth is supported by their relationships with dedicated clergy, administration, faculty, teachers' aides, other staff, and parent volunteers who model and encourage Christian values
- Commitment to provide an extensive, high quality faculty and staff and support their on-going professional development
- Extensive, effective communication and collaboration between administration, faculty, staff, parents, students, and outside professionals using a variety of communication tools

Goal

- Provide more formal, structured academic support services for students who are not achieving CCSS

Evidence

- School Personnel List
- Accreditation Survey Results in Appendix A
- Website (Log-in Information in Appendix B)
 - Staff Information Page of the Website
 - Calendar
- Support for Student Growth Section Binder
 - Condition of Enrollment for Students from Parent/Student Handbook
 - Condition of Enrollment for Parents/Guardians from Parent/Student Handbook
 - Athlete Code of Conduct from Parent/Student Handbook
- Safety and Security Manual
- Technology Committee Binder
- Facilities and Safety Committee Annual Reports
- Emails to School Community
- Class Schedules
- Student Work in Classrooms
- Classroom Observations

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.

Catholicity is central to St. Ignatius School and resources are allocated to support the many programs, activities, and supplies relevant to the faith formation of students, staff, and parents. Instructional and financial resources support the religion curriculum and the spiritual life of students. The time and expertise of teachers, clergy, and school and parish staff are devoted to religion instruction and religious experiences for students. Time and financial resources are committed to providing retreats, masses, and other liturgical activities. The spiritual growth of students and the faith development of staff and parents are all enriched through their active participation in liturgical celebrations. Some events such as the Grandparents Day Mass and lunch are designed specifically to include family members and support them as mentors and role models for students. Resources are used to provide family involvement in Sacramental preparation programs and the Family Life program, and to welcome parents and families at school liturgies. Funds, time, and human resources are devoted to the various service projects of the school supporting faith in action for everyone. To support and encourage families in their role as parishioners, resources are allocated to promote parish activities. Events such as the Altar Society Boutique and Donut Sundays are directly supported with school funds and the time of students, staff, and parents. Families who are active in the parish are given a tuition discount and parents may count some parish volunteer hours toward their time commitment to the school. Staff are supported in their personal faith formation and in their role as catechists through funds allocated for retreats, professional development, and catechetical certification. Several recent in-services for staff have focused on Ignatian spirituality. The school would like to expand its use of resources to support education and experiences for students and parents focused on Ignatian spirituality.

The school uses effective bookkeeping and accounting procedures. In 2011 the school made a change in personnel. A new, highly qualified bookkeeper was hired and was given a place to work in the school office. The change has created a significant improvement in accounting efficiency and accuracy. The bookkeeper's ability to handle the finances and communicate effectively has a positive impact on the school's relationships with donors, vendors, parents, and staff. The principal, CSAC, and Parent Club seek out dedicated, qualified parents to serve as finance chairpersons for CSAC and Parent Club. These individuals work collaboratively with their boards, event chairpersons, the principal, and bookkeeper to maintain effective accounting procedures and to implement, monitor, and plan school budgets. The principal and bookkeeper also work closely with the pastor, Parish Finance Council, the Diocesan Financial Services office, and Diocesan Human Resources Department regarding school finances. The

dedication, commitment, and financial knowledge of individuals and groups create a sound fiscal management system with appropriate checks and balances.

The various leadership and planning groups including administration, faculty, CSAC, Parent Club, technology committee, development committees, in-depth committees, and other ad-hoc groups meet regularly to discuss and plan for the future of the school. Supporting students in their growth toward CCSS and SLEs is always central to these conversations. Input from these groups informs the budgeting and planning process. The individuals involved in creating the budget, primarily the principal, CSAC finance chair, and bookkeeper, effectively consider input from these various sources and combine it with their knowledge of finances to create an annual budget that supports student learning and the initiatives for the upcoming year. To plan for the future, a specified dollar amount is maintained in the school's savings account and the school has an endowment to cover any unexpected expenses and to provide funds to support future initiatives. Leadership groups take a long-range view in their discussions and planning and are very aware of what the school needs to maintain a high quality Catholic educational program. There is agreement among these groups and processes in place to ensure the continued success of the school program; however, the written documents which outline the strategic plans of the school are out of date. Various documents such as the ISL Action Plan, CSAC goals, in-depth studies, technology plan, and CSAC and committee meeting notes contain elements of the school's current plans, but they need to be revised, updated, and perhaps combined into a comprehensive written document which reflects the plans being followed.

