2610 Utah NE
Albuquerque, NM
87110
E13

Continuous School Improvement Focused On High Achievement Of All Students

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<tr>
<td>Araujo, Juan</td>
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</tr>
<tr>
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<td>McCarty, Amy</td>
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<td>JK – 3&lt;sup&gt;rd&lt;/sup&gt; PE</td>
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<td>Meurer, Jo</td>
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<td>Roybal, Celeste</td>
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<tr>
<td>Sanchez, Beckie</td>
<td>6&lt;sup&gt;th&lt;/sup&gt; – 8&lt;sup&gt;th&lt;/sup&gt; Religion</td>
</tr>
<tr>
<td>Sanchez, Debbie</td>
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</tr>
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<tr>
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<td>Theibert, Elena</td>
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<td>Willets, Holly</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td>Wyckoff, Christine</td>
<td>6th Language Art/Lit</td>
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CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

This is the first time Annunciation Catholic School (ACS) has gone through the process of being accredited by WCEA. We are excited to participate in this process and using the Visiting Committee’s recommendation will help us on our continuous journey of improvement.

Administrators introduced the WCEA process shortly after they were trained to their staff and stakeholders in January of 2015. The school profile was completed and Leadership Teams were developed. These leaders were all teachers and administrators. Thought was taken to include representation from across grade levels, level of experience as well as knowledge in particular areas. Leaders were trained in the WCEA process. In April and May of 2015 committees were formed with a Leadership Team member as the chair. These committees met after school on Wednesday afternoons. Each of these committees was responsible for gathering and synthesizing information for each section of the Self Study (A-H). The bulk of the information was gathered by conducting small group discussion sessions with all staff members represented with a committee member being the note taker of each group. The discussion focused around the ‘discussion topics.’ Each committee then met regularly to write each narrative. Most narratives were not complete until December of 2015. As goals were selected new teams were established and those teams wrote the Action Plan for their goal. At every Consultative Council monthly meeting, the WCEA was discussed and if any ideas were generated from that meeting it was brought to the faculty meetings.

Parent surveys were conducted in spring of 2015 and student surveys were conducted in the spring of 2015 and in the fall of 2015. This information was shared with both the parent community and staff. Data was analyzed and actions were put into place where necessary.

Simultaneously, in the spring of 2015, ACS’s Mission and Vision were re-visited with all staff, Consultative Council and St. Gabriel Committee members. Additionally, due to the fact that this is the first ACS has gone through a WCEA Accreditation SLE’s were developed. During the late spring of 2015, all staff members were involved in brainstorming and narrowing the expectations. This information was shared and input gathered from Consultative Council, St. Gabriel Committee members and the pastor. Final editing took place over the summer by an interested and representational group of staff members and the introduction of SLEs took place in the fall of 2015. A small committee met in the summer of 2015 to write rubrics for the SLE’s. A very rough guide was written but this is an area that needs more work. It is the intent to have a strong rubric in place by the start of the 2016 school year.

A separate committee was formed to complete the In-Depth study on the language arts curriculum. This committee consisted of middle school language arts teachers and representation from both primary and intermediate grades. This group met during their common prep time and also after school hours. They came up with the third goal and wrote the action plan for this goal.
Final editing of the Self-Study took place in December of 2015. The Self-Study was shared with staff, Consultative Council members in January of 2016. Our first WCEA accreditation visit will take place in February 2016.

Inexperience and time were the two main obstacles we ran into in completing the self study. As with most things the first time presents itself with unforeseen difficulties. Getting use to the language and the process was a challenge but manageable the further along we got. Time was an issue also. Any project of this magnitude requires a great deal of time, so does teaching and running a school. Finding the balance between the two was difficult, however, the process was very enlightening and well worth the time invested, going forward we are much better equipped to know how much time to set aside. We were excited to start the process and very excited to conclude this phase of the self-study.

Evidence

- Tabulated parent, student and teacher surveys
- Evidence found in the Visiting Committee’s workroom
- State of the School
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.

