



IMPROVING STUDENT LEARNING

A Self Study for:

**Our Lady of the Assumption School
2141 Walnut Avenue
Carmichael, CA 95603**

Continuous School Improvement Focused On High Achievement Of All Students

2013-2014

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Our Lady of the Assumption SCHOOL PERSONNEL AND POSITIONS

PastorRev. Michael Kiernan
 PrincipalMr. Robert Love
 Assistant PrincipalMrs. Kathy Nichols
 Administrative AssistantsMrs. Carolyn Albers and Ms. Donna Eaddy
 BookkeeperMrs. Theresa Parulan
 Parish AdministratorMr. Kelley Smith
 MaintenanceMr. Earl Knight

Teachers:

KindergartenMrs. Nancy Williams
 Grade 1Mrs. Alynn Wright
 Grade 2Mrs. Kathy Nichols
 Grade 3Mrs. Laura Smith
 Grade 4Mrs. Mary Jo Tateishi
 Grade 5Mrs. Kathie Penney
 Grade 6Mr. Philip Tateishi
 Grade 7Mrs. Pauline Gilmour
 Grade 8Mrs. Joan Smith
 LibraryMrs. Linda Bloom
 Science (Grades 5-8)Mrs. Rodora Antonio
 Computer/ITMrs. Cathy Rutledge
 Music – Grades K-8Ms. Cristina Cibotar
 Math – Grades 5-8Mrs. Lisa Coffman
 Physical EducationMs. Taryn Wright
 Art – Grades 3-8Mrs. Sheila Jacobs
 Resource TeacherCathy Ceccarelli
 SpanishMrs. Lolita Watanabe

Teachers Assistants:

KindergartenMrs. Lynn Sweeney:
 Grade 1Mrs. Andrea McDaniel:
 Grade 2Mrs. Mary Costan
 Grade 3Mrs. Cathie Hagens
 Grade 2 and 3Mrs. Yvonne Titherington
 Grade 4Mrs. Tracy Nelson

Preschool Program

DirectorMrs. Patty Jones
Pre-KMs. Kris Williams
Three and four year old classes.....Ms. Katherine Leonard

Extension Program

DirectorMs. Melinda Theroux-Cargile
KinderRich LeadSvetlana Kozin
Extension Staff/After SchoolNatalie Santos
Extension Staff/After SchoolJennifer Santos
Extension Staff/KinderRich AidShana Andrews

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

The process to write the Self Study began in spring of 2012, when the principal attended an in-service on the process of writing the Self Study. That spring two members of the WCEA/WASC Leadership Team served on a WCEA/WASC visiting teams for the following school year.

In the fall of 2012, the school formed its WCEA/WASC Leadership Team, consisting of the principal, team chair, and three faculty members from each grade levels. Faculty subcommittees were formed to complete the sections of Chapter 3. Each subcommittee was led by one of the WCEA/WASC Leadership Team members. Though these committees were formed in the fall, discussions and writing did not start until all surveys were completed, Appendix A was finalized, and focus groups met.

The WCEA/WASC Team chair developed a timeline, which was shared with faculty the fall, 2012. Once the parent, student, and faculty surveys were completed in the Winter of 2013, the faculty devoted hours at faculty meetings analyzing the survey data and the discussing the questions of each section of the Self Study. In addition, the discussion prompts from each section of the Self Study were discussed with the Student Council, the Planning Committee (Our Lady of the Assumption parents), and the Catholic School Advisory Council (CSAC) and Finance Committee (Section 3H). During the Self Study writing process, the Leadership Team met twice a week or more and the WCEA/WASC Leadership Team Chair met at least once a week with the Principal to monitor progress of completion of the Self Study.

Surveys to parents, students, and faculty were drafted in the fall of 2012. In early December the surveys went out to parents on SurveyMonkey. Due to a low response count, the WCEA/WASC Leadership Team identified the need for a bigger sample size and sent out the surveys again in January. The second round of surveys, which were combined with the first round, provided an acceptable sample size. The survey results were shared with the faculty in February of 2013.

The Mission Statement, Statement of Philosophy, and Schoolwide Learning Expectations were revised in the winter of 2013. The WCEA/WASC team sent out a survey to parents, faculty, and students asking for feedback on the revisions. Though the results showed a general satisfaction with all of the documents, there were suggestions to simplify and reduce the number of he SLE's. The documents were revised and shared with the faculty and CSAC for approval.

The faculty began discussing each section of Chapter 3 once the surveys were completed. The committees wrote the drafts of Sections 3A through 3G. The drafts were shared with the faculty and revisions were made at meetings in the spring and fall of 2013. Once the revisions were made, the Leadership Team held biweekly meetings to finalize each section. The CSAC Finance Committee met in September and October to draft and revise Chapter 3H. The Action Plan and Chapter 1 were completed in October, 2013. The final draft of the Self Study was completed in late October and reviewed by the entire faculty.

The WCEA/WASC Leadership Team and the entire faculty benefited from the process of identifying the strengths and areas of growth of the school. No obstacles were encountered in drafting the Self Study, however, the process was slowed due to the low response of the first round of surveys. Waiting for results of the second survey delayed the writing of Chapter 3.

EVIDENCE

- WCEA/WASC Meeting and Committee/Focus Group minutes
- Faculty Meeting minutes
- Leadership Team meeting notes
- Tabulated parent survey, student survey, faculty survey results
- SLE survey results
- Revised SLE's and Mission Statement, and Statement of Philosophy
- School Profile (Appendix A)

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.

In writing the Self Study, Our Lady of the Assumption School involved all shareholders. Parents, students, faculty, and staff completed surveys. In writing Chapter 3, the Student Council, the Planning Committee (Our Lady of the Assumption parents), and the Catholic School Advisory Council (CSAC) and Finance Committee (Section 3H) provided input by answering discussion prompts from each section in order to get their input.

Survey data, enrollment data, financial data, and assessment data are shared on an ongoing basis with different shareholder groups in relation to their purpose and function. These groups include the faculty, CSAC, Strategic Planning Committee, Development Committee, and Finance Committee.

The shareholders of Our Lady of the Assumption School have reviewed several sources of data, and that data has been essential to planning for the future. Academic data is reviewed on an ongoing basis by the faculty and staff. The formation of Instructional Data Teams has strengthened the academic program and improved student achievement. Enrollment and marketing data have been reviewed by the Strategic Planning Committee as part of a SWOT Analysis, which led the creation of a 3-5 year strategic plan. Data from annual technology surveys has guided the CSAC Technology Committee in drafting a Technology Plan. With the enrollment challenges of Catholic Schools regionally and across the country, the CSAC identified the need to hire a Development Director to lead the marketing and advancement of the school. Additionally, the CSAC used enrollment data of Our Lady of the Assumption and competing schools as a basis for the decision to open a preschool in 2012. Finally, after reviewing the national and local enrollment trends in Catholic schools, the parish recognized the need to address the issues of aging facilities by remodeling the school and church campuses in order to make Our Lady of the Assumption School a desirable choice for prospective students and their families.

The Self Study Action Plan was created based on the feedback and data from all shareholders, including surveys and meetings with the following groups: parent and student focus groups (which included alumni), faculty, CSAC, Strategic Planning Committee, CSAC Finance Committee, and the Student Council. Shareholders had input in the Surveys. Survey data and assessment data steered the faculty in identifying the five major goals, and the three action plan goals.

Finally, Our Lady of the Assumption School recognizes that parents are primary educators of their children. In order to develop an effective and caring partnership with parents, the school has in place an organized structure for communication, updating student progress, and building community.

The process to keep shareholders involved in the development and improvement of the school is ongoing. Shareholders will be included in the Self Study Action Plan goals, as they have in past

Self Study Action Plans, and will also be an integral part of the school's ongoing faith formation, strategic planning, technology planning, and financial planning processes.

EVIDENCE

- Faculty Meeting and WCEA/WASC Leadership Team Meeting Minutes
- Development Director Job Description and Goals
- Strategic Plan and SWOT Analysis
- Technology Plan and Technology Surveys

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

Our Lady of the Assumption School is located in Carmichael, California in the Diocese of Sacramento. Our Parish was established in 1950 and our school in 1955 by the Sisters of the Institute of the Blessed Virgin Mary. Their mission was to nurture and educate students in their Catholic faith and to instill in them a lifelong commitment to service. Their spirit and charism is still present in our school today. The school today remains a neighborhood school where the majority of the students and their families are Our Lady of the Assumption parishioners. Our Lady of the Assumption is a school rich in tradition and community spirit. Our school motto is “Hands to Serve, Hearts to Love,” and this motto reflects the Christian love and service that the school promotes daily. Our Lady of the Assumption is a preschool through eighth grade, parish school. There are no religious on staff; however, the Pastor is actively involved and present at all school functions and visits the school on a daily basis. In 2011, Our Lady of the Assumption opened its preschool.

The Our Lady of the Assumption mission is to form our students in the Catholic faith, foster academic excellence, develop in each child a lifelong commitment to service, and provide an atmosphere of community. The faculty and staff strive to know each child as an individual and to meet the needs of each child. They will do all they can to help each child fulfill his or her learning potential, develop in the Catholic faith, and enjoy a rich, challenging, and meaningful educational experience. The Mission Statement, Statement of Philosophy, and Schoolwide Learning Expectations (SLE’s) convey the values and purpose of our school.

The instructional staff is comprised of 13 full time teachers. The preschool has three classes: a two day a week 3 year old class, a three day a week four year old class, and a five day week transitional kindergarten class. The kindergarten through fourth grades are self-contained classrooms with an instructional aide assigned to each class. The fifth through eighth grades are departmentalized. Additional faculty consists of a part time music, science, Spanish, art, and library teacher. A resource program is in place to help students with special needs. Extended Care is offered on school days from 8:00 a.m. to 6:30 p.m. In 2009, an elective program was established for the students in grades five through eight. This program provides a variety of enrichment choices for the students to study, including business/economics, study skills, drama, health, environmental science, physics, piano, yearbook, Spanish, advanced math, math support, and law/public speaking to challenge, enrich, and support our students in their elective experience.

Each school year, Our Lady of the Assumption completes a data report for the Diocese of Sacramento and the National Catholic Education Association (NCEA), which tracks trends in enrollment, Title funding, the Catholic and Ethnic makeup of our school families, and the other demographic data. This data report is shared yearly with the faculty, CSAC, and the Strategic Planning Committee to identify various trends. Enrollment is one of the paramount issues discussed by the CSAC Finance Committee, the Parish Finance Council, and the CSAC Planning Committee. These trends are reviewed and studied with the intention of ensuring Our Lady of the Assumption School has steady enrollment and is able to maintain financial viability and achieve its mission as a ministry of the parish. Enrollment was averaging nearly 300 students (not including preschool) three-to-five years ago. However, over the past two years, the number

has dropped closer to 280 due to low enrollment in the kindergarten class in 2012-2013. The class size of 17 is a statistical outlier in the 5-year trend, and the trend ticked upwards in 2013-2014 as the kindergarten class is back up to 27 students. This is an area that the school and parish are watching closely, and a development director has been hired to ensure the school is optimizing its efforts to keep the classes full and ensure strong financial standing. In addition to marketing and development, the school has recently opened a preschool to serve as a gateway to the kindergarten program.

Our Lady of the Assumption is a parish school in every sense of the word, as the most families are registered parishioners who live in the Carmichael area or in nearby Sacramento neighborhoods. A small percentage of Our Lady of the Assumption students are non-Catholic, and there has been a slight increase in that group over the past five years.

Each year the CSAC Finance Committee works with the principal to review the annual budget. Budget data is tracked over time, and the CSAC Finance Committee tracks the cost to educate a student from year to year to project future tuition rates.

Assessment Data is collected each year through a variety of assessments and disaggregated by faculty in instructional data teams for the purpose of improving instruction and measuring student achievement. This data is also used to complete In-Depth Studies each year. In order to effectively collect, disaggregate, and make good instructional use of the increasing amount of data, Our Lady of the Assumption School recognizes the need to provide its teachers with more frequent and sustained blocks of time to collaborate.

The development director is currently finding improved ways to measure alumni success at the feeder high schools, and the principal is working with high school principals to find measures of how well prepared Our Lady of the Assumption students are high school.

Our surveys results reveal that our parents and students are satisfied with the Our Lady of the Assumption School. The parents believe that the school challenges all students and that they leave Our Lady of the Assumption well prepared for high school. Some parents feel that there is a need to increase the academic rigor, especially in the areas of math and writing.

EVIDENCE

- Forms in Appendix A
- School Web site
- School Mission Statement, Statement of Philosophy, and SLE's
- Preschool, Extended Care, and School Marketing Packages
- School Budgets
- Tuition Projection Plan
- Strategic Plan

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

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

In 2007 Our Lady of the Assumption School created an action plan as part of its “Process for School Improvement” document. The school identified three goals for its action plan, and the visiting team identified an additional two.

The first goal identified by the school was to schedule and implement capital improvements and school maintenance on an ongoing basis. There were also many capital improvements that need to be made to improve our students’ safety and the education program.

The Strategic Planning Committee developed a schedule for deferred maintenance to include cost projections in the 2010-2011 school year. This project was handed over to the Capital Campaign Committee, which was in charge of remodeling the school and church campuses.

The Capital Campaign was completed in the 2010-2011 school year and work began to remodel the church and school. The remodeling project began in June of 2011 and was completed in the spring of 2012. The project included modernized classrooms that were wired with CAT6 cabling, a new network, an updated computer lab, a modernized library/media center, a science lab, a new resource classroom, and a public address system.

The second goal was to develop or adopt Schoolwide rubrics to assess writing and speaking skills to provide consistent expectations and assessment of students from grade to grade. This goal was addressed immediately.

A committee of teachers researched rubrics that assess student writing and speaking. The committee drafted a public speaking rubric that is being used by the faculty. The committee also selected the Six Plus One Traits of Writing as a program to intensively teach and assess writing. Rubrics were developed and implemented for grades three through eight by the committee to provide consistent feedback to the students. The faculty also attended professional development workshops on Six Plus One Traits of Writing.

The third goal was to put in place formal articulation to improve curriculum and instruction for the purpose of gaining information about what is taught at each grade level, identify gaps across grade levels, identify repetitions across grade levels, match assessment with standards, align our curriculum to the Diocesan content standards, and develop effective instructional strategies and assessments.