The school effectively reports its fiscal status to all shareholders at various levels. Detailed, complete financial records are reviewed by the principal, bookkeeper, CSAC finance chairperson, and the CSAC president on a frequent and regular basis. The diocesan finance office does a detailed audit of the school every three years. Summary reports are reviewed monthly at CSAC meetings, and bi-annually at faculty meetings. Regular financial reports are made to the pastor and Parish Finance Council. An annual letter to the parent community highlights major line items in the school's budget. Through the published annual report, a summarized financial report is given to the entire community of parents, parishioners, alumni, and others who support the school. In previous years, a more detailed financial report was made to the parent community at the annual Back -to -School Night. A change in format for this evening ended this practice. There may be a need to replace this presentation with some other type of report to the parent community. One avenue under consideration is posting summary reports on the school website.

The school's human, instructional, and financial resources are sufficient to sustain the school program, carry out the school's purpose, and support student achievement. Hiring and supporting high-quality staff and working cooperatively with committed parents have been a priority. Purchasing and implementing effective instructional resources and improving methodologies are areas of strength. The school effectively manages and develops its financial resources and exercises responsible financial stewardship. The plans and processes in place to maintain and improve the human,

instructional, and financial resources are more than adequate to ensure that they continue to be sufficient.

The physical resources of the school are insufficient to sustain the program. According to survey data and meeting notes, there is agreement among shareholders that the physical plant of the school must be improved in order to meet the school's purpose and support student achievement. On parent and governance surveys, the facility is identified as the highest priority and most often identified area for improvement. The aging facility does not have the space, infrastructure, or aesthetic appeal to meet the instructional, marketing, and security needs of the school. The increases in staffing and instructional programs and the extensive range of teaching methodologies, including the use of technology and the expansion of the science program, have out-stripped the building's capacity. The school and parish have been working together to address these issues. A feasibility study is underway to determine what funds can be raised and how the money should be prioritized. The program needs of both the parish and school have been analyzed and various construction options are being considered. A definite plan will be finalized and in motion during the 2014-2015 school year.

The school operates with a balanced budget. If unexpected events led to a budget deficit, the school could address the deficit using its savings account or endowment fund. The school can also depend on its staff and parent volunteers for financial expertise, its financial management system, and the generosity of the community to effectively respond to any financial issues which may occur.

Technology upgrades are planned and very effectively implemented. The technology committee meets monthly to plan and assess current technology implementation and upgrades. The school's technology teacher is on this committee; she effectively monitors the school's technological infrastructure and works collaboratively with the committee to maintain and enhance the resources which support the school's growing use of technology for instruction, communication, and administration. There is a need to revise the written technology plan to reflect the current situation and current plans.

Federal funds allocated to the school are effectively utilized. All monies allocated are used to support student achievement. Title I funds support after-school tutoring and summer skills classes for students in the lowest quartiles. Title V funds are used for professional development.

The school has been committed to improving its financial management system and the current staffing and processes are highly effective. Highly qualified staff and volunteers of both the school and parish work cooperatively to manage and develop resources which support the faith development and high achievement of all students. School and parish leadership groups, documents, and meeting notes articulate an effective, viable long-term plan for resource management and development; however, formal strategic plans are out dated and need to be revised. The school needs to continue to identify and develop new funding sources such as alumni and grandparents. The physical resources of the school need the most attention. In order for the school to continue to

meet its purpose and support the faith development and high achievement of students, the physical plant must be improved. A joint school and parish project is underway to address this need.

Significant Accomplishments

- Resource management decisions support the faith development and high achievement of all students
- Highly qualified staff and volunteers are identified and supported as they work to help the school meet its purpose and support student achievement
- Sound financial management ensures financial viability of the school

Goals

- Improve the physical resources of the school
- Document the agreed-upon strategic plans and goals of the school

Evidence

- School Personnel List
- Accreditation Survey Results in Appendix A
- Diocesan Satisfaction Survey Results in Appendix A
- Enrollment Data in Appendix B
- Finances Data in Appendix B
- Resource Management Section Binder
- CSAC Binder
- School Budget Binder
- Observations of the Physical Plant
- Observations of Classroom Resources

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

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

Significant Accomplishments

- The school's strong Catholic Identity is clearly evident and highly valued
- The Catholic identity of the school is enhanced by a strong emphasis on its identity as a Jesuit community
- Students are engaged in active and vibrant prayer and sacramental experiences
- The school lives its Catholicity through a comprehensive program of Christian service involving all shareholders
- Increased interaction between students and Jesuit clergy and novices
- The school's purpose is well articulated in the mission statement, philosophy, and SLEs.
- The school has integrated Ignatian terminology into its mission statement, philosophy and SLEs
- Shareholders are united in their dedication and collaborate to fulfill the school's purpose
- The school has identified age appropriate, objective, measureable indicators for each SLE
- The Catholic identity of the school, with an emphasis on its Jesuit charism, is effectively promoted and supported by all organizational structures
- The commitment of the pastor and principal to work as a team and collaborate with all organizational structures to keep high achievement of all students a priority
- The school and parish organizational structures are staffed with dedicated, hard-working individuals who are committed to the school's mission
- The vision and long range planning of all organizational structures is to implement programs that meet the faith and academic needs of the student body
- The school uses a variety of summative and formative assessments to assess student achievement of SLEs and curricular standards
- Assessment results are analyzed regularly at faculty meetings, in grade-level groups, and individually
- The school developed and implemented a formal assessment plan of student progress toward SLEs based on measureable, objective indicators
- Most students achieve at high levels in comparison to local and national norms
- Graduates are very well prepared for success in high school
- Implementation of a comprehensive plan to assess student progress toward SLEs