Shareholders were most active in this self study by creating a new strategic plan. A new strategic plan was written during the summer of 2015 in part because the old one finished in 2015 and also to begin the self-study process. Shareholders were invited to the SWOT meeting and ideas/suggestions that were agreed upon at that meeting become part of the strategic plan. This meeting was attended by parents from many different walks of life and was moderated by an outside expert on conducting SWOT meetings. It was determined that the plan would be divided into two parts: Operational and Educational. As the Consultative Council was also undergoing change new members were selected. Members of the Consultative Council are the chairs of the individual committees that represent the operational side of the school. It is their responsibility to form sub committees to help ensure that the action steps are completed. Consultative Council members meet with administration on a monthly basis to report findings and bring up concerns. This is something new started in the fall of 2015 and has been successful in that everyone has an idea of what is getting done in the sub-committees. The Consultative Council formerly meets four times a year with the pastor and business manager. The goal is to have the minutes from these meetings posted on Sycamore, our student information system, so that all parents will stay informed. This goal has not happened yet, but will start in the 2016/17 school year. The Council will meet at the end of the school year and review the strategic plan and make adjustments as needed. The strategic plan will be available on Sycamore for all shareholders to view. The strategic plan is also presented to the Catholic School’s office and suggestions are provided from that office as well. This committee has a direct impact on student learning in areas that are not subject specific related. Technology, spirituality, communications, and marketing all play a role in providing an atmosphere that impacts student learning.

As new school wide goals also needed to be written and implemented in the new strategic plan, it was decided that the goals would come from the self-study. All staff members were included in every part of the self-study. Data was examined, surveys were administrated and the results were studied. Discussions were held and two goals were adopted. The language arts committee, with input from the staff, developed our third goal. These goals along with the action plans become part of our educational side of the strategic plan. This plan will be shared with our stakeholders via Sycamore and in our annual State of the School.

Going forward we will share the results of the accreditation visit with our stakeholders and will publish updates on the progress of obtaining our goals throughout the year via Sycamore and when appropriate in the parish bulletin. WCEA updates will now be included in our annual State of the School. Consultative Council will meet in the summer of every school year to update the Strategic Plan.
Evidence

- Completed Strategic Plan
- Survey data
- School Wide Learning Expectations
- Goals
- Minutes for Consultative Council Meetings
Annunciation Catholic School (ACS) opened in 1959 just a few months after the parish was founded. Classes were first held in rented classrooms at St. Pius X High School’s original campus while construction of the school took place. Dedication of the new school took place March 26, 1961. By August of that year there were 560 students enrolled in grades kindergarten through eighth. Enrollment reached a high in 1965 at 690 students. For the next 44 years the layout changed with the addition of buildings and playground space. When a new church was built the old one was turned into additional classrooms. Two portables were added which created space for four more classrooms and a library and three more classrooms were added in 1980. As the enrollment decreased classroom space was converted into computer classrooms, art, music and science labs. This has helped ACS offer programs that meet the needs of today’s learners.

ACS is one of the largest Catholic elementary schools in the Archdiocese of Santa Fe (ASF) with a current enrollment of 423 students. ACS is a parish school and prides itself on offering a rigorous academic curriculum that strives to meet the need of individual learners, with a strong faith-filled atmosphere and numerous after-school activities. Families come from all walks of life. Professionals, business owners, scientists and engineers make up a large population of our parent community. Artists, laborers and service-oriented professions are also represented. Annunciation has a diverse population and attempts to make a Catholic education affordable and available for interested Catholic families.

The current pastor, Monsignor Voorhies, was appointed in May of 2005. He is very involved in the school and is known throughout the Archdiocese for his support of Catholic Schools. The principal, Cindy Shields, and assistant principal, Amy McCarty started in the summer of 2005. This unique situation of everybody being new to the parish and school was indeed challenging at times but it also was rewarding as new ideas were considered with very little push back. The team quickly came together and after observing the first year to get to know the culture of the school, some changes were put into place. The uniforms were changed to better reflect the school’s identity. The school Masses became more interactive and the teachers were challenged to get to know their students and implement a student
friendly curriculum and teaching style. All of this was well received by the parents and the enrollment of 350 students began to grow.

ACS is a coeducational school with a current enrollment of 423 students. ACS has a Junior Kindergarten through 8th grade. We currently have one JK, three Kindergartens and two of every other grade level. There is a waiting list in some of our grade levels, JK, Kindergarten and third grade are the main ones. The ideal enrollment is 431 students with JK and Kinder at 61 students, 1st-5th grade at 220 students and middle school with 150 students. Although this is the ideal, we have added more students to some grades to compensate for those grades that are not filled.