In the 2007-2008 school year, extra minimum days were added to the yearly calendar for articulation among faculty and staff. The faculty received formal training on the process of curriculum mapping through Collaborative Learning, Inc., adopted *Curriculum Mapper* Software and was trained on how to use the software. The faculty completed curriculum maps in Social Studies and Math. As part of the In-Depth Studies for Social Studies and Math, the faculty revised their curriculum maps in social studies and reviewed the maps looking for gaps and repetition. The faculty started curriculum maps for Language Arts but in 2010-2011, the Diocese asked schools to cease working on Curriculum Maps.

The fourth goal was to develop a schedule for professional development in current evidence-based learning that will effectively meet the needs of all students (i.e. differentiation, backward design, curriculum mapping, rubric assessment, formative assessment, brain-based learning).

The Our Lady of the Assumption School faculty and staff recognize the need for and importance of professional development. In the years since the previous study, the faculty and staff have attended numerous workshops and professional development days. Some workshops include Six Plus One Traits of Writing, Brain-based Learning, Understanding by Design, and implementation of Common Core Standards. (see a complete list in Appendix A-8). These workshops have had the greatest impact on student learning.

The fifth goal was to design measurable Student Learning Expectations (SLE's) and a process for assessment of the SLEs.

An SLE Assessment Committee was established comprised of faculty, staff, a student, and a parent. Before the committee began their work, the faculty discussed the SLE's and decided to keep them as is because they had been recently revised and closely supported the mission and objectives of the school. The committee researched rubrics and explored authentic assessment (a qualitative approach to assessment) to measure how the SLE's are achieved by the students.

The SLE Assessment Committee met to review rubrics from other schools, and discussed how to integrate rubrics, portfolio assessment (a form of authentic assessment), and traditional assessment. The committee also determined how each SLE could be assessed based on reflection essays, portfolios, and rubrics. The SLE Assessment Committee also explored ways to involve parents and the parish community the process of assessing students.

The final outcome of the those meetings was to establish a yearly focus of the SLE's by grade levels, develop a teacher checklist that may be used by teachers to monitor the assessments that they give their students, refine the portfolio system we have put in place for assessing SLE's, establish a yearly assessment document to go home to parents at the end of the school year at each grade level, and organizing 8th Grade Exit Interviews, which center around how our students who graduate from Our Lady of the Assumption have met the SLE's.

In conclusion, Our Lady of the Assumption School has used prior accreditation findings, which were identified by the faculty and the Visiting Committee, to ensure high achievement of all students and to drive school improvement. Though the action plan is completed, there has been an ongoing push to ensure the success of all students and continue to improve the school program.

EVIDENCE

- Previous Action Plan and Annual Progress Reports'
- Previous Self Study and Report of Visiting Committee
- SLE Binders with evidence of the process
- Writing and Public Speaking Rubrics
- Curriculum Maps
- Summary of Math Articulation document
- Capital Improvements Survey
- Parish Building and Grounds Assessment Survey

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

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

Our Lady of the Assumption School has a clearly defined mission and philosophy that strongly reflect the Catholic identity of the school and are tied to the students’ experiences. Our Lady of the Assumption School community places a high priority on prayer and liturgical experiences, service to others, and Catholic teachings.

Our Lady of the Assumption students and staff pray throughout the day as a class and as a school. The entire school prays a decade of the rosary twice a week and as a class three times a week. The pastor is visible on our school campus and leads the school in prayer at least twice a week. He also shows an interest in individual class activities, as well as school-wide functions.

A variety of age-appropriate and liturgically oriented prayer forms are used in the classrooms and student gatherings. Students are directly involved in planning liturgies and prayer services. They write their own petitions, read, reflect on and proclaim the liturgical reading, and prepare the music. Students and faculty often initiate prayer services in response to community, national, and global events.

All classrooms in the school have a designated prayer space, religion bulletin boards, and display religious images and symbols. There are crucifixes in every classroom. Statues of Mary can be found throughout the school and a statue of St. Francis is part of the kindergarten garden. Additionally, the Church’s liturgical year is visibly reinforced throughout the school. Liturgical calendars are displayed in each classroom and instruction is given on the various cycles. Seasonal religious writing and artwork can be found in the classrooms and around the school. Special feast and saint days are announced during morning announcements and are shared with parents on SchoolSpeak. Through daily prayer, monthly liturgies, and seasonal prayer services, the liturgical year is reinforced.

Classes participate in and prepare monthly school liturgies. These liturgies provide an opportunity for parents and the parish community to worship together. The class responsible for the monthly liturgy also serves as the choir at the 9:30 a.m. Sunday parish Mass once a month. Classes also celebrate with the parish community at the 8:00 a.m. Mass on a regular basis. Students in grades 5-8 altar serve at daily Mass, weekend liturgies, and other parish celebrations. Throughout the year students come together as a school community for a variety of prayer services and devotions, such as Stations of the Cross, the Rosary, and May Crowning. In addition, each of the classes in grades 2-8 prepares a reconciliation service during Advent and Lent and receives the sacrament as a class in our Church. All of these Masses and prayer services serve as learning tools, but they are also meaningful in helping the students’ faith development.

The celebration of the sacraments is a major part of our worshiping community. All students preparing for sacraments are recognized at a Rite of Enrollment at a parish liturgy. Our Lady of

the Assumption School works closely with the parish Director of Faith Formation in planning the curriculum, events, liturgies, and ceremonies for the sacraments of First Reconciliation and First Communion. All parish second graders receive the sacraments together. Parent Education is an important part of this process. There are two parent meetings for each sacrament. During these meetings parents are assisted and challenged to continue to grow in their own faith journey. Within the classroom, the children are guided through the appropriate sacrament preparation curriculum.

Eighth grade students at Our Lady of the Assumption School prepare for the sacrament of Confirmation in a variety of ways. In addition to class discussions, students work on the *QUEST* project. Upon completion, *QUEST* is bound as a book for the students. Our Lady of the Assumption students also participate in class discussions, write a saint report, and are required to perform 20 hours of service. In collaboration with Faith Formation, students and their parents attend a Confirmation Overview Meeting and sign a “Candidate Covenant.” All students being confirmed attend a Rite of Enrollment Mass, at which they are introduced to the parish community. Students also attend the *Fire It Up* Diocesan Confirmation rally and participate in retreats.

Students are actively involved in the broader parish life in many ways. Food drives are held throughout the year to collect food for the parish St. Vincent de Paul Food Locker. We incorporate service projects on a weekly and monthly ongoing basis that involve the students, parents and teachers. The faculty feels the students are exposed to and participate in a variety of service projects throughout the year. We recognize the need for EVERY student to be responsible for completing an annual service project as an important practice that will help to create in Our Lady of the Assumption students a lifelong commitment to service.

Through the curriculum we have developed and the religion textbooks we have selected, students at Our Lady of the Assumption School meet the grade level standards developed by the diocese. Children develop a vocabulary of faith from the example of their parents as the primary educators, teachers, pastors, peers, parish faith community, the Bible, and diocese approved textbooks. The use of the same textbook series for grades 1-8 ensures continuity of scope and sequence. Expectations exceed the limitations of our textbook materials. The faculty exchanges ideas and shares supplemental materials with one another to strengthen and develop our religion curriculum around the standards.

Our Lady of the Assumption School integrates religious truths and values across the curriculum. Starting in kindergarten children begin to learn how to get along with others. In every class there are many opportunities to discuss moral issues when dealing with conflict resolution between students. Good sportsmanship, fair play, bullying, good manners, and respect are some of the topics that may arise on a daily basis in every class.

Grade level religion curriculum expectations challenge students, lead students to integrate knowledge with other disciplines, and are inclusive of all learners. The curriculum meets the requirements set by the Diocese of Sacramento. Students are challenged to grow in their faith and discover Gospel values in themselves, others, and in society. Students are able to apply the Catholic teachings to all aspects of learning, particularly in literature, social studies, and the arts. Social justice is emphasized in social studies, including tolerance and understanding of different cultures with different views and religious ideas. In art, all students reflect on God and creation.

Students participate in the Catholic Daughters of America essay and poetry contests and the Knights of Columbus Essay and Coloring contests.

The assessment plan at Our Lady of the Assumption School correlates with our mission, philosophy, and SLE's. On-going assessment of student progress is used to achieve grade level religion curriculum expectations, to improve instructional strategies, and, when necessary, to allocate money for new resources for our religion program. Various assessment strategies, which are used to gauge student understanding, include formal tests, oral presentations, discussions, creative projects, scripture study, research, and writing reflections and essays. Formal and informal assessments are used to determine if students have mastered expected skills, such as prayers, concepts, vocabulary, and Catholic doctrine. Students in grades 2-8 are given a Diocesan Religion Assessment. Individual portfolios with student reflections measure each activity based on our Schoolwide Learning Expectations and diocesan standards. Students write personal reflections on their samples that are evidence of their own growth in faith formation.

All faculty members attend Diocesan instructional meetings and get certification of completion for Catechism programs, retreats, and conferences. The principal and Faith Formation Director notify faculty and staff of courses available. The parish offers periodic education opportunities for adults, parents and teachers. In the future we will send a small delegation of teachers to the L.A. Religious Education Conference. A majority of our faculty members serve as Eucharistic Ministers and Lectors on a regular basis. Faculty members volunteer their time and talents at our annual Auction and Country Fair as well as other school and parish functions.

In conclusion, the Catholic identity of Our Lady of the Assumption school is strong. Faculty and staff place an emphasis on teaching and modeling the Catholic faith. Students learn and put into practice the Catholic faith throughout the school day and in the school activities that take place off campus. Survey data from all shareholders indicate a very strong satisfaction with the Catholic identity of the school and the faith formation of the students. This aspect of our program, in fact, receives the highest ratings. Yet there is always room for growth. The school has identified the need to enhance student understanding and practice of service for all of its students and to require each student to be accountable for a service project so that they will more deeply understand and appreciate the value of service. Finally, there is need to offer school parents adult education opportunities and increase their involvement in the parish.

ACCOMPLISHMENTS

- A clearly defined Mission Statement and Statement of Philosophy that strongly reflect the Catholic identity of the school and are tied to the students' experiences and the expectations that the school has for them.
- Students regularly attend Mass and prayer services both as individual classes and as a school.
- The responses in the faculty, parent, and student surveys are overwhelmingly positive in regard to the school's Catholic identity.
- Faculty and staff place a strong emphasis on teaching and modeling Catholic Faith and academic standards for religion.

GOALS

- Enhance student understanding and practice of service.
- Advance parent education and their involvement with the Parish.

EVIDENCE

- Annual School Surveys on Catholic identity and faith formation.
- Catholic Identity Surveys (C-6)
- Sacramental and prayer spaces in classrooms, office, and on school and parish grounds.
- School prayer daily in classrooms, as a school (morning announcements), and at the start of all meetings
- Teacher Catechist Certification
- Parent religious education opportunities and sacrament meetings
- Annual faculty retreats and annual student retreats for 8th graders
- Liturgical Calendars in every classroom
- Special prayer services including Rosary, Stations of the Cross, and May Crowning
- Children's choir

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.

Our Lady of the Assumption School has a clearly defined mission and philosophy that strongly reflect the Catholic identity of the school and are tied to the students' experiences. The mission can be broken into four parts: faith, service, academic excellence, and community. We call these the Four Pillars. The mission and philosophy are published in the Parent/Student Handbook, school website, student assignment books, and are visible in the school office and classrooms. They have been thoroughly reviewed by faculty and staff with input from parents and students. The school's mission, philosophy, and Student Learning Expectations were created using several relevant sources: general principles from *The Bible*, the *Catechism of the Catholic Church*, and *The Religious Dimension of Education in a Catholic School*.

The Student Learning Expectations, mission, and philosophy are reviewed regularly in an effort to evaluate and improve as a school. All shareholders including parents, Catholic School Advisory Committee (CSAC) members, students, faculty and the pastor are involved. The process to review again the SLE's, mission, and philosophy has begun. All shareholders were asked to submit surveys. Small committees met with each group and feedback was brought to the CSAC, Parent Teacher Group (PTG), faculty, and pastor. Survey results indicated that over 85% of respondents believed that the school reflected its Mission Statement and Statement of Philosophy, and that the SLE's were not in need of revision or change. A significant number of shareholders, students in particular, recognized that there were too many SLE's and identified the need to pare them down in order to ensure student mastery of them. Upon further discussion, the faculty identified a need to re-align the SLE's--once pared down--with the four pillars to help students more effectively meet them.

The Our Lady of the Assumption School faculty and staff refer to the Student Learning Expectations every day in their instruction. Students are responsible for knowing them and they reflect on them in their work. Portfolio assessment is used in assessing how our students meet the SLE's. Each teacher keeps a portfolio of work that students do in their class, and each sample of work has a reflection page attached that the child fills out. Students are required to explain how the assignment connects to one or more of the SLE's. This system not only shows evidence of student achievement, it also provides students the opportunity to reflect on and internalize the SLE's. Each year, these portfolios are sent home. Parents are asked to write a reflection on their child's work. Those reflections, along with student work, are passed to the next grade level teacher each year. By each child's 8th grade year, he or she has many samples showing the connection of their work to the learning expectations. At the close of the year, the 8th grade students participate in an exit interview. Students are given an opportunity to share with teachers, parents, CSAC members, and parishioners how they have been guided to grow academically, physically, morally, and spiritually. They are encouraged to use samples from their portfolios to support their answers.

The yearly adoption of a schoolwide theme also serves to promote and support our Student Learning Expectations. Each year this theme exemplifies our philosophy, Mission Statement, and SLE's. The theme is woven into our curriculum, liturgies, prayer services, and extracurricular activities. The annual Christmas program revolves around the theme as well. Our first theme, *Hands to Serve, Hearts to Love*, became the school motto in 2005. Other examples of recent year-long themes are *Counting our Blessings*, *Living the Gospel*, *Welcome to the Table*, *Follow His Footsteps*, and *Manners Matter, Respect Matters More, God Matters Most*. The current theme is *We Are Family*.

Our Lady of the Assumption School provides a challenging, coherent, and relevant curriculum for each student. The curriculum aligns with the school philosophy and mission and helps to form each student's Catholic identity. The curriculum reflects Catholic teachings, and teachers incorporate SLE's into their lessons in all academic subjects. Our curriculum expectations follow the diocesan content standards. With the new Common Core Standards, we are revising and supplementing our curriculum. Informal articulation between teachers takes place on a continuing basis in all subject areas. Formal articulation is done yearly focusing on a single subject area in preparation for a written In-Depth Study. Instructional data teams have been formed that meet and discuss student progress in order to insure student achievement of the standards. Acuity is the standards-based assessment for language arts and math that serves as a benchmark assessment four times a year in grades 3-8. As the school becomes more assessment and data driven, there is a need to schedule more time for articulation in instructional data teams to improve student achievement, especially in the areas of math and writing.