- The school encourages and supports professional development regarding research-based knowledge about the teaching and learning process
- The school encourages and supports informal and formal faculty articulation and collaboration
- Instructional methodologies and assessment are varied and focused on student progress toward SLEs and CCSS
- The school has a wide variety of effective resources, technology, and services which support the spiritual, personal, and academic growth of students
- Student growth is supported by their active involvement in a vibrant faith community including participation in the Sacraments, Christian service, and other faith based activities
- Student growth is supported by their relationships with dedicated clergy, administration, faculty, teachers' aides, other staff, and parent volunteers who model and encourage Christian values
- Commitment to provide an extensive, high quality faculty and staff and support their on-going professional development
- Extensive, effective communication and collaboration between administration, faculty, staff, parents, students, and outside professionals using a variety of communication tools
- Resource management decisions support the faith development and high achievement of students
- Highly qualified staff and volunteers are identified and supported as they work to help the school meet its purpose and support student achievement
- Sound financial management ensures financial viability of the school

Goals

- Promote and support the faith development of our families
- Educate all shareholders about Jesuit ideology and practices
- Educate all shareholders as to what it means to be a Jesuit school
- Communicate more data about student high achievement to shareholders
- Collaborate with parish organizational structures to encourage students and their families to become more fully engaged in their roles as parishioners
- Collect and analyze longitudinal CCSS-based assessment data
- Improve student achievement on assessments in the measurement and data strand of mathematics CCSS
- Ensure a highly effective implementation of recently adopted Common Core Content Standards in Math and English-Language Arts
- Improve math fluency
- Ensure that teachers have the resources and support needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of SLEs and CCSS
- Provide more formal academic support services for students who are not achieving CCSS
- Improve the physical resources of the school

- Document the agreed upon strategic plans and goals of the school

Five Critical Goals

- Ensure a highly effective implementation of recently adopted Common Core Content Standards in Math and English-Language Arts

The school has recently adopted Common Core State Standards in math and language arts. In order for students to achieve these standards at a high level, there must be a full and effective implementation. In order to maintain the high level of academic rigor expected by the community, the school must create a plan which ensures that the faculty will have the support and resources needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of the newly adopted CCSS.

- Educate all shareholders about Jesuit ideology and practices and what it means to be a Jesuit school

The Jesuit identity of St. Ignatius School is central to the school's purpose. It is integral to the philosophy and mission statements and to the Schoolwide Learning Expectations. In order to meet its purpose and support student achievement of SLEs, the school must educate all shareholders about Jesuit spirituality and ideology and what it means to be a Jesuit school. Students will not be able to attain high achievement of the recently revised SLEs without education in this area. In recent years, the school has focused on providing professional development to faculty and staff on this topic. Now it is time for the administration and faculty to focus on this part of the school's curriculum for students. Because the school believes that parents are the primary educators of their children and are integral to their faith development, the school also needs to provide education to parents about Jesuit spirituality and ideology so parents can support their children in this area.

- Provide more formal academic support services for students who are not achieving CCSS

St. Ignatius students who are not achieving CCSS receive support from the resource teacher and other support services. Students enrolled in the school's resource program benefit greatly from this structured program. However, other support services are sometimes informal, unstructured, or minimally documented. Students will benefit if the school creates a more formal plan to identify and support their needs. Improved documentation about individual student needs and support services they receive will support the continuum of learning across curricular areas and across grade levels. A formal plan for students to access existing support services and consideration of potential new ways to support students in the lowest quartiles will help them achieve CCSS and SLEs. Students who are not achieving CCSS will benefit from a more efficient, well organized, formal plan to provide academic support services.

- Improve Math Fluency

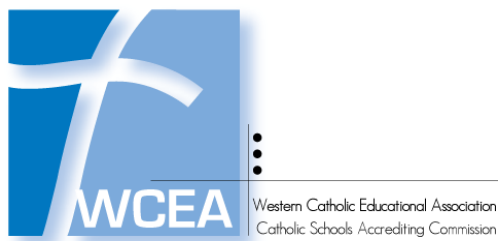
One of the important shifts in the math curriculum, with the adoption of CCSS, is a focus on math fluency. The math teachers of St. Ignatius School recognize the importance of this shift in the teaching and learning process. They have concluded that in order for students to attain high achievement of CCSS in math, the school needs to focus on math fluency. Fluency is a pre-requisite to the high level of complexity expected by the standards so this improvement must be made to support the entire math curriculum across all grade levels. In order for students to achieve success with the new math standards, there must first be a focus on fluency.