Until 2013 we had a multi-age combination class for 4th and 5th graders. It allowed us take twenty more students. In 2013 our 4th grade teacher retired and our multi-age teacher asked to be put in a single grade. Our two Spanish teachers also asked if they could have their own room as sharing one room with four year olds to 14 year olds was difficult. The multi-age room was the only room available. Taking all of these requests into consideration, it was decided at that time to dissolve the multi-age class. If there is a surge in enrollment we will certainly look at opening one again.

<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>435</td>
<td>434</td>
<td>442</td>
<td>435</td>
<td>425</td>
<td>423</td>
</tr>
</tbody>
</table>

The student body is overwhelmingly Roman Catholic. Sixty-two percent of our students are parishioners of Annunciation Parish. The remaining thirty eight percent of the students attend numerous neighboring churches. The biggest feeder parish is Risen Savior (29 families) followed by Prince of Peace (17 families). Both of these parishes are located in the northeast to far northeast heights of Albuquerque. The other 21 parishes are located in other parts of Albuquerque, Belen, Bernalillo and Rio Rancho. Having so many students coming from different parishes across such a large area makes it difficult for us to get the feel of a parish school. This, however, does not stop the parishioners from being very supportive of the school both financially and spiritually even if they do not have children attending the school. The parishioners attend the weekly school Mass and contribute to the tuition assistant fund.

ACS annually collects, reviews, and analyzes multiple sources of data. This helps identify trends in student achievement, parent satisfaction and financial conditions. The data collected is used to make educational and financial decisions about instructional planning, program adjustments, and the purchase of instructional material. Data sources include ITBS, ACRE, STAR, classroom projects, end of the year financial statements, parent and student surveys, and audit results.

At this time the parish office does not collect data on race or ethnicity. Although there is no official data on race or ethnicity from the parish, the composition seems to reflect the school for the most part. The school probably has a larger Hispanic and Asian population as we draw students from the greater Albuquerque area. Comparing ACS to the other Catholic schools in the diocese, ACS has fewer Hispanic/Latino students and a more diverse Non-Hispanic population.
One of the goals of the Consultative Council is to explore other tuition payment plans in hopes to make the school more affordable to a greater population of students.

<table>
<thead>
<tr>
<th>Race</th>
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<tr>
<td>White</td>
<td>366</td>
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<tr>
<td>Multi-racial</td>
<td>16</td>
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<tr>
<td>African - American</td>
<td>5</td>
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<tr>
<td>Native American</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>31</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>423</strong></td>
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<table>
<thead>
<tr>
<th>Ethnicity</th>
<th></th>
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<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>203</td>
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<tr>
<td>Non-Hispanic</td>
<td>220</td>
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</table>

In looking at our parent surveys over 90% of the parents that responded to the survey rated our curriculum either highly effective or effective. Our goal is to increase the percentage of parents rating our curriculum as highly effective. We are working as a staff to become more knowledgeable and implement working Professional Learning Communities (PLC) as research shows this is the most effective way to increase overall student achievement which will in turn increase parent satisfaction.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Religion</th>
<th>Math</th>
<th>Language Arts</th>
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<tbody>
<tr>
<td>Highly Effective</td>
<td>67</td>
<td>51</td>
<td>56</td>
</tr>
<tr>
<td>Effective</td>
<td>30</td>
<td>47</td>
<td>37</td>
</tr>
<tr>
<td>Ineffective</td>
<td>3</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total families</strong></td>
<td><strong>87</strong></td>
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During the summer of every school year a State Of The School is published. This serves a three-fold purpose; one being a venue in which we share pertinent information with our parents, second it ensures that the staff takes a look at the previous year’s data and third it is used as a marketing tool for prospective parents. Although the teachers take a look at students’ test scores throughout the year, having a document from year to year helps watch for trends in enrollment, test scores, satisfaction, budgets, success of our alumni and social justice projects results.