Our Lady of the Assumption School operates under a model of collaboration and shared leadership. The teaching staff, office staff, PTG, Strategic Planning Committee, Technology Committee, and CSAC share in making important decisions that affect the vision, mission, and direction of the school. The faculty meets monthly to conduct school business, to monitor its progress towards meeting our mission, philosophy and SLE's, review data, and improve instruction. The CSAC, comprised of school parents and parishioners, works with the principal and pastor in an advisory capacity regarding the development of the school, school safety, mission effectiveness, and the strategic plan. Members are either elected by the parish or appointed by the pastor. The Our Lady of the Assumption PTG is another organization that makes an enormous difference. All parents of children at Our Lady of the Assumption are members of the PTG. The PTG at Our Lady of the Assumption is a vibrant parent and teacher organization that contributes greatly to the financial welfare of the school through its fund-raising, and it fulfills the important purpose of building community. Any policies, rules, procedures, and programs that are implemented at Our Lady of the Assumption are in harmony with the school's mission, philosophy, and SLE's. Major issues regarding curriculum, school safety, and discipline are discussed with staff before a policy is formed. The CSAC also assists the principal in policy making in certain areas. The parent community is one of the school's greatest strength. The parent community is supportive of the school's mission and is deeply involved in school programs and activities.

The administration encourages professional and spiritual development for all staff members and seeks to build a sense of unity. Teachers have been provided frameworks and theories of pedagogy to improve their curriculum planning. *Understanding by Design*, *Differentiated Instruction*, and *Focus* are three instructional frameworks that have been introduced to the staff. At the start of every year, the staff works together to select a theme for the school year and

brainstorm ways to accomplish goals for the year. These goals are revisited and addressed throughout the year at faculty meetings. The staff also attends a spiritual retreat in the spring for the purpose of renewal and spiritual direction. Each year teachers create SMART Goals to improve student achievement and enhance instructional practices. A process for formal and informal observations by administration provides feedback for teachers as a means for professional growth and evaluation.

In conclusion, the school has defined its purpose through its Mission Statement, Statement of Philosophy, and SLE'S. Shareholders reflect and assess how the purpose is realized through annual surveys, and they have strongly affirmed that the school effectively realizes its stated mission. In-Depth Studies, assessment, and data analysis further enable our faculty to measure how effectively the school is meeting its mission. Time for prayer and reflection are also built into the program for faculty and students to ensure that the purpose of our school—the big picture, if you will—remains in focus. Finally, a yearly school theme animates our purpose each year, enabling our students to live more fully our mission.

MISSION STATEMENT

The **faith** community of Our Lady of the Assumption School strives to guide children to knowledge of Catholic teachings, to foster **academic excellence** through a rigorous standards-based curriculum, to provide an atmosphere of **community**, and to develop in each child a lifelong commitment to **service**. Our mission is to set patterns of thought and behavior that bring forth truly Christian responses to life situations and an awareness of his or her responsibility to God, to others, and to oneself.

STATEMENT OF PHILOSOPHY

The faith community of Our Lady of the Assumption School is based on Catholic teachings as expressed through the message of the Gospel of Jesus. Each student is a unique creation of God.

Students, in partnership with parents, teachers, staff, and the parish community, strive to grow and develop spiritually, morally, intellectually, personally, socially, physically, and culturally.

Parents are recognized as the primary educators of their children and teachers as the facilitators of learning.

In addition to learning Catholic teachings, students within our faith community develop an awareness and practice of social justice and respond with opportunities for Christian outreach and service. As students are faced with growing challenges and complexities of life in the 21st century, they develop patterns of thought and behavior that bring forth age-appropriate Christian responses that will be based on Catholic ideals and the examples of Jesus Christ.

**SCHOOLWIDE LEARNING
EXPECTATIONS (K-3)**

OLA students strive to be:

1. Active Catholic Christians who:
 - A. Love God, others, and self
 - B. Learn about their Catholic faith
 - C. Participate at Mass
 - D. Learn right from wrong
 - E. Are kind to others
2. Active learners who:
 - A. Use their talents the best they can
 - B. Master the standards
 - C. Enjoy learning
 - D. Become problem-solvers
 - E. Effectively write, speak, and listen
 - F. Use technology effectively and responsibly
3. Responsible and respectful citizens who:
 - A. Respect differences in others
 - B. Are peacemakers
 - C. Show patriotism
4. Self-aware individuals who:
 - A. Respect all living things
 - B. Work to be healthy
 - C. Play fair and work well with others
 - D. Appreciate art, music, and literature

**SCHOOLWIDE LEARNING
EXPECTATIONS (GRADES 4-8)**

OLA students strive to be:

1. Active Catholic Christians who:
 - A. Maintain a loving relationship with God, others, and self
 - B. Attain knowledge of Catholic teachings
 - C. Participate fully in the Eucharist
 - D. Make moral decisions consistent with the Catholic Faith
 - E. Demonstrate the Gospel message of love and service
2. Active Learners who:
 - A. Develop their talents to the fullest
 - B. Master the academic standards
 - C. Are enthusiastic, self-directed, reflective, life-long learners
 - D. Are critical thinkers and problem-solvers
 - E. Effectively write, speak, and listen
 - F. Utilize technology effectively and responsibly
3. Responsible and respectful citizens who:
 - A. Recognize all individuals as God's creation
 - B. Are peacemakers and show empathy for others
 - C. Demonstrate patriotism
4. Self-aware individuals who:
 - A. Respect life
 - B. Make healthy life choices
 - C. Demonstrate an attitude of fair play and cooperation
 - D. Appreciate art, music, and literature

ACCOMPLISHMENTS:

- The Student Learning Expectations help teachers assess and measure student performance. Eighth grade exit interviews determine student strengths and accomplishments over the course of their time at Our Lady of the Assumption School.
- Catholic identity is strong as evidenced by a yearly school theme that is a part of every school day.
- Academic achievement of students is evident. A majority of graduates are highly successful in high school and college.
- Survey data from parents, students, and faculty show high satisfaction with the school's fulfillment of the Mission Statement and SLE's.
- Collaboration between various committees shows a shared interest in the success and advancement of Our Lady of the Assumption School.
- Teachers are dedicated to Catholic education and the faith formation of their students.

GOALS:

- Improve student mastery of the Schoolwide Learning Expectations.
- Realign curriculum and undertake professional development around the Common Core standards in math and language arts/writing.
- Improve the process for data-driven instructional practices.

EVIDENCE:

- Survey Data
- Teacher Lesson Plan Books
- School displays of Mission and Philosophy statements and SLEs
- SLE Portfolio assessments
- Common Core Standards
- Assessment Binders
- Prayer focus in classrooms (prayer corners, bulletin boards, crucifixes, statues)
- Morning Prayer/Announcements
- Student Conduct
- Prayer service – photos
- Community Outreach – photos
- SchoolSpeak – Progress Reports/Report Cards
- Yearly School Theme Essay Contest

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 Catholic identity of Our Lady of the Assumption School is very strong. Catholic identity is woven into everyday routines and special events. The pastor, administration, faculty, Parent Teacher Group (PTG), and Catholic School Advisory Committee (CSAC) all work together to maintain a strong Catholic identity. A school theme is chosen each year with our Catholic identity as the focus. All meetings and social gatherings begin with prayer. Each shareholder is challenged to nourish his/her own faith journey. Parish adult education classes are provided for both the teachers and parents. Parents are required to attend sacramental preparation classes. The pastor, principal, and teachers attend yearly retreats. The second and eighth grade classes attend retreats in preparation for the sacraments of First Eucharist and Confirmation. The Pastor is present for morning prayers, school Masses, special prayer services, and he regularly visits classrooms on an informal basis. Daily prayer, including the Rosary, classroom prayer spaces, and classroom decorations around the liturgical year all help to create a reverent learning environment.

The principal, pastor, and CSAC have a strong focus on student learning at Our Lady of the Assumption. The principal collects data and news regarding students for weekly meetings with the pastor and for monthly meetings with the CSAC and the PTG. The principal has implemented Instructional Data Teams for math and language arts in order to analyze data that will help teachers better plan instruction to meet student needs.

The faculty and staff participate in identifying various levels of achievement and maturity in the students. Informal teacher meetings allow for shared information regarding student needs. When students are at risk, the Student Study Team (SST) process is in place as a safety net to catch them and help them succeed. The teachers, principal, resource teacher, and parents meet to discuss ways to help students find success. The result is an action plan for the student. Teachers also offer tutoring before and after school and during recess. A variety of opportunities are provided to the students such as: the Extended Day after-school study hall, a library media and research center, a leveled math program beginning in fourth grade, peer tutoring, tutoring by alumni, and elective classes for fifth through eighth grades, including study skills, math support, and mathletes, a class to challenge advance math students. Reading literature programs are organized in 4th and 5th grade that address various reading levels. An annual math contest and academic decathlon competition provide opportunities for high level learners. Students participate in art contests, essay contests, and a science fair for grades 5-8.

Student achievement is communicated to shareholders in a variety of ways. The principal writes a weekly bulletin column that conveys the school's Catholic identity, school events, community needs, student achievement, and reflections of liturgical celebrations. Teachers send progress reports at least every three weeks. The handbook, SchoolSpeak communication system, family roster, and website, provide parents, students, and teachers with a clear blueprint for policies and practices. The student assignment notebooks, weekly classroom newsletters, Church bulletin, and posted assignments also keep communication open on daily basis.

Our Lady of the Assumption has a strategic plan that focuses on supporting high achievement of all students. This plan is developed and monitored by a committee of faculty members and parents. The committee sets goals to improve all aspects of the mission and philosophy. There are many action plan items under each goal and progress towards each goal is monitored on an ongoing basis.

The SLE's are posted, discussed, and referenced at every level from the students in the classrooms to the parents, to the PTG and the CSAC, to the pastor, and to incoming families visiting the school or beginning registration for kindergarten. The SLE's are integrated into student assignments.

Survey results have indicated that parents believe the school challenges all students and gives a balanced amount of schoolwork and homework and that they leave Our Lady of the Assumption well prepared for high school. However, at CSAC meetings parents have shared that there is a need to increase the academic rigor of the program, especially in the areas of math and writing. Survey results have also indicated that math and writing are areas that the school can better prepare its students, even though there is general satisfaction. Focus group discussions and qualitative data from surveys have indicated that while parents feel that the academic program is very strong in its fundamentals, there is room for growth in providing students with assignments that require students to apply higher order thinking. The school will need to find a way to increase rigor, critical thinking, and problem solving into the curriculum and provide more time for the core subject of math.

ACCOMPLISHMENTS

- SchoolSpeak is an effective online tool for progress reporting and parent/teacher/student communication.
- A part time resource teacher helps support students with special needs and also leads the Student Study Teams process for all students who need this service.
- Leveled math classes and elective classes are in place to challenge high achieving students and support students who need extra support.
- An electives program that enriches the curriculum and also offers academic support for students who need it, while elective classes such as Mathletes, the Business Elective, and Advanced Music challenge high achieving students.
- Students are very strong in the fundamentals and are well prepared for high school.

GOALS

- Strengthen student performance in math.
- Strengthen student performance in writing
- Increase rigor, critical thinking, and problem-solving.

EVIDENCE

- Survey Binders
- Faculty Meeting Minutes
- Data Team Meeting Minutes
- SchoolSpeak
- SLE Portfolios
- Newsletters
- Report Cards/Progress Reports

- School Handbook
- Strategic Plan
- Technology Plan

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.

Data has been collected from the norm-referenced Iowa Test of Basic Skills (ITBS) through the 2011-2012 school year. The 8th grade class of 2012-2013 also took the ACT *EXPLORE* test in the spring of 2013. The current 8th grade class will take the ACT *EXPLORE* test in December of 2013. Through the ITBS testing, students have been assessed in reading, language, mathematics, science, social studies, and sources of information in the fall of each school year. In addition to these subjects, the students have taken the Cognitive Abilities Test (CogAT) in the fall of the 3rd, 5th, and 7th grades. The ACT test assesses 8th grade students in reading, English, mathematics, and science.

Starting in the 2012-2013 school year, students in grades 3-8 have taken Acuity assessments four times a year in Language Arts and Mathematics. These assessments are aligned with the Common Core Standards. The assessments were administered on paper during October and electronically in January, March, and May. All Acuity assessments will be administered electronically during the 2013-2014 school year. Summary reports were generated and Our Lady of the Assumption School results were compared to the Diocesan average in both language arts and mathematics.

Teachers also collect data through textbook assessments and teacher created assessments. In 2008-2010 our students took the Diocesan Standards Test in religion and mathematics. The results of the mathematics assessments were analyzed, summarized, and discussed during full staff meetings and in small group data teams.

The ITBS data is disaggregated by sub-category and results are summarized in chart form by grade and subject. All sub-categories with a National Percentile Rank (NPR) of 80 or below are listed in the chart. Teachers study the Skills Display for each sub-category and use the information to identify areas for growth. Longitudinal reports are generated which display trends and show growth over five years. Proficiency displays are studied to identify any students who are performing at the basic or below basic level in any area. Teachers have also used the Predicted Achievement Display, which compares ITBS scores with CogAT scores, to identify any significant differences between the ability scores and the achievement scores. The administration provides hard copy summary reports to each teacher including results for their previous class and their current class. Teachers analyze and discuss these reports during staff meetings and in small group data teams. All data can be reviewed at a deeper level online by individual teachers through the Interactive Results Manager (IRM).

During the 2011-2012 school-year, instructional data teams were developed for math based on the analysis of the ITBS data and Diocesan Standards Assessment data. The instructional data teams concluded that curriculum should be supplemented in certain areas and that there should be a renewed focus on computation at a school-wide level.

Using ITBS scores as a measure of student achievement, it is evident that the Our Lady of the Assumption student achievement is very strong. The Group Longitudinal Display from 2007 through 2011 shows that Our Lady of the Assumption student achievement growth is well above

the achievement growth for an average student in all sub-categories. The longitudinal display shows a grade equivalent score for Our Lady of the Assumption students that is well above the average. Growth is evident in every sub-category tested. ITBS summary charts, grade level summaries, proficiency displays, and longitudinal displays, are available for review in the Our Lady of the Assumption Test Data binder.