- Collect and analyze longitudinal CCSS-based assessment data

During the coming years, the school will be focused on implementing CCCS. In order to evaluate the success of the implementation, the school must have data about student achievement of CCCS. The school will commit to collecting and analyzing longitudinal CCSS-based assessment data. Much of the assessment data which has been collected and analyzed in previous years was not directly correlated to content standards. The school needs to have a plan which aligns its assessment data analysis to CCCS. The school needs this re-alignment of data collection and analysis to CCCS to determine if it is meeting its purpose and supporting student achievement of CCCS. An effective data analysis plan will allow the school to critically evaluate its programs and make adjustments to support student learning.

Three Goals Chosen for the Action Plan

- Ensure a highly effective implementation of recently adopted Common Core Content Standards in Math and English-Language Arts
- Educate all shareholders about Jesuit ideology and practices and what it means to be a Jesuit school
- Improve Math Fluency



Improving Learning for Catholic Schools

**Action Plan for St. Ignatius School
School Code: E615**

Goal #1: (from Chapter 3-E) Ensure a highly effective implementation of recently adopted Common Core State Standards (CCSS) in Math and English-language Arts

Rationale for this Goal: In order for students to achieve the CCSS at a high level, there must be a full and effective implementation. In order to maintain the high level of academic rigor expected by the community, the school must create a plan which ensures that the faculty will have the support and resources needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of the newly adopted CCSS.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. A highly effective implementation of CCSS will support these school goals.

Strategy #1	Training and Professional Development
Activities	<ol style="list-style-type: none"> 1. Explore the use of instructional coaches 2. Schedule on site professional development 3. Explore relevant webinars and inform faculty 4. Explore relevant workshops off site and inform faculty
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Time to research possibilities, cost of instruction coaching 2. Time to research options and cost of professional development 3-4. Time to research and attend
Person(s) Responsible For Implementation	1-4. Principal, vice principal and faculty
Process For Monitoring	Records of faculty participation in instructional coaching and other professional development opportunities.
Baseline Assessment	2013-2014 Acuity Testing Data showing student performance compared to CCSS
Ongoing Assessment	2014-2015 Acuity Testing Data showing student performance compared to CCSS and future testing data aligned to CCSS
Timeline Start/Stop	Beginning January, 2015 and the need for further training and professional development will be evaluated at the end of each school year.
Process for Communicating to Shareholders	Details about training and professional development opportunities will be discussed at faculty meetings and CSAC meetings.

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #1: (from Chapter 3-E) **Ensure a highly effective implementation of recently adopted Common Core State Standards (CCSS) in Math and English-Language Arts**

Rationale for this Goal: In order for students to achieve the CCSS at a high level, there must be a full and effective implementation. In order to maintain the high level of academic rigor expected by the community, the school must create a plan which ensures that the faculty will have the support and resources needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of the newly adopted CCSS.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. A highly effective implementation of CCSS will support these school goals.

Strategy #2	Provide Instructional Resources Aligned to CCSS
Activities	<ol style="list-style-type: none"> 1. Evaluate implementation of newly purchased math instructional resources 2. Explore ELA resources aligned to CCSS 3. Explore ways to use technology to support CCSS
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Cost of any additional materials needed to fully support the new math programs 2. Individual work time and meeting time 3. Individual work time, meeting time, and cost of any new technology needed to support CCSS
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Math teachers 2. Principal, vice principal, and ELA faculty 3. Principal, vice principal, faculty, and Technology Committee
Process For Monitoring	Lesson plans, meeting notes, record of purchases
Baseline Assessment	Beginning and End of Year Classroom Math Assessments Beginning of the Year and End of Each Trimester Math Fluency Tests ELA Baseline Assessment TBD – see strategy #4
Ongoing Assessment	Acuity Testing Results used by Teachers as Formative Assessments Beginning and End of Year Classroom Math Assessments
Timeline Start/Stop	<ol style="list-style-type: none"> 1. March-May 2015- 2. January 2015 and ongoing 3. Exploration of the ways to use technology will be ongoing.
Process for Communicating to Shareholders	Back-to-School Night, emails, newsletters, classroom activities, CSAC, Parent Club, and Faculty meetings

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #1: (from Chapter 3-E) **Ensure a highly effective implementation of recently adopted Common Core State Standards (CCSS) in Math and English-Language Arts**

Rationale for this Goal: In order for students to achieve the CCSS at a high level, there must be a full and effective implementation. In order to maintain the high level of academic rigor expected by the community, the school must create a plan which ensures that the faculty will have the support and resources needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of the newly adopted CCSS.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. A highly effective implementation of CCSS will support these school goals.