There is only one Catholic high school in Albuquerque and all but two 8th grade students have been accepted in the last five years. A very small percentage of students are required to take summer school math and/or English. In looking over the entrance exam scores in math and language arts; there has been a slight upward trend in the number of students in the upper 25 percentile and fewer students in the lower 25 percentile. We ask our students if they felt prepared upon entering high school. Our students told us they felt very prepared and many of our students test into advanced and honors classes as freshmen. The feedback we receive from the high school teachers is that our students are happy, well prepared and
creative. We always have one to five students in the top ten. We are proud of that but we also want our students to be people of service by contributing positively both in and out of the their school community.

<table>
<thead>
<tr>
<th>Math Percent of Students in each Quartile</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>26</td>
<td>22</td>
<td>49</td>
<td>41</td>
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<tr>
<td>50%</td>
<td>30</td>
<td>40</td>
<td>24</td>
<td>22</td>
</tr>
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<td>25%</td>
<td>21</td>
<td>17</td>
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<tr>
<td>0</td>
<td>23</td>
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<td>24</td>
<td>17</td>
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<tr>
<td>Total Students</td>
<td>43</td>
<td>47</td>
<td>41</td>
<td>46</td>
</tr>
</tbody>
</table>

St. Pius Entrance Exam Test scores for both math and language arts.

<table>
<thead>
<tr>
<th>Language Arts/Percent of Students in each Quartile</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>75%</td>
<td>23</td>
<td>21</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>50%</td>
<td>28</td>
<td>21</td>
<td>31</td>
<td>36</td>
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<tr>
<td>25%</td>
<td>23</td>
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<td>20</td>
<td>7</td>
</tr>
<tr>
<td>0</td>
<td>26</td>
<td>34</td>
<td>20</td>
<td>26</td>
</tr>
<tr>
<td>Total Students</td>
<td>43</td>
<td>47</td>
<td>51</td>
<td>46</td>
</tr>
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</table>

Much discussion has occurred these past five years on the validity of the ITBS test. We have watched the scores vary as much as ten percentile points to as little as one point. We have looked at the questions and tried to see the alignment to our curriculum. This became more difficult the higher the grade levels. Research came out questioning the validity of claiming a student or curriculum was strong or weak in an area when only one or two questions were asked to measure a specific skill. We started looking for a more current test and one that was computer adaptable and more closely aligned to Common Core standards. We started using STAR data faithfully in 2013/14. The scores in the last two years are similar to the ITBS scores. This gave us the confidence to suggest to the Superintendent that STAR replace ITBS as our high stakes test. After two years of research the principals agreed and so as of 2016 STAR will become our high stakes test replacing the ITBS.

<table>
<thead>
<tr>
<th>Combined percent of 3rd, 5th and 8th graders scoring at or above the 50th percentile.</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITBS - Math</td>
<td>88</td>
<td>75</td>
</tr>
<tr>
<td>Star - Math</td>
<td>90</td>
<td>89</td>
</tr>
<tr>
<td>ITBS Reading</td>
<td>86</td>
<td>85</td>
</tr>
<tr>
<td>Star Reading</td>
<td>84</td>
<td>81</td>
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Teachers administer STAR at least four times a year and use the data to drive instruction. It is a quick test to administer with immediate results available. There is a plethora of information available for teachers on the strengths and weaknesses of each student. We use the data to look at percentage of students in each percentile. It is from this data that we place students (below 25%) in our reading and math resource programs and place students in advanced math levels in middle school.

The data supports that, the slight majority of our students, score in the upper 25 percentile with the vast majority scoring in the 50-99 percentile. We realized we were spending a lot of time and resources on our lower 25 percentile students when in reality most of our students are in the upper 50 percentile. As a staff we started discussing what was necessary to meet the needs of today’s students. Knowing that communication, collaboration, creativity, critical thinking, Catholic identity and technology were all important components for students to be successful, we started looking for ways to incorporate these skills into our everyday teaching. We developed our School-Wide Learning Expectations with this in mind and implemented a 1:1 iPad initiative in our middle school. There is still much to be done to strengthen these components into our curriculum. We feel strongly that it is time to move away from focusing on test scores by themselves and moving towards pushing our students and ourselves into skills that are hard to measure but necessary to meet the demands of a work world, which is changing faster than skills taught in school.