ACT EXPLORE assessments were administered to the 8th graders in May of 2013. ACT EXPLORE results were provided to each family and summary reports were analyzed in English, mathematics, reading, science, and the composite. The subscores for usage/mechanics and rhetorical skills were also analyzed. ACT data shows that Our Lady of the Assumption students scored above the national average in all areas. Scores were also analyzed by national quartiles. Over 80% of Our Lady of the Assumption students from the 8th grade class scored in the top two quartiles in every subject area and the composite. Only 16% of students scored in the 25-49% percentile in the composite and no students had a composite score in the bottom quartile. See the Our Lady of the Assumption School Data binder for a deeper look at Our Lady of the Assumption's ACT results.

The 2012-2013 school year marked the first time that Our Lady of the Assumption has used the ACT EXPLORE assessment. During the 2013-2014 school year the ACT EXPLORE assessment will be given in early December to 7th and 8th grade students and results will be analyzed and reports will be shared with parents.

The current Acuity data shows that Our Lady of the Assumption students scored above the Diocesan average on a majority of the Acuity assessments for both language arts and mathematics. While there is no national sample for comparison, we feel confident that the scores demonstrate strength of student achievement. In forty-five of fifty-three assessments, Our Lady of the Assumption students performed at or above the Diocesan average. The eight tests that were below the Diocesan average were less than 10% below that average. Due to the relatively small number of questions on each assessment, the students were within a question or two of the average. While Our Lady of the Assumption strives to exceed the Diocesan average, the faculty believes that these formative assessments demonstrate the achievement of the students. Since Acuity testing is new, there aren't any longitudinal reports currently available. After using Acuity for a longer period of time, Our Lady of the Assumption will generate longitudinal reports to monitor student progress over consecutive years. Acuity test scores for each class for the 2012-2013 school year are available in the Our Lady of the Assumption Test Data binder. Please see the Our Lady of the Assumption School Data binder for a breakdown of Acuity data.

The standardized test scores help teachers identify students who may benefit from resource instruction, or differentiated reading or math groups. Acuity test data allows teachers to identify skills, which have been mastered by individual students as well as standards that require additional practice. Acuity also allows teachers to generate standards-based practice worksheets or assign online practice problems for individual students. After one year of practice using the Acuity assessment system, teachers have become more adept at the use of the Acuity reporting system, and are now able to use the reports to support the achievement of Our Lady of the Assumption students. The addition of longitudinal reports will also allow the data teams to identify meaningful trends in the data, which will guide instructional decisions.

The CTB McGraw-Hill Acuity Common Core benchmark assessments were introduced to the Diocese of Sacramento in the 2012-2013 year. Acuity required more management of

implementation and data collection at the site level, and there were many nuances that had to be mastered, which required much trial and error. Now that the school is entering the second year with this assessment tool, Instructional Data Teams will begin disaggregating the Acuity data.

Prior to the 2012-2013 school year ITBS scores were given to parents during parent conferences each year. Acuity was not shared in the pilot year, as the baseline data was not a clear indicator of student learning. Acuity data from the 2013-2014 school year has been shared with parents. Teachers in grades 3-8 reviewed and printed the Student Progress Tracking Report for Common Core mathematics and language arts for each student. These reports were shared with parents during parent teacher conferences in November and showed student performance on the October Interim 1 Acuity assessment. Reports show individual student scores relative to the class and the Diocesan average. Each report shows student progress by percentage of points obtained and by percentile rank. Teachers also analyze individual student performance by viewing additional reports available online at the CTB McGraw-Hill Acuity website.

Our Lady of the Assumption School reviews and analyzes test data in a meaningful and timely manner. This process has confirmed that test data is used to improve student achievement. The evidence of the analysis can be found in the Our Lady of the Assumption Test Data binder. Summary charts and disaggregated data are used by the administration and the staff to drive instructional decisions. The formation of data teams is evidence of the way the administration and staff take action in response to trends in test data. Data teams have been formed to encourage consistent collaboration among teachers with the goal of improving student achievement. The analysis of test data along with teacher observation drives these discussions and enables the faculty to alter instruction to support the achievement of all students. With a greater number of assessment data now available, which includes ACUITY, ACT EXPLORE, and newly implemented fall and spring writing assessments, there has not been enough time to meet and disaggregate the data. Instructional Data Teams will need to meet more frequently and spend more time developing instructional strategies to improve student outcomes.

The ITBS reports that were available until 2011 were very helpful in tracking student progress over consecutive years. The change to Acuity testing in 2012 has interrupted this type of longitudinal tracking. Since 2011, summative data over consecutive years is not available. While we recognize that these reports will be available as Acuity is used for a longer period of time, this type of data is missing from our analysis over the past two years. Acuity does not provide reports that compare Our Lady of the Assumption students to the national average. The only comparison that is currently available is relative to the Diocesan average. Acuity data is also formative in nature and only tests language arts and mathematics. The ACT test is being administered to 8th graders as a summative assessment, but standardized summative assessments for the other students are not being used at this time. There is a need for a standards-based additional summative assessments at all grade levels and in all core subject areas.

In conclusion, assessment data shows that Our Lady of the Assumption students perform above the national and diocesan averages in ACT Explore and Diocesan assessments. However, Diocesan data has shown the math scores across the Diocese have room for growth. Furthermore, data from parent surveys has indicated that though Our Lady of the Assumption students are well prepared for high school, the school needs to do more to prepare students in the areas of math and writing. Now that instructional data teams have been created at Our Lady of the Assumption, the school will need to provide more frequent meeting time to enable the faculty to review the data and improve instruction, especially in the areas of math and writing. The school

will also need to revise its master calendar to ensure that proper instructional time is allocated to core subjects, especially math.

SIGNIFICANT ACCOMPLISHMENTS

- Our Lady of the Assumption Students perform above the national average in the ACT EXPLORER assessment.
- Our Lady of the Assumption Students perform above the Diocesan average in the ACUITY benchmark assessments.
- The systematic analysis of standardized test data has helped Our Lady of the Assumption identify trends that enable teachers to make decisions that have a positive impact on student learning.
- The formation of grade level data teams enables the faculty to use data as a catalyst for meaningful instructional collaboration.
- The adoption of Acuity testing provides formative assessment of Common Core standards on a more frequent basis. These benchmark assessments enable teachers to make more timely decisions that will have a positive impact on student learning.

GOALS

- Strengthen student performance in math.
- Strengthen student performance in writing

EVIDENCE:

- ITBS Test Binders
- ACUITY Test Binders
- ACT Test results
- Charts and graphs from Appendix B
- Faculty Meeting Minutes
- Data Team Minutes

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.

Our Lady of the Assumption School provides a challenging, comprehensive, and relevant standards based curriculum for each student that results in achievement of the Schoolwide Learning Expectations. Students make acceptable and measurable progress toward clearly defined and quantifiable Schoolwide Learning Expectations.

The curriculum and instruction program at Our Lady of the Assumption offers opportunities for teachers to guide students to "develop patterns of thought and behavior that bring forth age appropriate Christian responses that will be based on Catholic ideals and examples of Jesus Christ." For example, in science the effects of climate change and the need for respect and stewardship of God's creation are discussed. Respect for other cultures and the social injustices of the past and present are identified and discussed in social studies. These discussions lead to opportunities to incorporate Christian action to real life problems in the local and global communities. Throughout the curriculum a sense of respect, cooperation, moral decision making, and fair play are emphasized at every grade level. Students learn to replicate God's creation through the fine arts. There are opportunities for students to use their God given talents during liturgy as lectors, musicians, singers, and altar servers.

Our Lady of the Assumption School has developed an effective curriculum that is aligned with the Diocesan Religion Standards and the Common Core Standards. The teachers attend annual Diocesan in-services focused on improving instruction with the Common Core Standards. Teachers also meet monthly to discuss what is being taught in the classroom and the standards that are being addressed. These meetings ensure that both religion standards and the Common Core Standards are fully integrated into the curriculum. In order to improve student learning, there is a need to more fully align the Common Core Standards with our curriculum and devote more time in collaboration as a faculty.

Our Lady of the Assumption Catholic School is effective in measuring student achievement of the SLEs. Teachers use a variety of assessments to measure them, including portfolios, photos, and PowerPoint presentations. Formative assessments are used to measure student achievement and are used to alter instruction based on students' needs. The student portfolio process helps to track students' growth, understanding, and attainment of the SLE's. The portfolio process is based upon repeating the same SLE's on a three year cycle. During this cycle, the students annually provide written reflection of their work. This process allows teachers to track the students' progress as they learn the SLE's and obtain a deeper understanding as they progress through the grades. Portfolio samples are sent home at the end of each year, and parents are given the opportunity to reflect and provide written comments on the students' work. Prior to graduation the, 8th grade students participate in a formal exit interview with teachers, parents, parishioners, and clergy. During this interview, students answer questions related to the Mission Statement and the SLE's, and they present items in their portfolio as evidence that they have met the SLE's. Though there is an effective system of assessment in place for the SLE's, shareholders have identified that in order to better assess them there is a need to reduce their number and center them around the four pillars of our Mission Statement so that students will be able to better understand them and master them a deeper level.

Our Lady of the Assumption Catholic School measures student achievement of curriculum standards in multiple ways. Teachers regularly review and analyze the effectiveness of their teaching practice. Grade level instructional data teams meet regularly to determine if students have mastered the standards or need re-teaching. If more support is needed, teachers adjust their instruction. Teachers also analyze test data during regular monthly staff meetings. Up to the 2012-2013 school year, ITBS standardized test results have been used to inform the faculty about student achievement in the fall in order to analyze and assess each student's needs and strengths. Acuity interim assessments, which are based on the Common Standards for math and language arts, have replaced the ITBS, and they are administered every nine weeks. These formative benchmark assessments help teachers to measure how students meet standards so that instruction can be adjusted and/or supplemented. As Our Lady of the Assumption grows in its data driven instructional practices, the faculty recognizes the need to develop an integrated, cohesive curriculum around the Common Core Standards by expanding the process for instructional data team collaboration and revising the master schedule to ensure adequate time is given in every core subject.

Through formative and summative assessments, daily observations and interactions, teachers identify students or groups of students not making acceptable progress. All first graders, second graders, and new students through fourth grade are assessed at the beginning and end of each school year to identify students who need extra support. The SST and IEP process help to identify areas where modifications or accommodations are necessary. Students in the upper grades who struggle are referred to the resource teacher by teachers or parents. This is followed up by an SST. Once students who need extra help are identified, the resource teacher works with students on scheduled basis.

Technology is integrated into the learning process, and a technology plan is in place for the school. Beginning in kindergarten, students go to the computer lab and learn to utilize technology effectively and responsibly. Students develop competency in computer skills using Microsoft Office. Besides word processing, students utilize PowerPoint for presentations, create spreadsheets and graphs on Excel, and produce pamphlets and yearbook pages utilizing a desktop publishing program. Additionally on campus, the students have access to computers and iPads in the library for research and homework help during library, and after school. SMART Boards are available in the library, computer lab, and science classroom to enhance student learning. Recently each teacher was given an Android tablet called the Learn Pad for the delivery of instruction. In addition, the school added new interactive projectors in each classroom. The projectors connect to each teacher's computer and to each teacher's tablet. A class set of LearnPad tablets is used by the students for research, writing, education apps, and making presentations. The school has also adopted the use of Google Tools for Education. This cloud based service enables students to store their work in their Google drive and have access at home or school to a variety of programs to complete their assignments individually or in collaboration with other students.

Our Lady of the Assumption School provides a standards-based curriculum that supports the high achievement of all students. The Our Lady of the Assumption portfolio assessment process measures the students' understanding and achievement of the SLE's over the span of their education. Technology enhances the way that teachers present material and assists students to interact with the curriculum in ways that is engaging and productive to all learners. In order further align the curriculum with the Common Core Standards, the school recognizes that new

textbooks need to be purchased. Also, there is a need for more articulation between grades and grade levels and the formalization of a process that will enable faculty to effectively disaggregate data and further improve alignment with the Common Core. In summary, in order to develop an integrated and cohesive curricular program, a more formalized process for instructional data teams needs to be established to maintain the highest levels of student achievement.

ACCOMPLISHMENTS

- The computer lab, science lab, library, and classrooms were remodeled in 2011.
- For the 2013-2014 School Year, Learn Pad technology was adopted and interactive projectors have been installed into each classroom. Also, a class set of Android tablets is available for student use.
- The School has incorporated portfolio assessment to measure student achievement of the SLE's.
- Our Lady of the Assumption staff has attended and participated in Common Core workshops provided by the Diocese, and the staff continues attending ongoing professional development workshops.
- Our Lady of the Assumption staff has participated in workshops both on site and off site on math, writing, and data driven instruction using Title funding.

GOALS

- Develop an integrated and cohesive curricular program.
- Improve student mastery of the Schoolwide Learning Expectations.

EVIDENCE

- Student portfolios
- Parent and student SLE evaluation sheets
- Surveys
- Bulletin Boards
- Acuity scores

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

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

Our Lady of the Assumption School is highly effective in integrating Catholic Values throughout the curriculum. Students are encouraged to live out their faith daily and demonstrate this in a variety of ways. Morning prayers are said each day in the classrooms or are led by the pastor or a member of the Our Lady of the Assumption School community on the intercom. On First Fridays, the student body joins the faith community to celebrate the Eucharist. Classes take turns preparing and leading First Friday liturgies. In addition to our monthly school liturgies, the student body attends Masses on holy days of obligation, such as All Saints' Day and Ash Wednesday. Classes attend a weekday Mass once a month with buddy classes. School prayer service times and liturgies are published in the parish bulletin throughout the year, inviting the parish community to join the school family. Prayer services include reciting the Rosary, praying the Stations of the Cross, Thanksgiving, the burning of palms, Reconciliation twice a year, Adoration of The Blessed Sacrament, and May Crowning. The school community will also join together in prayer to mourn the loss of a member of the community. Teachers and staff model Gospel values through their interactions with one another, parents, and parishioners. The teachers also demonstrate Gospel values through their interactions with students. Positive classroom management strategies promotes a Christ-centered relationship among teachers and students.

The SLE's are posted in each classroom as reminders of the daily integration of Gospel values in the curriculum. Discussions on social justice, learning the importance of stewardship of God's creation, writing assignments on a variety of topics, reinforcing the importance of serving the community, playing fair, and standing up for others are examples of how the faculty present learning opportunities for students to live as Jesus teaches us to live. Portfolio reflection pages, with one or more specified SLE's, are designed to lead students to reflect on Catholic identity in a more formal way. Reflection pages for SLE's are on a three-year rotation from kindergarten through eighth grade as a way to ensure that students meet and understand the expectations by the time they graduate from Our Lady of the Assumption School.