Strategy #3	Faculty Articulation and Collaboration
Activities	<ol style="list-style-type: none"> 1. Grade level and subject area meetings 2. Presentations by faculty members of instructional strategies or resources which they learn about in their individual professional development experiences 3. Presentations by faculty members of instructional strategies or resources which have been effective in their classrooms 4. Release time to observe and/or collaborate with teachers at other schools 5. Assessment Data Analysis
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Faculty time 2. Faculty time and cost of professional development 3. Faculty time and cost of classroom materials 4. Faculty time and cost of substitute teacher 5. Faculty meeting time
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1-4. Faculty 5. Principal, vice principal, and faculty
Process For Monitoring	Meeting notes
Baseline Assessment	Beginning and End of Year Classroom Math Assessments Beginning of the Year and End of Each Trimester Math Fluency Tests ELA Baseline Assessments TBD – see strategy #4
Ongoing Assessment	Acuity Testing Results used by Teachers as Formative Assessments Beginning and End of Year Classroom Math Assessments
Timeline Start/Stop	Formal grade-level and subject area meetings and faculty presentations will begin in February, 2015, Data Analysis will begin in November, 2014
Process for Communicating to Shareholders	The principal will report on faculty implementation of CCSS including their collaboration and articulation at CSAC meetings and in newsletters to parents.

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #1: (from Chapter 3-E) **Ensure a highly effective implementation of recently adopted Common Core State Standards (CCSS) in Math and English-Language Arts**

Rationale for this Goal: In order for students to achieve the CCSS at a high level, there must be a full and effective implementation. In order to maintain the high level of academic rigor expected by the community, the school must create a plan which ensures that the faculty will have the support and resources needed to apply research-based knowledge about teaching and learning to the instructional process to support student achievement of the newly adopted CCSS.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. A highly effective implementation of CCSS will support these school goals.

Strategy #4	Collect ELA CCSS Baseline Assessment Data
Activities	<ol style="list-style-type: none"> 1. Research ELA CCSS Assessment Tools 2. Implement specific ELA Assessments 3. Record and Analyze Data from ELA Assessments
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Faculty time and cost of Assessments 2. Class Time 3. Faculty time
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. ELA Faculty, Principal, and vice principal 2. ELA Faculty 3. ELA Faculty, Principal, and vice principal
Process For Monitoring	<ol style="list-style-type: none"> 1. Meeting notes 2 & 3. Results of Assessments
Baseline Assessment	None- Being Created
Ongoing Assessment	Annual results of the Assessments
Timeline Start/Stop	<ol style="list-style-type: none"> 1. 2015-2016 2-3. 2016-2017
Process for Communicating to Shareholders	Parents and students will see individual assessment results. The principal will share summarized assessment results with the CSAC, Parent Club Board, and the general parent community.

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #2: (from Chapter 3-A & B) **Educate all shareholders about Jesuit ideology and practices and what it means to be a Jesuit school**

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?): In order to meet its purpose and support student achievement of SLEs, the school must educate all shareholders about Jesuit spirituality and ideology and what it means to be a Jesuit school. Students will not be able to attain high achievement of the SLEs without education in this area. Because the school believes that parents are the primary educators of their children and are integral to their faith development, the school also needs to provide education to parents about Jesuit spirituality and ideology so parents can support their children.

Alignment with mission, philosophy, SLEs: The Jesuit identity of St. Ignatius School is central to the school's purpose. It is integral to the philosophy and mission statements and to the Schoolwide Learning Expectations.

Strategy #1	Select Ignatian themes to use throughout the school year.
Activities	<ol style="list-style-type: none"> 1. Present the theme at the first Monday assembly each month 2. Do theme related grade-level activities in each classroom 3. Assign homework with a parent component relevant to the theme 4. Display the theme on campus 5. Refer to the theme in communications to parents 6. Publish the theme in the church bulletin, school website, and social media
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Use faculty meeting time to identify themes and plan their presentation 2-3. Teacher planning time and meeting time to share ideas. Minimal cost for supplies. 4. Staff and student time to plan and execute displays. 5-6. Staff time when preparing communication, development, and marketing
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Principal, Vice Principal, & Faculty 2-3. Faculty 4-6. Principal, Vice Principal, Faculty & Staff
Process For Monitoring	<ol style="list-style-type: none"> 1. Observation of assemblies 2-3. Lesson plans and discussion at meetings 4-6. Observation of displays and communication, development, and marketing pieces and discussion at meetings
Baseline Assessment	There is no baseline theme to assess. Faculty, staff, and parent input indicates a need and desire for more Ignatian related activities.
Ongoing Assessment	Feedback will be solicited from students, parents and staff informally and in the classroom and at CSAC, Parent Club, and Faculty meetings. Administration and faculty will use feedback to modify plans throughout the school year and to plan for the following year. SLE Progress Report Data
Timeline Start/Stop	All activities will begin with initial planning in August, 2015. Implementation will occur throughout the school year and be evaluated in May.
Process for Communicating to Shareholders	classroom activities, homework, campus displays, assembly announcements, Back-to-School Night presentations, principal and classroom newsletters, emails, website, social media, parish bulletin, Open House displays