In looking at all of the data there is much to celebrate along with a few areas of concerns. Academically we need to make sure our curriculum is challenging and relevant. Systems that measure both hard and soft data need to be designed and implemented. School Wide Learning Expectations need to become the norm of the school with measurements in place to gauge the success of each area. Financially, ACS is sound and has no debt. In order for us to upgrade our facilities and keep the school affordable to all, more funding ideas need to be generated and implemented. Parents and students are satisfied with most areas of the school. One area that has come up as a concern to both parents and students is how students treat each other. With that in mind, four staff members were trained in Capturing Kids’ Hearts. This is a program that focuses on student directed classrooms with respect being the main focus. This program will begin to be implemented into the classrooms in January of 2016. Professional development is ongoing and the challenge is always to meet the needs of teachers at the various grade levels. The last and most important challenge will be to utilize the strategic plan and this self-study to guide our decisions for the next three years.
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.

ACS school successfully creates a Catholic culture through physical environment, school-wide participation in sacraments and other church events, a strong social justice program, parental support of religious activities, and cross curricular religious education. ACS creates a physical environment that is fundamentally Catholic. Each classroom contains a crucifix, an image of Mary, a prayer table, Liturgical Handbook, Bibles and other Catholic books and images. The hallways are filled with Catholic paintings, prayer boxes and student work. Every class chooses a patron saint at the beginning of the year and pictures and information on this saint is visible in every classroom. Our incoming 8th grade students select a Christian theme for their 8th grade year and posters are designed and hung in hallways throughout the school. The theme is used throughout the year in homilies, on the marquee and is featured as the cover of the student planners. A short video was made and placed on our external website utilizing last years theme of “We Believe”. The students all know the song and sing it loud and proud when they hear it. This year’s theme is “Trust.” Monsignor incorporates the theme into his homilies and a bible verse with the word TRUST in it is placed on our marquee every week. A video is in the process of being made and will replace the “We Believe” video at the end of the year.

Every student attends a school-wide weekly Mass and those of age participate in the sacraments of Eucharist and Reconciliation. On the first Friday of every month, the entire school community attends Adoration of the Blessed Sacrament. Students also plan and participate in different liturgical activities, especially during Advent and Lent. Students are encouraged to become active members of the parish by joining the choir, becoming Altar Servers, participating in the parish Living Stations and Nativity Play. Both the parish and the school offer youth group opportunities and 50-60 middle school students attend our monthly Friday Night Live (FNL). Vowed religious Brothers and Sisters have come to FNL and shared their vocation through various activities with the students.

The school and parish are actively involved with Catholic Charities. Every month a grade is involved with a social justice project that either supports Catholic Charities or one of the Seven Themes of Catholic Teaching, which is aligned to one of our SLE’s. For example our 7th graders hosted numerous bake sales in order to generated money for Project Give. This is their service project. They went as a class to a local store and used the money they raised to buy coats and mittens for a Children’s Learning Center sponsored by Catholic Charities. The students went to the center and distributed the items and played games with the children. Our 4th grade students brought in gently used books and toys and sold them to the student body. The money they raised was donated to Casa Angelica, a home for extremely medically fragile children. Casa Angelica is overseen by the Canossian sisters, the same order that is still active in our parish today.

Our sixth grade students go once a month and distribute food to the homeless. They also participated in
“Go Orange” which is an initiative to end childhood hunger. They raised enough money to supply food to a low-income school’s food pantry for a year. These are just a few examples of how our students are living their faith.

Parents are involved and, in some cases, are even leaders of various religious curricular and extra-curricular activities. For example, parents lead our weekly 8th grade Bible study program and also help prepare our students to compete in the Archdiocesan Faith Challenge Bowl. Parents also serve as catechists in our First Eucharist program, help out during retreats and are very active in the social justice projects. Our parents are quick to respond to any need that might arise in the school, whether it be by praying, providing meals to a family in need, transporting students to the different activities involved in the service projects or adopting a family for our Thanksgiving food drive. The parish offers numerous opportunities for adults to learn more about their faith. The school advertises them and supports the parish in whatever ways we can. On the school side we are in the planning stages of offering classes for parents. Our first class will take place in February and the topic deals with helping students become more independent. This aligns with our SLE of “students will be self-aware, well rounded people.” Spiritual topics are also on the agenda and our St. Gabriel members are looking into presenting one next year.