Religious instruction occurs daily in each classroom. Religion textbooks as well as a variety of methodologies such as class discussions, group activities, music, formal and informal assessment, written and oral reports, differentiated instruction, research projects, or service projects are implemented during instruction. Each classroom has a sacred prayer space. Classrooms also have symbols of Catholic identity, such as the Liturgical calendar, a crucifix, pictures, or religious statues displayed. Seasonal symbols and student work are also displayed such as Advent calendars and wreaths, Lenten bulletin boards, and nativity sets.

Teachers at Our Lady of the Assumption School are dedicated to improving their research-based knowledge about teaching and learning. Opportunities for professional growth are given through seminars, workshops, guest speakers, retreats and visits to other schools. Anti-bullying assemblies and counseling sessions with individual classes conducted by professional counselors have been valuable tools for parents, faculty, and students in dealing with the problem of bullying and relational aggression. Members of our faculty use resources from professional

learning communities such as NSTA (National Science Teachers Association), Ber (Bureau of Education and Research), ASCD (Association for Supervision and Curriculum Development), CUE (Computer Using Educators), and NCEA (National Catholic Educator Association). These classes are paid for using Title I and Title II funds. Members of the faculty have attended Area 3 Writing Project workshops and the Sacramento State Math Project. During the 2008-2009 school year, the faculty was instructed on 6+1 Writing Rubric system. The knowledge gleaned from attending the workshop was used to craft a rubric model as a tool for student writing. This rubric is now used to assess students' writing across the curriculum, and it can be altered based on the assignment and subject area content. All teachers attended two workshops on Curriculum Mapping, and received additional training in the 6 +1 Writing Traits, and Smartboard training in 2009-10. Using the knowledge learned from these classes, every teacher then worked to map the curriculum of the core subjects they taught. Departmental meetings took place to analyze the scope and sequence of each subject focusing on gaps and repetition of the curriculum. After two years of this procedure, it was decided that the outcome of curriculum mapping was not benefiting student achievement; furthermore, the Diocese of Sacramento stopped requiring the use of curriculum maps in the in-depth study process. In 2010-11 school year, Our Lady of the Assumption teachers were instructed on the importance of Data Driven Instruction. The math teachers in 2011-12 used this technique to analyze the needs of students in our school regarding math facts. In 2011-2012 math teachers in grades five through eight attended a three day workshop called, "5 Easy Steps to a Balanced Math Program" math workshop. During the 2012-2013 school year our focus was on Common Core standards and Acuity benchmark assessments. Professional development inservices were provided by the Diocese of Sacramento. For the 2013-2014 school year the faculty will continue professional development in the areas of writing, curriculum alignment with the Common Core, and the piloting of Learn Pad technology. Additionally, the faculty has read the book Focus: Elevating the Essentials by Mike Schmoker for implementing strategies that better align with the Common Core Standards and college readiness. Professional development has strengthened teaching practices and student achievement; however, the Common Core standards require a shift in instructional practices and with that shift comes a need for more professional development. There will also be a need for faculty to collaborate more and to effectively realign their curriculum to the new standards.

The faculty has improved student achievement by incorporating technology into the curriculum and attending professional development opportunities. All faculty member attended on-site inservices on the use and implementation of Google Tools for Education, SMARTBOARDS, interactive projectors, and Learn Pads in the classroom. The three on-site SMARTBOARDS are available for teachers to use to aid their instruction as well as a class set of Learn Pads for student use. The staff receives professional development training for two days before school starts, and throughout the year. Staff members also participate in Diocesan professional development in-services at least three times a year. Monthly staff meeting time is periodically devoted to discussion of ways to improve student learning involving technology within grade levels. Beginning in the 2013-2014 school year professional development opportunities will be provided for faculty in the area of educational technology.

Our Lady of the Assumption School is effective in using assessment to modify instruction and curriculum to help all students achieve the SLE's and curriculum standards. Teachers correlate the SLE's, Diocesan, and Common Core Standards to the planning of their lessons. Through these plans, teachers can make adjustments and adapt their curriculum to plan for future lessons to reinforce student learning. A variety of formative and summative assessments are used to measure mastery of the SLE's. Formative assessment of SLE's include illustrating SLE's,

discussion of SLE's and a written understanding of SLE's. Students in K through 8 demonstrate that they meet the SLE's through projects, essays, and reflections that they complete throughout the year. SLE's are also included in goal setting. In grade 5 students write an essay reflecting on their 1st and 2nd Trimester grades, which includes goals for the 3rd Trimester and beyond. In 8th grade the students reflect on their portfolios, which they bring with them to their Exit Interviews.

The faculty uses multiple measures of assessment to facilitate the teaching and learning process. The school has transitioned from using ITBS assessment data to utilizing Acuity assessment data. Meeting time is given to analyze Acuity scores and to develop strategies to improve, and to adjust or enhance curriculum areas where a more targeted focus of instruction is needed. Though this meeting time is well used, the school believes that the work of Instructional Data Teams will be more effective if there are more consistent and frequent meeting opportunities. Carving out time for this formalized collaboration will help the school develop an integrated and cohesive curricular program.

Teachers put into practice other forms of assessment, including rubric-based assignments, student journals, long term projects, observations, pre- and post-tests, discussion groups, group projects, oral presentations and classroom participation. Assessment is embedded in instruction as student progress is measured through observation, formative, and summative evaluation. Summative assessments are used to demonstrate mastery of standards. The data from these assessments informs decisions that are made to meet the needs of all students, including special need students and high achievers. Strategies such as tutoring and differentiated instruction are used for these students. Students in all grades who struggle with learning are given extra support through the Resource teacher on campus. The staff uses a variety of instructional methodologies to support the high achievement of all students. At Our Lady of the Assumption School instructional methodologies are used to incorporate the development of the whole student. Through use of a variety of learning modalities--including bodily-kinesthetic, linguistic, auditory, spatial, verbal, musical, interpersonal, intrapersonal, and naturalistic--the teachers are able to differentiate and vary instruction to meet the needs of each child.

Curriculum standards guide and impact teaching strategies that give students a deep understanding of the subject areas and skills that they need to grow and extend their knowledge. In order to meet the Common Core, instructional methods include: annotating text, classroom discussion, a focus on writing, especially expository and argumentative, problem solving, close reading, and requiring students to explain how they arrived at a solution to a problem.

Through the analysis of data, the school has made significant strides in improving and utilizing a wide variety of instructional modalities. Assessments that are used have helped to vary instructional methodologies, and as a result test scores and student learning have improved. Previous ITBS test data has shown that positive longitudinal growth in our students from second through eighth grade, but with the adoption of the Common Core standards and the adoption of new assessments including Acuity and an annual writing assessment, we have recognized that more formalized time needs to be allocated for instructional data teams. As our surveys show, parents and students affirm that their children receive an excellent education at Our Lady of the Assumption, and they make great strides in academic growth. However, we recognize the need to strengthen our math and writing program and to more fully align with the Common Core Standards. The school focuses, not only on academic areas of the program, but also on helping students to meet their full potential and to take personal responsibility for fully using the gifts God has bestowed upon them.

ACCOMPLISHMENTS

- The school uses a variety of formative assessments to inform instruction.
- The school uses a variety of instructional methodologies that reach the needs of all students.
- Catholic values and the faith are integrated into all academic subjects.
- The SLE's are assessed through formal exit interviews of 8th grade students and portfolio assessment.
- Professional development has strengthened teaching practices and student achievement in the classrooms.

GOALS

- Develop an integrated and cohesive curricular program.
- Realign curriculum and undertake professional development around the Common Core standards in math and language arts/writing.

EVIDENCE

- Portfolio packets for each student
- Student work samples including SLE evaluation sheets
- Surveys
- Bulletin Boards
- Examples of assessments
- Lesson Plans
- Report Cards
- ITBS data
- Acuity Results
- School Website

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.

Our Lady of the Assumption School has been highly effective in providing services, resources, and activities to help all students achieve at high levels. Students, staff, parents, and parishioners attend 8:00 a.m. Mass together at least once a month in addition to our monthly school-wide Liturgies that are led by our students. Student council members model the faith by leading the school community in prayer at morning announcements and assemblies.

Catholic values permeate the school and are imparted to parents and students through daily interactions, morning announcements and prayer with the pastor and teachers, school website, the school handbook, the weekly newsletter home to parents, parish e-mail communications through Flocknote, the school Facebook page, bulletin boards, and newsletters prepared by individual classes. Each classroom has a prayer space, and posters of the Mission Statement, Statement of Philosophy, and SLEs. Banners representing the four pillars of our are hung in our Parish Hall/School Gym.

The positive relationship that teachers, staff, administration, students, and parents have with one another fosters the growth of the whole child. Teachers teach students values that are based on the fundamentals of the Catholic faith. The pastor and principal regularly greet students, parents, and faculty in the morning, attend all major school events, and play an active role on the CSAC. In addition to the pastor, other parish staff members play an important role in supporting students in their academic and spiritual growth, including the director of faith formation, Development Director, Pastoral Associate and Director of Worship.

Teachers, faculty, staff, and students promote sportsmanship and team-play on the playground, in PE, and on the field of play. All sporting events begin with prayer, and the coaches, the athletic director, and the P.E. teacher emphasize positive sportsmanship. All coaches are required to complete a certification class on sportsmanship and coaching with dignity through the Positive Coaching Alliance (PCA).

The faith formation of our families is at the foundation of everything done at Our Lady of the Assumption School. Parents are actively involved in the sacramental process through the attendance of sacramental meetings. Many of our parents and students who are not Catholic have gone through the RCIA process and entered the Faith. Parents and teachers model service through donating to charity projects and supporting the Saint Vincent de Paul Food Locker. Parents learn how to guide their students in the Catholic faith during parent education nights. The parish offers adult education classes on the Catholic faith throughout the year. Students and teachers pray everyday in each class, and there are many chances to do works of charity and service. While the school offers vibrant service activities for our students, there is a need to add a component that measures the individual service contributions of each student.

Students who require academic assistance at either end of the spectrum receive ample support at Our Lady of the Assumption. Teachers scaffold, modify, and differentiate lessons to meet the

needs of all students. They also provide extra help in the classroom, at recess, lunchtime, and after school. The Extension after school program provides a homework club with tutoring by qualified personnel. The school provides a Resource teacher to help students with special needs, and this teacher coordinates the Student Study Team (SST) process to help develop an individualized plan for students who need academic interventions.

High achieving students are offered extended activities. Advanced students are provided with other opportunities to expand on their lessons, such as SRA Reading Labs in the lower grades. Students in grades four and five participate in reading literature circles, differentiated by reading level. In all grades more difficult or expanded assignments, as well as more challenging assessments, are available at the teacher's direction. In the upper grades participation in extracurricular activities like the Academic Decathlon, Mathletes Competition elective class, and the Science Fair challenge high achieving students. In grades four through eight students are placed in leveled math groups.

Our Lady of the Assumption has a comprehensive safety plan that ensures the safety of all members of the school community. The school conducts fire drills, lockdown drills, annual evacuation drills, and other drills that prepare the school for an emergency situation. A Safety Committee made up of teachers, a police officer, and nurses meets quarterly. An Emergency binder, supplies (including food and water), walkie-talkies, and safety backpacks are kept in each classroom and front office. A food and allergy awareness program is in place that ensures the safety of students with life-threatening allergies and other life threatening health risks, such as asthma and diabetes.

Our Lady of the Assumption School teaches its students to make healthy life choices. Parents and students have also been educated on the issues of bullying, internet safety, relational aggression, and other issues related to their physical and mental health.

The school's technology committee has drafted a plan to integrate technology effectively into the curriculum and the school's operations. The computer lab was upgraded in 2011. New computers and thin clients were added to the computer lab and library. In 2013 the school purchased for each teacher an Android tablet called the LearnPad and interactive projectors in each classroom. A class set of LearnPads was also purchased to pilot a one-to-one program. S.M.A.R.T Boards are used in the science lab, library, and computer room. Many software programs and Web sites are used by teachers to enhance instruction and learning. Technology is now a focus of professional development. New technology resources are shared as a part of faculty meetings and professional development days have been devoted to training on new technologies.

In conclusion, the support structure we have in place for Our Lady of the Assumption students meets the school's mission, philosophy, and SLE's. However, the faculty recognizes that though the students are exposed to and participate in a variety of service projects throughout the year, there is a need for students to understand and practice service more deeply and personally. In order to accomplish this, every student will be required to complete an annual service project as a way of better preparing them to make a lifelong commitment to service.

ACCOMPLISHMENTS



- A variety of extracurricular activities, sports based, and non-sports based are offered for students.
- SST (Student Study Team) program is used to identify and assist students with special needs.
- A part time Resource teacher is on campus to assist students who are below grade level.
- Updated technology is utilized by teachers and students.
- The school puts on assemblies and special celebrations, including Red Ribbon Week and Catholic Schools Week, to promote the faith, citizenship, conduct, anti-bullying, and school spirit.
- The Health and Wellness Committee and Safety Committee have initiated procedures and programs that have made the school safer and has encouraged a healthier lifestyle.

GOAL

- Enhance student understanding and practice of service.

EVIDENCE

- School Website
- Parent volunteers and committees
- Technology in classrooms, library, and computer lab
- Technology Plan
- Education Technology articles and handouts
- SST Process
- Yearbooks
- Technology Plan
- Four Pillars Banners
- S.A.M. Binder
- Athletic Policy
- Strategic Plan
- CSAC Minutes
- PTG Minutes
- Budgets
- Safety Binder

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.

Our Lady of the Assumption School is in strong financial standing, and the funds that are raised through the collection of tuition, fundraisers through our Parent Teacher Group, SCRIP Program, annual giving, golf tournament, parish support, and endowment fund interest earnings enable the school to hire and retain qualified teachers, maintain safe modernized facilities, purchase the learning materials that students need to learn, and expand its instructional and technology program. With the addition of a new development director, Our Lady of the Assumption School plans on reaching out to its alumni as an additional source of support.

School financial resources enable Our Lady of the Assumption School to provide a rich Catholic identity for our students. We have the books needed for all subjects taught, including religion, and we are able to supplement our textbooks with field trips, guest speakers for our students and parents, and an annual retreat for our faculty. We have received donations for a number of visible signs of our faith in recent years, including a statue of Mary in the garden prayer space in the back of the school and a statue of Our Lady in the front office that greets each school visitor. In 2008 the parish funded a project to remodel the kindergarten and third grade classrooms and to construct a new resource room. In 2009 and 2010, our parishioners and parents supported a capital campaign, which enabled us to remodel the rest of our school and church. In 2010 the parish financed the building of a new preschool, which was completed the following year. This preschool serves as a gateway to our K-8 program. All of these improvements have enriched the worship and prayer experiences of all shareholders. Though the diocese provides no financial support to the school, each year the parish provides \$25,000 in tuition assistance to school families. Our Lady of the Assumption Parishioners and Our Lady of the Assumption School Parents have demonstrated with great generosity over the years that they are financially committed to the school.