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #2: (from Chapter 3-A & B) Educate all shareholders about Jesuit ideology and practices and what it means to be a Jesuit school

Rationale for this Goal: In order to meet its purpose and support student achievement of SLEs, the school must educate all shareholders about Jesuit spirituality and ideology and what it means to be a Jesuit school. Students will not be able to attain high achievement of the SLEs without education in this area. Because the school believes that parents are the primary educators of their children and are integral to their faith development, the school also needs to provide education to parents about Jesuit spirituality and ideology so parents can support their children in this area.

Alignment with mission, philosophy, SLEs: The Jesuit identity of St. Ignatius School is central to the school's purpose. It is integral to the philosophy and mission statements and to the Schoolwide Learning Expectations.

Strategy #2	Professional Development for Faculty and Staff
Activities	<ol style="list-style-type: none"> 1. Schedule a guest speaker to develop and present a short series to the faculty throughout the school year 2. Faculty and staff book club using an Ignatian themed text 3. Provide additional reading materials for faculty and staff to read on their own
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Speaker Fee 2. Cost of Books, some meeting time to plan the book club 3. Cost of reading materials
Person(s) Responsible For Implementation	1-3. Principal and Leadership Team will initiate the activities. Other faculty and staff may become responsible for parts of the implementation.
Process For Monitoring	<ol style="list-style-type: none"> 1. Staff evaluations of speaker 2. Attendance at book clubs, feedback from faculty and staff 3. Interest in using the provided reading materials
Baseline Assessment	Faculty and staff survey responses and discussions indicate a desire for more professional development related to Ignatian themes. Previous guest speakers and book clubs were well received.
Ongoing Assessment	Feedback from faculty and staff after the activities have occurred
Timeline Start/Stop	<p>January – March, 2015: Principal and Leadership Team will research guest speakers, books, and other reading materials</p> <p>March – April, 2015: Principal and Leadership Team will determine when to schedule a speaker and implement the book club and other materials.</p>
Process for Communicating to Shareholders	Faculty and staff professional development activities will be shared with parent leadership groups. Faculty may discuss these activities with their students and share what they have learned.

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #2: (from Chapter 3-A & B) Educate all shareholders about Jesuit ideology and practices and what it means to be a Jesuit school

Rationale for this Goal: In order to meet its purpose and support student achievement of SLEs, the school must educate all shareholders about Jesuit spirituality and ideology and what it means to be a Jesuit school. Students will not be able to attain high achievement of the SLEs without education in this area. Because the school believes that parents are the primary educators of their children and are integral to their faith development, the school also needs to provide education to parents about Jesuit spirituality and ideology so parents can support their children in this area.

Alignment with mission, philosophy, SLEs: The Jesuit identity of St. Ignatius School is central to the school's purpose. It is integral to the philosophy and mission statements and to the Schoolwide Learning Expectations.

Strategy #3	Create an Ignatian Component to add to the school's Religion Curriculum
Activities	<ol style="list-style-type: none"> 1. Compile and Organize the activities currently used in each grade level 2. Explore and gather resources 3. Faculty meetings to share ideas and resources 4. Develop a scope and sequence and assessments 5. Implement the curriculum 6. Evaluate the implementation and revise curriculum
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Faculty time 2. Cost of resources and time 3-4. Faculty, Principal, and Vice Principal meeting and individual work time
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1. Religion Teachers 2-4. Faculty, Principal, and Vice Principal
Process For Monitoring	Meeting notes, lists of activities and resources, scope and sequence drafts
Baseline Assessment	Activity #1 will create the Baseline regarding the curriculum Assessments created in activity #4 will be given prior to activity #5 to create a baseline measurement
Ongoing Assessment	Scope and sequence of Ignatian Curriculum, Lesson Plans, Results of Classroom Assessments, and End of Year SLE Progress Report Data
Timeline Start/Stop	<ol style="list-style-type: none"> 1-2. 2015-2016 school year 3-4. Meetings to be held during the 2016-2017 school year 5. Curriculum implemented during the 2017-2018 school year 6. Evaluation and revisions in May and June of 2018 and ongoing as needed
Process for Communicating to Shareholders	Parent leadership groups will hear about the process as the curriculum is being developed. The wider parent community and students will be informed of the new curriculum via newsletters, emails, website, at Back-to-School night, and during class.