Religious education is not relegated only to religion class. Across the curriculum teachers bring our Catholic culture into their lessons and take any opportunity for catechesis that presents itself in class discussions and lessons. For example, all students make religious art from crosses to icons in their art classes. All students make one cross a year in a different medium so if they attended school here for all ten years, they would have ten different crosses. Our art program thus provides meaningful representation of why they attend a Catholic School. Social studies classes often provide opportunities for teaching Church history and explaining cultural traditions that are uniquely Catholic. New Mexico history is not taught in 7th grade social studies, but rather incorporated into religion as our state history is so intertwined with the Catholic faith. All classes incorporate prayer and education about virtues and character development, which help educate the whole child. There are two awards given to 8th graders at the end of the year. The first is an Archdiocesan award, “Distinguished Disciple.” This award is given to that 8th grade student who is well respected by peers and teachers because he or she is a person of compassion, acceptance and service. That student is honored at an Archdiocesan dinner with fellow students throughout the diocese. The other award is a school award, “St. Gabriel Award.” This is given at the end of the year to both a male and female 8th grade student who has followed in Mary’s footsteps by saying, “Yes” to the will of God. They are role models in every aspect of living their Catholic faith.

ACS follows the religion curriculum developed by the Archdiocese of Santa Fe. In grades K-5th we use the Sadlier series entitled “We Believe.” This is a USCCB approved textbook. Our middle school teachers rely on the Archdiocesan curriculum and use St. Mary’s Press Bibles and workbooks. We have tried a few different publishers through the years and have not found one to be superior to another. It is very difficult to meet the needs of today’s learners with textbooks. We measure our students’ academic knowledge of our faith by administering the ACRE once a year to our 5th and 8th graders. The results of this test can be found in our profile. Teachers are encouraged to enhance what is provided in the textbooks. Students need to see our faith come alive in various forms, not just print. Teachers utilize
technology when appropriate and also utilize art, music, skits, and journal writing in their curriculum. Students have the opportunity to pray in our prayer garden and in front of the statue of Mary. It is indeed a huge and often hard challenge to make our faith come alive for our students. We are constantly looking for new ways to do this and as the rubrics and indicators for our SLE’s become ingrained in our curriculum, we will have a more clear idea if we are meeting the needs of helping our students become “faith-filled, active Catholics.” We need to design a curriculum map that deliberately aligns with the Archdiocesan Curriculum. This map should be a big picture that lays out what needs to be taught in each grade so that by graduation the students receive a complete Catholic education.

The area of teachers working towards receiving a Basic Catechist Certificate has not been an easy journey. Many different approaches have been tried and none have succeeded entirely. The Catholic Schools’ Office is working with the principals to find a more meaningful curriculum to offer the teachers. Catechist formation training has been put on hold for the past few years as options are being explored. For this reason there are more teachers than normal who do not hold a certification in this area. At the present moment, a program out of the University of Notre Dame looks to be promising and as soon as it gets final approval, we will have our teachers begin this process. It is a more intense process than what was required before, however, it will better meet the needs of the teachers and therefore be worth putting the time and effort into getting certified. Certainly an area for growth for ACS is in the staff development opportunities that are focused on faith development and religious instruction competencies. Although the staff attends two retreats a year, more professional development relating to spiritual growth is needed.

In 2014-15 we began our journey in preparing for the WCEA visit. We evaluated ourselves on all eight Catholic Identity Standard areas found in Appendix G-1. As this year is the year we are writing the Self Study we did not assess ourselves on any one standard. The staff, administration and pastor completed the Catholic Identity Standards Survey. The parents answered similar questions in their survey. In looking over the results of both surveys the areas that are the strongest are Service, Signs and Sacramentals, and Prayer and Sacraments. The majority of the staff and parents marked these as highly effective areas. The area that is our greatest challenge is “Parents as Primary Educators.” This is the one area that Ineffective was chosen the most by the staff and the area the parents scored the lowest.