The school follows diocesan bookkeeping and accounting procedures to create and implement a budget and monitor the financial position of the school. Each January the CSAC Finance Committee meets to put together the school budget for the following school year. Tuition rates are set, following a tuition model based on the cost to educate each child. The budget is presented to the CSAC and the Parish Finance Council in March. After the budget is approved it is submitted to the finance department at the Diocese of Sacramento. The principal revises the budget in August and September, and the same entities review it before its re-submission to the Diocese.

The CSAC Planning Committee drafts and monitors a three-to-five year strategic plan for the school. In 2011-2012 the committee undertook an in-depth assessment of the school, reviewing the school's Catholic identity, curriculum, development, enrollment, facilities, finance, governance, community, staffing, and technology. After reviewing the study and completing a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) the committee began setting goals. A revised strategic plan will be in place by November of 2013.

In addition to a strategic plan, a technology plan was developed by the CSAC Technology Committee and adopted by the CSAC in 2012 to plan for the use of technology in the curriculum and to improve the administrative functions of the school. The plan is currently being monitored and updated. The Technology Committee recognizes the need for the plan to be revised and updated on a continual basis. The plan includes a budget, surveys, plans for professional development, and timelines for the expansion of hardware and software in the school. The school has not yet qualified for E-Rate, but the school is in the process of applying for this benefit.

The school has an active Development Committee and Planning Committee that supports the marketing of the school to maintain a strong enrollment in the school. In 2011 the school hired a part time development director to lead the advancement and marketing of the school. The position has evolved into a full time position, which now also supports the development needs of the parish.

The resources (human, instructional, physical, and financial) are sufficient to sustain the school program and carry out the school's purpose and student achievement of the SLEs. The school is financially solvent and has never carried a negative balance at year's end. PTG fundraising (over \$200,000 a year), Parish Support (\$25,000), and an endowment (\$1.2 million) have kept the school on strong financial footing and have made a positive impact on student achievement.

The financial status of the school is reported monthly to the CSAC and quarterly to the Parish Finance Council. When new tuition rates are set in January, an explanation of the rates are given to all families through a letter written by the principal that is included in the school bulletin. The financial standing of the school is also reported in detail in the annual giving solicitation that is sent out in the spring of each school year. Reporting financial information to shareholders is an area that needs improvement. Moving forward, a member of the CSAC Finance Committee will make an annual financial report to the parents in the fall of each school year.

Every year the school uses Title I and Title II funds for professional development of the faculty and counseling for our students who need additional academic and financial support. Professional development has included the use of writing and math workshops, data driven instruction workshops, the contracting of writing coaches for our faculty, and training on tools for technology.

ACCOMPLISHMENTS

- Our Lady of the Assumption School is in strong financial standing with an endowment over \$1 million and savings.
- Through stewardship and Capital Campaigns the facilities and classrooms are updated and state-of-the-art.
- The parish supports the school annually and underwrites projects to maintain and update the school plant.
- The school has an active Parent Teacher Group that raises funds (\$235,000 in 2012/2013) for the school while building community.
- The school has in place a three-to-five year strategic plan to guide the school in its future viability.

- The school has an active Development Committee and Planning Committee that supports the marketing of the school. In 2011 the school hired a part time development director to lead the advancement and marketing of the school.

GOALS

- Improve communication about school finances with shareholders.
- Increase the use of outside resources and funding.

EVIDENCE

- Budgets
- Tuition Projections
- CSAC Meeting Minutes
- Strategic Planning
- Technology Plan

CHAPTER 4 –ACTION PLAN

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

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

Significant Accomplishments

- A clearly defined Mission Statement and Statement of Philosophy that strongly reflect the Catholic identity of the school and are tied to the students' experiences and the expectations that the school has for them.
- The school focus on the four pillars of faith, academic excellence, service, and community, which are the four essential aspects of the school's Mission Statement.
- Students regularly attend Mass and prayer services both as individual classes and as a school.
- The responses in the faculty, parent, and student surveys are overwhelmingly positive in regard to the school's Catholic identity.
- Faculty and staff place a strong emphasis on teaching and modeling Catholic Faith and academic standards for religion.
- The Schoolwide Learning Expectations help teachers assess and measure student performance. Eighth grade exit interviews determine student strengths and accomplishments over the course of their time at Our Lady of the Assumption School.
- Catholic identity is strong as evidenced by a yearly school theme that is a part of every school day.
- Academic achievement of students is evident. A majority of graduates are highly successful in high school and college.
- Survey data from parents, students, and faculty show high satisfaction with the school's fulfillment of the Mission Statement and SLE's.
- Collaboration between various committees shows a shared interest in the success and advancement of Our Lady of the Assumption School.
- Teachers are dedicated to Catholic education and the faith formation of their students.
- Remodeling of the school and church.
- SchoolSpeak is an effective online tool for progress reporting and parent/teacher/student communication.
- A part time resource teacher helps support students with special needs.
- Student Study Teams meetings and follow-up meetings involving the teachers, parents, and students are in place to support students with special needs and to put strategies in place to support their success.
- Leveled math classes are in place to challenge high achieving students and support students who need extra support.
- An electives program that enriches the curriculum and also offers academic support for students who need it. Classes like Mathletes, the Business Elective, and Advanced Music challenge students to achieve at a higher level.
- Schoolwide Learning Expectations are the basis of student portfolios that guide 8th grade exit interviews.

- Parents are highly invested in the school and are actively involved in and participate in many school events.
- Students are very strong in the fundamentals and are well prepared for high school.
- Our Lady of the Assumption Students perform above the national average in the ACT EXPLORER assessment.
- Our Lady of the Assumption Students perform above the Diocesan average in the ACUITY benchmark assessments.
- The systematic analysis of standardized test data has helped Our Lady of the Assumption identify trends that enable teachers to make decisions that have a positive impact on student learning.
- The formation of grade level data teams enables the faculty to use data as a catalyst for meaningful instructional collaboration.
- The adoption of Acuity testing provides formative assessment of Common Core standards on a more frequent basis. These benchmark assessments enable teachers to make more timely decisions that will have a positive impact on student learning.
- The computer lab, science lab, library, and classrooms were remodeled in 2011.
- For the 2013-2014 School Year, Learn Pad technology was adopted and interactive projectors have been installed into each classroom. Also, a class set of Android tablets is available for student use.
- The School has incorporated portfolio assessment to measure student achievement of the SLE's.
- Our Lady of the Assumption staff has attended and participated in Common Core workshops provided by the Diocese, and the staff continues attending ongoing professional development workshops.
- Our Lady of the Assumption staff has participated in workshops both on site and off site on math, writing, and data driven instruction using Title funding.
- The school uses a variety of formative assessments to inform instruction.
- The school uses a variety of instructional methodologies that reach the needs of all students.
- Catholic values and the faith are integrated into all academic subjects.
- The SLE's are assessed through formal exit interviews of 8th grade students and portfolio assessment.
- Professional development has strengthened teaching practices and student achievement in the classrooms.
- A variety of extracurricular activities, sports based, and non-sports based are offered for students.
- SST (Student Study Team) program is used to identify and assist students with special needs.
- A part time resource teacher is on campus to assist students who are below grade level.
- The school puts on assemblies and special celebrations, including Red Ribbon Week and Catholic Schools Week, to promote the faith, citizenship, conduct, anti-bullying, and school spirit.
- The Health and Wellness Committee and Safety Committee have initiated procedures and programs that have made the school safer and has encouraged a healthier lifestyle.
- Our Lady of the Assumption School is in strong financial standing with an endowment over \$1 million and savings.
- Through stewardship and Capital Campaigns the facilities and classrooms are updated and state-of-the-art.

- The parish supports the school annually and underwrites projects to maintain and update the school plant.
- The school has an active Parent Teacher Group that raises funds (\$235,000 in 2012/2013) for the school while building community.
- The school has in place a three-to-five year strategic plan to guide the school in its future viability.
- The school has an active Development Committee and Planning Committee that supports the marketing of the school. In 2011 the school hired a part time development director to lead the advancement and marketing of the school.

Significant Goals

- Strengthen student performance in math.
- Strengthen student performance in writing.
- Develop an integrated and cohesive curricular program.
- Improve student mastery of the Schoolwide Learning Expectations.
- Enhance student understanding and practice of service.
- Increase rigor, critical thinking, and problem-solving.
- Realign curriculum and undertake professional development around the Common Core standards in math and language arts/writing.
- Improve communication about school finances with shareholders.
- Increase the use of outside resources and funding.
- Advance parent education and their involvement with the Parish.

Critical Goals

- Strengthen student performance in math.
- Strengthen student performance in writing.
- Develop an integrated and cohesive curricular program.
- Improve student mastery of the Schoolwide Learning Expectations.
- Enhance student understanding and practice of service.

The adoption of the Common Core Standards by the Diocese of Sacramento necessitates a shift in pedagogical practices and a massive realignment of curriculum to ensure student success in mastering the standards and preparing students who will be ready to succeed in the high schools and colleges that they will attend. The faculty will need to allocate time and resources, including new textbooks, to meet this challenge effectively.

By improving the writing and math program, students will enter high school and college with the best chance of succeeding. Through best practices, data-driven instructional methods, and professional development, the faculty will improve instruction and student outcomes in the areas of writing and math.

In order to achieve the goal of developing an integrated and cohesive curricular program and improving student performance in math, teachers will be required to collaborate effectively. With all that is required to align curriculum, develop effective assessments, disaggregate the assessment data, and review and develop new instructional practices to improve student achievement, a formal process that enables the creation and sustainability of professional learning communities (instructional data teams) needs to be put in place, and a regular schedule

of meeting time needs to be provided for teachers to ensure consistency and continuity of the goals set by the school and by instructional data teams for improved student learning.

After going through the process of revising the Mission Statement, the Statement of Philosophy, and the SLE's, it was decided by the faculty that the SLE's could improve student mastery of them by reducing their number and centering them around the four pillars of the Mission Statement. Doing so will enable students to better learn, memorize, and internalize them.

Upon reflecting on the importance of service at Our Lady of the Assumption, the faculty decided that there is a need to ensure each student completes a measurable amount of meaningful service each year. The motto of the school is "Hands to Serve, Hearts to Love," and one of the four pillars of the Mission Statement is service. Currently, students have many opportunities to participate in schoolwide service projects or acts of charity. However, there is no way to measure how each student does this, and the faculty believes that in order for students to better understand service and put it into practice at a deeper level, there should be a requirement for each student to complete service on an annual basis. Such a requirement is a vitally important the mission of the school and learning outcomes of the students.

Improving Student Learning for Catholic Schools

Appendix F-1 Action Plan

Action Plan for Our Lady of the Assumption School

Goal #1: Develop an integrated and cohesive curricular program and improve student performance in math.

Rationale for this Goal: To ensure that our students meet the Common Core Standards at the deepest level, our faculty must articulate vertically, identifying gaps and redundancies in the curriculum. They must also spend time analyzing assessment data and discussing instructional strategies to address the strengths and weaknesses of students. A formal process that enables teachers to meet frequently and provides the needed resources and structure will enable the faculty to effectively disaggregate the increasing amount of data that is now available, improve instructional strategies, and ultimately increase student achievement in math and other subjects. This process will also serve to align more effectively instruction and curriculum with the Common Core Standards.

Alignment with mission, philosophy, SLEs: In order for our students to achieve academic excellence as stated in our Mission and Philosophy Statements and to master the standards as stated in the SLE's, the faculty must provide the very best instruction and make decisions that are based on the review of data and grounded in research-based instructional methods.

Strategy #1	<ol style="list-style-type: none">1. Formalize the process for Instructional Data Team meetings.2. Analyze formative and summative assessment data to inform instruction in math.3. Discuss and decide on instructional methods needed to achieve higher results.4. Add math support and math enrichment electives to the master schedule.
Activity #	<ol style="list-style-type: none">1. Teachers will serve in instructional data teams in the following groupings: K-2, 3-5, and 6-8.2. The school will schedule more frequent and consistent meeting times for teachers to collaborate in data teams.4. The school will investigate minimum day schedules at schools that have effectively implemented instructional data teams to improve student achievement.5. To improve the math program and to align curriculum with the Common Core Standards, the master schedule will be revised and instructional minutes will be increased by 15 minutes each day.6. Meetings will be calendared and the school will implement a formal process that includes agendas, minutes, and follow-up with the entire faculty.7. Math support and math enrichment electives to the master schedule beginning the 2013-2014 school year.

Cost or Resources and Sources	<ol style="list-style-type: none"> 1. To align instruction and curriculum with the Common Core Standards new textbooks will have to be purchased in math and language arts at a cost of \$15,000 per subject. At least \$30,000 over two school years. 2. In addition, professional development will be required to align curriculum to the Common Core Standards at a cost of \$1,500 a year (to be covered by Title I and II funds). 3. Math support and enrichment elective classes: \$4,500/year for staffing and materials.
Person(s) Responsible for Implementation	Principal and entire faculty
Process for Monitoring	<ol style="list-style-type: none"> 1. Minutes will be drafted and shared with administration and all faculty after each Instructional Data Team meeting. 2. On a monthly basis, the faculty will share findings/results at faculty meetings. 3. The faculty will evaluate/debrief the Instructional Data Team process at the close of each school year. 4. Disaggregate math scores of math elective students.
Baseline Assessment	<ol style="list-style-type: none"> 1. Improved test scores in math on Acuity benchmark assessments. 2. Improved performances on formative and summative assessments.
Ongoing Assessment	<ol style="list-style-type: none"> 1. Quarterly review and disaggregation of Acuity data 2. Improved performances on teacher-created formative and summative assessments.
Timeline Start/Stop	<ol style="list-style-type: none"> 1. September, 2013: Formation of data teams. 2. October, 2013 Investigate minimum day schedule of other schools. 3. November, 2013: Create committee for master schedule 4. January, 2014: Textbook adoption process begins 5. April, 2014: First draft of master schedule 6. May, 2014: Master schedule completed
Process for Communicating to Shareholders	<ol style="list-style-type: none"> 1. Tuesday Bulletin 2. Principal Reports to the CSAC

Improving Student Learning for Catholic Schools

Appendix F-2 Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
September, 2013	Formalize the process for Instructional Data Team meetings in order to improve the math program and to align curriculum with the Common Core Standards.	Formation of data teams Add math support and enrichment electives to the master schedule.	No cost \$3,500	Principal and Faculty Principal and elective teachers.
October, 2013	Formalize the process for Instructional Data Team meetings in order to improve the math program and to align curriculum with the Common Core Standards.	Investigate minimum day schedule of other schools	No cost	Principal
November, 2013	The master schedule will be revised and instructional minutes will be increased by 15 minutes each day.	Create committee for master schedule	No cost	Principal
January, 2014	To align instruction and curriculum with the Common Core Standards new textbooks will have to be purchased in math and language arts.	Textbook adoption process begins	\$15,000	Principal and Faculty

April, 2014	The master schedule will be revised and instructional minutes will be increased by 15 minutes each day.	First draft of master schedule	No cost	Master Schedule Committee
May, 2014	The master schedule will be revised and instructional minutes will be increased by 15 minutes each day.	Master schedule completed	No cost	Master Schedule Committee

Improving Student Learning for Catholic Schools

Appendix F-1 Action Plan

Action Plan for Our Lady of the Assumption School

Goal #2: (From Language Arts In-depth Study): Strengthen student performance in writing

Rationale for this Goal: Assessment results have demonstrated that Our Lady of the Assumption Students achieve mastery with language arts grammar and conventions, and they are also strong readers. However, there is a need for more instruction in the writing process, particularly in the three types of writing in the Common Core Standards: narrative, informational, and argumentative. Feedback from parent surveys and other sources of data indicate that essay writing is an area Our Lady of the Assumption students needed more preparation in for high school.