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #3: (from Chapter 3-F, per diocesan guidelines, the school did not complete an In-Depth Study in Math, instead the school emphasized Math during the ISL self-study)

Improve Math Fluency

Rationale for this Goal: In order for students to attain high achievement of CCSS in math, the school needs to focus on math fluency. Fluency is a pre-requisite to the high level of complexity expected by the standards so this improvement must be made to support the entire math curriculum across all grade levels. In order for students to achieve success with CCSS in math, there must first be a focus on fluency.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. Improving math fluency will support these school goals.

Strategy #1	Collect Baseline Assessment Data
Activities	<ol style="list-style-type: none"> 1. Research math fluency assessment tools 2. Administer beginning of the year assessments 3. Analyze math fluency assessment data
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Cost of assessments and faculty time 2. Classroom time 3. Meeting time
Person(s) Responsible For Implementation	<ol style="list-style-type: none"> 1-2. Math Teachers 3. Principal, Vice Principal, and Math Teachers
Process For Monitoring	Documents reporting the results of math fluency assessment data
Baseline Assessment	The baseline is being created by this strategy
Ongoing Assessment	Annual administration of the baseline assessment tool
Timeline Start/Stop	<ol style="list-style-type: none"> 1. January – June 2015 2. September, 2015 3. October, 2015
Process for Communicating to Shareholders	<p>Assessment results of individual students will be given to their parents. Assessment data will be shared at CSAC and faculty meetings</p>

Improving Student Learning for Catholic Schools

Action Plan for St. Ignatius School

School Code: E615

Goal #3: (from Chapter 3-F, per diocesan guidelines, the school did not complete an In-Depth Study in Math, instead the school emphasized Math during the ISL self-study)
Improve Math Fluency

Rationale for this Goal: In order for students to attain high achievement of CCSS in math, the school needs to focus on math fluency. Fluency is a pre-requisite to the high level of complexity expected by the standards so this improvement must be made to support the entire math curriculum across all grade levels. In order for students to achieve success with CCSS in math, there must first be a focus on fluency.

Alignment with mission, philosophy, SLEs: The mission statement, philosophy, and SLEs state that the school will support students in becoming people of Thought who have fully developed all their unique talents and abilities including their intellectual skills. Improving math fluency will support these school goals.

Strategy #2	Provide additional opportunities for students to practice math fluency
Activities	<ol style="list-style-type: none"> 1. Explore instructional resources to support math fluency 2. Use a consistent system of math fluency practice across grade levels 3. Include math fluency practice in homework assignments 4. Use classroom games that support math fluency
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Faculty time and cost of resources 2. Faculty collaboration time and cost of resources 3. Faculty planning time 4. Faculty time and cost of games
Person(s) Responsible For Implementation	1-4. Math teachers
Process For Monitoring	Meeting notes, record of purchases, lesson plans
Baseline Assessment	Assessment data gathered in strategy #1 above
Ongoing Assessment	Ongoing math fluency assessments during the school year, at the end of the year and repeated annually
Timeline Start/Stop	Beginning August 2014 and continuing indefinitely
Process for Communicating to Shareholders	Parents will be informed about the school's focus on improving math fluency at Back-to-School Night, via newsletters and emails, and at CSAC meetings.

Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
January/2015 and Ongoing	1	Strategy 1 Activities 1-4	Time and cost of Training and Professional Development	Principal, Vice Principal and Faculty	
March-May/2015	1	Strategy 2 Activity 1	Cost of additional materials	Math Faculty	
January/2015 and Ongoing	1	Strategy 2 Activity 2	Time	Principal, Vice Principal and ELA Faculty	
January/2015 and Ongoing	1	Strategy 2 Activity 3	Time and Cost of Technology	Principal, Vice Principal, Faculty, and Tech Committee	
February/2015	1	Strategy 3 Activity 1-4	Time and Cost of Professional Development and Resources	Faculty	
November/2015	1	Strategy 3 Activity 5	Time	Principal, Vice Principal and Faculty	
August/2015-June/2016	1	Strategy 4 Activity 1	Time and Cost of Assessments	Principal, Vice Principal and ELA Faculty	
August/2016-June/2017	1	Strategy 4 Activity 2-3	Time and Cost of Assessments	Principal, Vice Principal and ELA Faculty	
August/2015 June/2016	2	Strategy 1 Activities 1-6	Time and Cost of Supplies	Principal, Vice Principal, Faculty, and Staff	
January 2015 – April/2015	2	Strategy 2 Activities 1-3	Time Cost of Supplies	Principal and Leadership Team	

August/2015 June/2016	2	Strategy 3 Activities 1- 2	Time and Cost of Resources	Religion Faculty, Principal, and Vice Principal	
August/2016 June/2017	2	Strategy 3 Activities 3- 4	Time	Religion Faculty, Principal, and Vice Principal	
August/2017 June/2018	2	Strategy 3 Activities 5- 6	Time and Cost of Supplies	Religion Faculty, Principal, and Vice Principal	
January –June /2015	3	Strategy 1 Activity 1	Time	Math Faculty	
September 2015	3	Strategy 1 Activity 2	Assessment chosen in Activity 1	Math Faculty	
October/2015	3	Strategy 1 Activities 3	Time	Math Faculty, Principal, and Vice Principal	
August/2015 and Ongoing	3	Strategy 2 Activities 1- 4	Time and Cost of Resources and Games	Math Faculty	

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.

Through the successful completion of its prior Action Plan, St. Ignatius School has demonstrated the capacity to implement and monitor an Action Plan. Annual progress reports effectively document how the school integrated the goals and strategies of the plan into the culture of the school. The school effectively monitored progress toward the goals, revised strategies, and added new strategies as needed. When all critical goals from the self-study were complete, the school began work on a new goal.

In order to ensure an effective implementation and assessment of the new Action Plan, the school will begin each school year by reviewing the ISL Action Plan and other goal related documents, such as CSAC goals, at faculty and CSAC meetings. Some parts of the Action Plan may be reviewed at Parent Club meetings as appropriate. Specific focus strategies will be chosen during the year and activities will be planned. Necessary resources will be considered; a timeline will be set to implement the activities. Progress will be evaluated at the end of the school year. Specific steps to assess the Action Plan progress will depend on the focus of each school year. The school will consider evidence such as standardized testing, SLE progress reports, student work, shareholder feedback, and any documents or displays created as part of the Action Plan. End of the year discussion will include general ideas about the appropriate focus for the following school year.

Communication and collaboration among shareholders is a strength of the St. Ignatius School community. Active involvement of administration, faculty, staff, parish leadership groups, parents, and students is an integral part of the decision-making and implementation process for all plans. Administration, faculty and CSAC will be the groups primarily involved in the ongoing revision and implementation planning for the overall Action Plan. A wider group of school and parish staff, parents, volunteers, and students will participate in the planning and implementation of specific strategies and activities as appropriate. The Action Plan will both reflect and guide the culture of the school as everyone will be participating in its implementation. Shareholders who have never read the Action Plan will still be part of its implementation because these goals and strategies will be fully integrated into the entire school program.

Evaluating the impact of the Action Plan on student achievement will be part of the end-of-the year assessment. To evaluate goal #1 regarding the effective implementation of CCSS, the school will analyze student achievement on multiple assessments of CCSS including classroom assessments, Acuity results, ACT results, high school placement test results, and data from report cards and SLE progress reports. To evaluate the impact on student achievement of goal #2 regarding Jesuit ideology and practices, the school will consider sections of the SLE progress reports, and classroom assessments

relevant to the topic. Creation of specific, grade-level assessments regarding Jesuit ideology and practices will be one part of strategy #3 and this data will also be considered. Teachers will also observe student participation in Jesuit practices and assess their ability to fully participate. Feedback from parents, clergy, and staff about student achievement in this area will also be considered. The impact of goal #3, improving math fluency, on student achievement will be evaluated by analyzing student achievement on math fluency assessments in the classrooms and on any relevant portions of standardized testing.

Action Plan results will be discussed at various shareholder group meetings as appropriate. Detailed results will be analyzed at faculty meetings. Less detailed summaries of results will be shared with CSAC, Parent Club, and Parish Staff meetings as appropriate. Various ad hoc committees that are formed for specific purposes will be informed of results as needed for their tasks. Parents will receive information about the Action Plan through emails from the principal. General information about the Action Plan and the school's progress toward meeting its goals will be shared with the wider community of shareholders including parishioners, grandparents, alumni, on the website, in the Annual Report, and through social media.

As in previous years, there will be on-going revision of the Action Plan. Goals, strategies, and activities will be dynamic, responding to assessment results and changes within the school community. Once the current goals have been achieved, the school will look at other critical goals from the self-study and in-depth studies to identify new goals for the Action Plan.

The school has sufficient financial and human resources to implement this Action Plan over time. Some of the necessary resources will be readily available, others may be difficult to find or require time to evaluate. Many avenues for professional development are available; staff will need to spend time to identify the most effective options. Instructional resources relevant to CCSS are abundant. Faculty will need to spend time critically evaluating materials and technology to determine which resources will have the greatest impact on student learning. CCSS-aligned assessments need to be critically evaluated before they are implemented. Instructional resources and assessments specific to math fluency is a more narrow range so it may be less challenging to decide which products will best support the Action Plan. Identifying age appropriate instructional resources regarding Jesuit ideology and practices will require time and research. The faculty may need to modify resources designed for older children or adults.

The school definitely has the capacity to implement and monitor the Action Plan. Experience with prior Action Plans and other initiatives has shown that the school's resources are sufficient to design, execute, monitor, revise, and assess Action Plans focused on student learning leading to high achievement of all students of the Schoolwide Learning Expectations and curricular standards.