Alignment with mission, philosophy, SLEs: Writing is an essential academic skill that not only builds communication skills (SLE #2E), but also plays an indispensable role in critical thinking (SLE #2D). Academic excellence is one of the four pillars of the Mission Statement; therefore, Our Lady of the Assumption students must be effective writers.

Strategy #1	<ol style="list-style-type: none">1. To align writing assessments with the Common Core Standards, specifically narrative, informative/explanatory, and opinion/argumentative writing.2. To create diagnostic and summative writing assessments.
Activity #	<ol style="list-style-type: none">1. Provide faculty with professional development in Common Core writing strategies.2. Explore a new writing program3. Form a Writing Committee4. Create diagnostic and summative grade level assessments5. Create six writing assignments (two narrative, two informative, and two argumentative) per grade with rubrics6. Schedule time for Instructional Data Teams to review writing assessments and adjust instructional practices.
Cost or Resources and Sources	<ol style="list-style-type: none">1. Professional Development: Title II funds2. Writing Program (Textbooks or DVD's): \$5,000
Person(s) Responsible for Implementation	<ol style="list-style-type: none">1. Faculty, Principal, Writing Committee

Process for Monitoring	<ol style="list-style-type: none"> 1. Principal, Writing Committee, Faculty Meetings 2. Instructional Data Team reports and minutes 3. Lesson Plans/Writing Evidence 4. Teacher/principal meetings
Baseline Assessment	<ol style="list-style-type: none"> 1. Grade level diagnostic writing assessment each fall
Ongoing Assessment	<ol style="list-style-type: none"> 1. Summative grade level assessment in the Spring 2. Two essays per trimester.
Timeline Start/Stop	<ol style="list-style-type: none"> 1. October, 2013: Professional development workshop on Common Core writing types 2. November, 2013: Writing Committee formed 3. November, 2013: Diagnostic Writing Assessment 4. November, 2013: Diagnostic assessments shared at parent conferences 5. September, 2013-May, 2014: Six writing assignments (two narrative, two informative, and two argumentative) per grade with rubrics 6. November, 2013-May, 2014: Instructional Data Teams meet to review writing assessments 7. May, 2014: Summative Writing Assessment 8. Process repeats and refines in succeeding school years.
Process for Communicating to Shareholders	<ol style="list-style-type: none"> 1. Writing Projects will be shared with parents at conferences and throughout the year. 2. Results of the summative writing assessment will be shared with each parent in the spring.

Improving Student Learning for Catholic Schools

Appendix F-2 Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
October, 2013	Strengthen student writing by requiring students to write more frequently and to assess writing on a regular basis on the three types of writing in the Common Core Standards: narrative, informational, and argumentative.	Provide faculty with professional development in Common Core writing strategies. Explore a new writing program.	Title II funds \$5,000	Principal and Faculty
November, 2013	Strengthen student writing by requiring students to write more frequently and to assess writing on a regular basis on the three types of writing in the Common Core Standards: narrative, informational, and argumentative.	Form a Writing Committee. Create diagnostic and summative grade level assessments. Diagnostic assessments shared at parent conferences.	No cost	Principal, Faculty, Writing Committee, and Parents

September, 2013-May, 2014	Strengthen student writing by requiring students to write more frequently and to assess writing on a regular basis on the three types of writing in the Common Core Standards: narrative, informational, and argumentative.	Create six writing assignments (two narrative, two informative, and two argumentative) per grade with rubrics.	No cost	Teachers and Writing Committee
November, 2013-May, 2014	Strengthen student writing by requiring students to write more frequently and to assess writing on a regular basis on the three types of writing in the Common Core Standards: narrative, informational, and argumentative.	Schedule time for Instructional Data Teams to review writing assessments and adjust instructional practices.	No cost	Instructional Data Teams
May, 2014	Students will be required to write in all academic disciplines.	Summative Writing Assessment	No cost	Teachers

Improving Student Learning for Catholic Schools

Appendix F-1 Action Plan

Action Plan for Our Lady of the Assumption School

Goal #3: Improve student mastery of the Schoolwide Learning Expectations and enhance student understanding and practice of service.

Rationale for this Goal: In the Winter of 2013 the school sent out surveys to parents and faculty for the purpose of evaluating the Mission Statement, Statement of Philosophy, and the SLE's. There was also a focus group discussion with students for the same purpose. The surveys and the student focus group discussion revealed that the SLE's need to be condensed to a manageable size in order to more effectively teach and assess them. Our students, especially, shared that the SLE's were too numerous and too wordy. Just as the Common Core standards are fewer, but require deeper learning and the application of higher order thinking skills, Our Lady of the Assumption's SLE's should also be reduced and students given the opportunity to learn and apply them at a deeper cognitive and experiential level.

Though students are familiar with the SLE's, simplifying them and basing them on the four pillars of our Mission Statement will help students to learn, memorize, and internalize the SLE's and put them into practice at a deeper level.

In addition to rewriting the SLE's, the faculty also believes that all students develop a fuller understanding of service and practice it more consistently if they were required to undertake a service project each year. Currently, students have many opportunities to serve and contribute to charities through schoolwide activities. Many students do service of their own volition. However, in order to "develop in each child a lifelong commitment to service" (as we state in our Mission Statement), there is a need to provide all students with a service learning opportunity, which will enable each student to reap the rewards of giving of one's time and talent and create in them an ethic of charity and service.

Alignment with mission, philosophy, SLEs: Rewriting the SLE's and asking students to complete a service project each year aligns with the mission, philosophy, and SLE's.

Strategy #1	Rewrite the SLE's around the four pillars of the Mission Statement (faith, academic excellence, service, and community) and require every student to complete a service project each year.
Activity #	Organize focus groups (parents, students, faculty, parishioners)
Cost or Resources and Sources	\$200.00
Person(s) Responsible for Implementation	Ad hoc Committee to develop the new SLE's made up of faculty, parents, and students

Process for Monitoring	A timetable will be created, and progress will be reviewed at faculty meetings and CSAC Meetings.
Baseline Assessment	Once the SLE's are rewritten, the baseline will be the data that is collected from new SLE assessments (portfolio reflections, Exit Interviews, and other projects).
Ongoing Assessment	Annual Exit Interviews and reviews of portfolio reflection artifacts, and written feedback from parents through surveys and the end-of-the-year portfolio.
Timeline Start/Stop	<ol style="list-style-type: none"> 1. April, 2014: Gather information from other schools and brainstorm in Instructional Data Teams ideas for service projects. 2. May, 2014: Report findings; draft a plan for grade level service projects. 3. Summer, 2014: Complete final draft of grade level service projects. 4. August, 2014: Present service projects to students and parents; implement service projects for 2014-2015 school year. 5. September, 2014: Form ad hoc committee to create new SLE's around the four pillars of the Mission Statement. 6. October, 2014: Hold "Town Hall" style meeting with shareholders including recent alumni. 7. November, 2014: Ad hoc committee meets to write the new SLE's based on the information gathered and suggestions made at the Town Hall meeting. 8. January, 2015: Present draft of revised SLE's to faculty and CSAC 9. February, 2015: Ad Hoc committee makes any final revisions and then presents a final draft of SLE's to the faculty and CSAC 10. March, 2015: New posters and strips of the rewritten SLE's are published for posting in each classroom and other school rooms. 11. April, 2015: New SLE's are implemented.
Process for Communicating to Shareholders	<ol style="list-style-type: none"> 1. At every step of the process outlined above, the shareholders will be apprised of our process through announcements in our Tuesday Bulletin. 2. Minutes of the meetings will also be available upon request.

Improving Student Learning for Catholic Schools

Appendix F-2 Action Plan Timeline

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

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible
April, 2014	Require each student to complete a service project each year.	Gather information from other schools and brainstorm in Instructional Data Teams ideas for service projects.	No cost	Instructional Data Teams
May, 2014	Require each student to complete a service project each year.	Report findings; draft a plan for grade level service projects.	No cost	Instructional Data Teams
Summer, 2014	Require each student to complete a service project each year.	Complete final draft of grade level service projects.	No cost	Instructional Data Teams
August, 2014	Require each student to complete a service project each year.	Present service projects to students and parents; implement service projects for 2014-2015 school year.	No cost	Principal, Teachers
September, 2014	Rewrite the SLE's around the four pillars of the Mission Statement	An ad hoc committee is formed to create new SLE's around the four pillars of the Mission Statement.	No cost	Ad Hoc Committee

October, 2014:	Rewrite the SLE's around the four pillars of the Mission Statement	"Town Hall" style meeting with shareholders including recent alumni.	Refreshments \$50.00	Ad Hoc Committee, Principal, Pastor, Faculty, Parents, Alumni
November, 2014:	Rewrite the SLE's around the four pillars of the Mission Statement	Ad hoc committee meets to write the new SLE's based on the information gathered and suggestions made at the Town Hall meeting.	No cost	Ad Hoc Committee
January, 2015:	Rewrite the SLE's around the four pillars of the Mission Statement	Present draft of revised SLE's to faculty and CSAC	No cost	Ad Hoc Committee, CSAC, Faculty
February, 2015:	Rewrite the SLE's around the four pillars of the Mission Statement	Ad Hoc committee makes final revisions and then presents a final draft of SLE's to the faculty and CSAC	No cost	Ad Hoc Committee, CSAC, Faculty
March, 2015:	Rewrite the SLE's around the four pillars of the Mission Statement	Final draft of SLE's are shared with the school and parish communities via the church bulletin and the school weekly newsletter and the Web site. New posters and strips of the rewritten SLE's are published for posting in each classroom and other school rooms.	\$200.00	Principal, Parent Volunteers,
April, 2015:	Rewrite the SLE's around the four pillars of the Mission Statement	New SLE's are implemented.	No cost	Teachers, Office Staff

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.

Our Lady of the Assumption School has created Action Plans that reflect the needs of the faculty and students to improve student learning. The goals of the Action Plans were determined based on information gathered from all shareholders. All the goals from the previous study were achieved; however, due to the implementation of the Common Core Standards, the faculty has recognized the need to further align the writing program to these standards.

In order to ensure ongoing and methodical assessment of our Action Plan, we will use the timelines created in the Action Plans. Each timeline clearly defines the necessary strategies, cost, due dates, and persons responsible for monitoring the success and achievement of the outlined goals.

The involvement of all shareholders will be vital to successful implementation of the Action Plan. The Action Plan will be shared with the pastor, faculty, and CSAC. Parents will receive periodic updates on the progress of the Action Plans through the principal's weekly newsletter.

The action plan will be evaluated by reviewing 1) assessment results in writing and math; 2) an evaluation of the service projects at every grade level, and 3) the portfolio samples submitted to grade level teachers at the end of the school year and the evaluation of 8th grade exit interviews by panelists.

As the school works on meeting each goal of the action plan, additional needs may be identified that will require more strategies or activities to be incorporated in order to strengthen the desired results. The school has the capacity and personnel to adapt to the evolving needs of each action plan goal.

At the conclusion of the previous Self Study, the school set numerous Action Plan goals to improve student learning. Each action plan goal was successfully completed as the school demonstrated the capacity to implement and monitor those Action Plan goals. The school is now ready to move forward with the new Action Plan goals that have been set in this Self Study. These are important goals that the faculty believes will improve student learning, and the faculty is determined to put the plan into action for the students of Our Lady of the Assumption School.

EVIDENCE:

- Previous Self Study
- Annual Progress Reports
- Midterm Report
- Previous Report of Findings
- Previous Action Plan and all revisions
- Minutes from SLE Committee Meetings
- Faculty Meeting/Collaboration Meeting Minutes

Improving Student Learning for Catholic Schools

Appendix A-1 School Profile – Basic Information

Our Lady of the Assumption School 2141 Walnut Avenue	Pre-K – 8 Carmichael	(916) 489-8958 CA 95608
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Principal	Robert Love love@olapariah.net (916) 489-8958
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Pastor	Rev. Michael Kiernan
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Director of Faith Formation	Kimberly Sax
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Public School District	San Juan Unified School District
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Religious Community	None
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Does your school have a school board? ☒ Yes ☐ No
If yes, is it an advisory body or a governing body? ☒ Advisory ☐ Governing

Who is the chair/president? Mr. Rod Hill

Do you have a Preschool Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
----------------------------------	---

What are the hours of operation?	7:30 a.m. to 3:30 p.m.
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Do you have an Extended Day Program?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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What are the hours of operation?	7:30 a.m. to 6:30 p.m.
----------------------------------	------------------------

What are the fees?	Fees vary according to plan. See attached fee schedule.
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How many families participate?	40 Families
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For which grades do you have waiting lists?	3 rd and 7 th
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Do you have an approved Technology Plan?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool			
Pre-K	12	21	33
K	19	8	27
1	12	5	17
2	16	16	32
3	19	14	33
4	17	18	35
5	18	18	36
6	16	17	33
7	16	20	36
8	14	22	36
TOTAL	159	159	318

Race and Ethnicity	Catholic	Non-Catholic	Total
Black			
Asian	5		
Hawaiian / Pacific Islander			
Native American / Native Alaskan			
White	245	25	
Other	43		
TOTAL RACE			
Hispanic			
Non-Hispanic			
TOTAL ETHNICITY	293	25	318

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2008	31	26	26
2009	32	27	5
2010	34	29	5
2011	35	30	5
Current Year	33	Info Not Avail	Info Not Avail

School Year	Number of Graduates Boys/Girls	Number applying to Catholic high schools Boys/Girls	Number accepted by Catholic high schools Boys/Girls
2009-2010	17/17	17/13	17/13
2010-2011	21/12	20/8	20/8
2011-2012	20/15	18/11	18/11
2012-2013	15/18	12/14	12/14
Current Year	14/22	Info Not Avail	Info Not Avail

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic/ Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/ F
Antonio, R.	Science	Catholic	Master's	Yes	Renewed	19	3	Asian	F
Bloom, L.	Library	Catholic	Master's	No	Basic In Progress	1	1	White	F
Cibotar, C.	Music	Non-Catholic	Master's	No	Basic Renewal in Progress	12	12	White	F
Coffman, L	Math	Catholic	BA	No	Basic Renewal in Progress	17	17	White	F
Gilmour, P.	7th	Catholic	BA	Yes	Renewed	36	36	White	F
Jacobs, S.	Art	Non-Catholic	BA	No	Basic Renewal in Progress	21	11	Multi	F
Nichols, K.	2nd	Catholic	BA	Yes	Renewed	30	24	White	F
Penney, K.	5 th	Catholic	BA	Yes	Renewed	29	15	White	F
Rutledge, C.	Comp.	Catholic	BA	No	Renewed	13	13	White	F
Smith, J.	8 th	Catholic	BA	Yes	Renewed	36	3	White	F
Smith, L.	3 rd	Catholic	BA	Yes	Renewed	8	3	White	F
Tateishi, M.J.	4 th	Catholic	BA	Yes	Renewed	38	38	White	F
Tateishi, P.	6th	Catholic	BA	Yes	Basic	5	5	White	M
Watanabe, L.	Spanish	Catholic	BA	No	Basic	7	4	Multi	F
Williams, N.	K	Catholic	BA	Yes	Renewed	38	33	White	F
Wright, A.	1 st	Catholic	BA	Yes	Renewed		4	White	F
Wright, T.	P.E.	Catholic	BA	Yes	Basic In Progress	29	4	White	F
Leonard, Katherine	Pre-school	Catholic	BA	No	Basic In Progress	3	2	White	F
Williams, Kris.	Pre-School	Catholic	B.A.	Emrgncy Cred. M/S	Basic In Progress	24	2	White	F

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix

School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Albers, Carolyn	Admin. Asst.	8	131	4	H.S.
Costan, Mary	2nd grade aide	5	179	1.5	H.S.
Eaddy, Donna	Admin. Asst.	8	88	1	H.S.
Hagens, Cathie	3rd grade aide	6	179	10	B.S.
Kozin, Svetlana,	Extension	3.5	179	1	H.S.
McDaniel, Andrea	1st grade aide	4.5	179	12	H.S.
Nelson, Tracy	4th grade aide/Math	5.25	179	12	B.S.
Sweeney, Lynn	Kinder aide	7	179	7	B.S. M.A.
Theroux, M.	Extension Director	8	219	5	B.S.
Jones, Patty	Preschool Director	8	219	2.5	B.S.
Love, Robert	Principal	8	234	7	B.S. Admin Cred. Teaching Cred.

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

Under the Individuals with Disabilities Education Act (IDEA), Local Education Agencies (LEAs) are responsible for locating, identifying, evaluating (“child find”) and developing an individual education program (IEP) for any child living within the district’s boundaries, including children enrolled in private and religious schools, who may have a disability (e.g., hearing, speech, sight, physical and mental impairments; emotional disturbances and learning disabilities, etc.) at no cost to the child’s parents.

Child find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

1. Has your LEA carried out this “child find” requirement in your school? ___ Yes X No
2. If yes, how many children were actually identified as having a disability? _____
3. If No, have you ever requested the LEA to do a “child find?”
and had that request denied? X Yes ___ No
4. Of those children identified with a disability, how many have
had a formal Instructional Service Plan (ISP) developed by the LEA? None
5. Of those children currently enrolled in your school and having an ISP with specified services
identified, how many are receiving?
NO specified services _____ SOME specified services _____ All Specified services _____
6. Of those children with disabilities currently enrolled in your school, how many are receiving
the specified services in your school? 7
7. How many are receiving those services at a public school or neutral site? 0
8. For those receiving services at a public school or a neutral site,
is transportation being provided at no cost to the child’s parents? ___ Yes ___ No
9. How many of the children identified as eligible for services through ‘child find’ transferred
to the public school? 0
10. How many of the children identified eligible for services through ‘child find’ chose to remain
in your school and forego receiving the specified services? 0
11. How many children with disabilities, who applied to your school within the past three years,
were unable to attend because your school does not offer services that meet their specific
needs? 0

California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

Improving Student Learning for Catholic Schools

Appendix A-6

School Profile – Participation in Federal Programs

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

1. How many students are eligible for Title IA services? 72
2. How many students are receiving Title IA services? 5
3. What services are being offered at your school for Title IA students?

Tutoring and Counseling.

Most Title I funds have been used for professional development.

Title II, Part A – Teacher and Principal Training and Recruiting Fund

1. What is your per-pupil allocation for Title IIA services? \$ 11.82 per child.
2. What is your total Title IIA allocation for School Year 2013-2014? \$3,334
3. Have you developed/filed an approved Title IIA Staff Development plan? X Yes ___ No
4. Attach a copy of your staff development plan to this section. ***See Plan at end of this section.***
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

Title II, Part D – Enhancing Education Through Technology

1. What is your per-pupil allocation for Title IID services? \$ 0 per child.
2. What is your total Title IID allocation for School Year ____ - ____? \$ _____
3. How will you be using these resources?

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

1. Are you using any funds/services for Title III for your students? ___ Yes X No
2. If Yes, please describe the services that you provide/are provided.

Title IV, Part A – Safe and Drug-Free Schools and Communities

1. What is your per-pupil allocation for Title IVA services? \$ 0 per child.
2. What is your total Title IVA allocation for School Year 2013-2014? \$ 0
3. How are you using these funds?

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? ___ Yes X No
2. How many students do you have that are a part of the target population for this program? ___
3. Describe the services that are provided for your target population.

San Juan Unified School District
 Division of Teaching and Learning
 Title I and II, Professional Development Plan
 Non-Public Schools

School: **OUR LADY OF THE ASSUMPTION SCHOOL 2012-13**

Description of Training
Academic Core area: Reading/Language Arts Writing Mathematics Other _____
Please describe the types of training you plan for your Professional Staff: <ul style="list-style-type: none"> • Training on Instruction using the new Common Core standards • Training and conferences to improve teacher and para-professional abilities to instruct in remediation for reading/language arts and math. • Focus on use of data in preparing lessons (Data Driven School)
What needs at the school are addressed by these trainings?
<p>Need 1: To help teachers stay current on scientifically based research strategies and appropriate use of instructional assessments, materials and technology.</p> <p>Need 2: To help teachers, professionals, and administrators to stay current on instructional strategies and assessments used in remedial assistance to students – especially in reading, writing, and math.</p> <p>Need 3: To help all students achieve at or above grade level in reading, writing, and math.</p> <p>Need 4: To insure that all staff are able to utilize new writing improvement program.</p> <p>Need 5: To help staff utilize data in making lesson plans.</p> <p>Need 6: To begin looking at the use of differentiated instruction in lesson planning.</p>
What specific goals for your school will be accomplished with these trainings?
<p>Goal #1: For all students to achieve at or above grade level in reading, writing, and math.</p> <p>Goal #2: For all classroom Teachers to utilize the new writing improvement program to it's fullest result.</p> <p>Goal #3: To utilize data in designing lesson plans and assessing what students know.</p>

What are the Expected Outcome(s) of the training:
<p>Outcome #1: That all students will show significant growth toward or beyond grade level achievement in reading, writing, and math.</p> <p>Outcome #2: That all staff members will become more knowledgeable in researched based instructional strategies for remedial education.</p> <p>Outcome #3: That students will show a significant improvement in writing.</p>
Monitoring and Evaluation:
<p>1. How will you monitor classroom teacher implementation of Professional Development?</p> <p>By the use of observation and evaluation.</p> <p>By reviewing classroom records and student assessments to verify student growth.</p> <p>2. What evidence will inform you that Professional Development resulted in increased student achievement?</p> <p>1. Annual formal standardized assessment of each student.</p> <p>2. Group and individual records used to monitor student progress</p> <p>3. Classroom assessments used as additional measures of progress</p> <p>4. Consultation with classroom teachers.</p>
<p>Please send the following to the Title I or II office after in-service has been completed:</p> <p>Flyer/agenda and sign-in sheet if local</p> <p>Travel Conference form and required back-up if appropriate</p>

Robert Love
Private School Principal Signature

October 17, 2013
Date

San Juan School District Representative

Improving Student Learning for Catholic Schools

Appendix A-7

Adhere to Diocesan Policy in publishing this appendix
School Profile – Standardized Testing Program (GE, NPR, etc.)

Reading	2nd	3rd	4th	5th	6th	7th	8th
2008	--	77	74	82	82	82	90
2009	--	79	77	80	80	81	80
2010	86	66	85	79	69	86	83
2011	82	78	66	82	73	75	88
Current Yr.							

Math	2nd	3rd	4th	5th	6th	7th	8th
2008	--	69	76	90	85	83	90
2009	--	75	80	86	86	84	84
2010	65	55	80	80	75	87	85
2011	70	84	60	83	76	78	90
Current Yr.							

Lang. Arts	2nd	3rd	4th	5th	6th	7th	8th
2008	--	76	74	84	79	82	89
2009	--	85	74	86	83	80	81
2010	83	64	85	84	79	84	88
2011	70	84	60	83	76	78	90
Current Yr.							

Core	2nd	3rd	4th	5th	6th	7th	8th
2008	--	75	75	86	83	84	92
2009	--	82	77	85	85	84	83
2010	79	62	85	82	76	88	88
2011	71	81	59	81	74	78	91
Current Yr.							

ACT Explore 2012-2013			
Average Test Score			
Subject	Local	National	Difference
English	19.7	15.2	+ 4.5
Math	18.3	15.9	+ 2.4
Reading	16.8	15.0	+ 1.8
Science	18.7	16.8	+ 1.9
Composite	18.4	15.9	+ 2.5

ACT Explore 2012-2013			
Average Subscore			
Subject	Local	National	Difference
Usage Mechanics	10.3	7.8	+ 2.5
Rhetorical Skills	9.7	7.6	+ 2.1

Our Lady of the Assumption Students in National Quartiles (ACT Explore)											
	English		Mathematics		Reading		Science		Composite		
National quartile	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	% of local	Score range	National quartile
75-100%	69	18-25	56	18-25	44	18-25	44	19-25	56	18-25	75-100%
50-74%	16	15-17	28	16-17	38	14-17	44	17-18	28	16-17	50-74%
25-49%	16	12-14	13	14-15	13	12-13	6	15-16	16	13-15	25-49%
1-24%	0	1-11	3	1-13	6	1-11	6	1-14	0	1-12	1-24%

Acuity Test Scores 2012-2013														
Class Average % Points Obtained and Diocesan Average % Points Obtained														
	3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade		8th Algebra 1	
Test Date	OLA	Diocese	OLA	Diocese	OLA	Diocese	OLA	Diocese	OLA	Diocese	OLA	Diocese	OLA	Diocese
Language Arts														
October 2012	66	56	63	58	61	58	61	58	69	65	60	58		
January 2013	55	53	63	56	60	62	63	61	60	60	67	64		
March 2013	71	60	64	55	57	62	65	63	56	54	60	58		
May 2013	62	51	61	56	59	60	53	55	65	61	47	48		
Mathematics														
October 2012	69	58	75	60	59	52	66	56	58	54	35	37	75/57	47/49
January 2013	54	57	78	59	67	53	59	55	65	55	29	36	54	49
March 2013	58	54	80	56	61	57	51	48	56	49	44	43	58	47
May 2013	56	50	79	61	57	52	50	50	43	41	43	43	42	41

Improving Student Learning for Catholic Schools

Appendix A-8

School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

Staff Development for 2009-2010:

- Themes: Six Plus One Traits of Writing and Calibrating Curriculum Maps
- Activities/Cost: Six Plus One Traits of Writing In Service: / \$1,000 (Funded through Title II)
- Calibrating Curriculum Maps: / \$2,000 (Funded through Title II)

Staff Development for 2010-2011:

- Themes: Professional Learning Communities and Data Teams
- Activities/Cost: Data Assessment and Best Practices (Catapult Learning): / \$2,000 (Funded through Title II)
- CUE Conference (for education technology): / \$1,000

Staff Development for 2011-2012:

- Themes: The Common Core, 5 Easy Steps to a Balanced Math Program and MyAccess Writing Program
- Strategies/Cost: Faculty Members attended in-service on Common Core Standards for Language Arts through the Sacramento County Office of Education: / \$250
- Math Teachers attended a two-day seminar on “5 Easy Steps to a Balanced Math Program”: \$500
- My Access Writing Program 2 Day Training: / \$2,500 (Funded through Title II)

Staff Development for 2012-2013:

- Themes: Writing and Common Core Instruction
- MyAccess Writing Program: / \$1,000
- Faculty members also attended workshops on the implementation of the Common Core Standards by attending Diocesan workshops: / \$250

Staff Development for 2013-2014:

- Themes: Writing, Common Core Instruction, and Educational Technology
- Brain-based learning with a presentation by Ann Anzalone:/\$500
- Half day of training from master writing teacher Edna Shoemaker on the three types of writing (informative, narrative, and argumentative) in the Common Core Language Arts Standards/\$800 (Title 2 Funds)
- Half day of training on how to effectively use Learnpad tablets in the classrooms from Ladd Skelly of Educational Resources/\$1,000

Appendix B-1
Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	Pre-school	K	1	2	3	4	5	6	7	8
2009-2010	NA	27	36	26	29	35	34	37	37	34
2010-2011	NA	22	32	37	29	31	35	32	37	34
2011-2012	NA	36	27	30	36	30	34	35	32	37
2012-2013	31	17	36	30	30	35	31	33	35	33
Current	31	27	16	32	33	35	36	33	34	36

Total Enrollment Over Time

2009-2010	2010-2011	2011-2012	2012-2013	Current
295	289	297	280	282