This is a new topic area for ACS and it will take some time and strategizing to build this component of Catholic education into our curriculum and culture. It is an exciting challenge and one that should have a direct impact on helping our students become active Catholics all their lives.
ACS’s Catholic Identity is evident throughout the school. Physical evidence of this can be seen in all the classrooms and hallways. Students are given many opportunities to worship, pray and be people of service. They are exposed to USCCB approved textbooks and many different teaching styles are used to more fully engage students. It was discovered that there is no formal curriculum map in place and that there is a need to offer more staff and parent education classes. By continually moving forward in what we do well and improving in the areas we have not addressed, students at ACS should indeed live out the SLE of being “faith-filled, engaged Catholics.”

Conclusion

Significant Accomplishments

- Created a Catholic culture in the school through frequent participation in Church events and by the physical environment of the school.
- Every student participates regularly in social justice projects.
- Religion is integrated in other subject areas
- Art classes give students the chance to create religious artifacts.

Goals

- Create a curriculum map for religion, which is consistent across the grades and aligned with USCCB and Archdiocesan standards.
- Develop a component of “Parents as Primary Educators” into the school culture.
- All teachers have their Basic Catechist Certification
Evidence
• ACRE scores
• Parent survey
• Textbooks
• Student projects
• SLEs
• School Mass
• Catholic Identity Standards Survey
• Social Justice Projects summary
• External Website
• Student Journals
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.

Every aspect of ACS’s environment is centered on faith in Jesus and our Catholic Identity. Its mission statement defines ACS’s purpose: To provide a Christ-like and learner friendly environment to better serve God and community. This mission statement has been honored for over fifteen years. It is reviewed annually and continues to hold true today.

ACS’s additional guiding statement is its vision/philosophy. It was adopted in 2008 and was developed with input from administration, teachers, pastor, Consultative Council members and Pope John Paul II. Staff, administration, students and parents analyzed the statement in the fall of 2013. The philosophy/vision is as follows: Annunciation Catholic School’s vision is to provide a Catholic Education that recognizes and respects each student’s uniqueness as a member of the Body of Christ. We awaken, recognize and honor the God given abilities of each student by providing active learning experiences using innovative techniques and cutting edge technology. We challenge students to accept responsibility to continue Jesus’ mission by being people of prayer, service, wisdom and compassion.

The mission and vision are easy for all stakeholders (JrK – adults) to understand. When decisions are being made, planning is conducted, or actions are analyzed, we constantly ask the question, “Does this agree with ACS’s Mission?” A focus for students to exhibit Christ-like behavior, not just in school, but also beyond is encouraged. It should be extended to the community as a lifelong commitment to their role as a Christian member of the community.

Prior to conducting this Self Study ACS maintained a set of values and academic goals. Through the Self Study ACS developed School-wide Learning Expectations (SLEs), which took the place of the values and, with much delight, incorporated a set of expectations that are not curriculum based. These SLEs are what is expected to be embodied, demonstrated, understood, and lived by graduating 8th grade students and will be fostered throughout all grade levels. These are not only expectations for students but should be embraced, learned, modeled, and guided by the entire adult community involved with the school.

Staff members developed ACS’s SLEs in the spring of 2015. Their creation was a major focus during the preparations for ACS’s initial WCEA accreditation visit. The first step taken was to research other school’s SLEs. The Archdiocese of Phoenix proved to have a set of SLEs that were in line with ACS’s ideas, which then helped guide discussions and brainstorming. Through numerous small group discussions and activities common themes were identified: importance of Catholic Identity, dedication to service, being engaged learners, and being well-rounded people. These themes then led to writing, revising and rewriting. The Accreditation Leadership Team synthesized the information and with the Pastor and the Consultative Council’s approval, the ACSs SLE’s were adopted. They align with the
mission focusing upon “Christ-like and learner friendly” as well as the vision in guiding students to be “people of prayer, service, wisdom and compassion.”

There are four areas upon which expectations were developed.

Annunciation students will be:

- Faith-filled active Catholics
- Knowledgeable and active in the Seven Themes of Catholic Social Teaching
- Engaged learners
- Self-aware and well-rounded individuals

SLEs have been communicated to stakeholders via Sycamore, Parent-Student Handbook and in conferences. SLE’s are clearly displayed in all classrooms and common areas of the school. A representational group of teachers and administrators are in the beginning process of developing a set of measurements for each expectation. The promotion of these expectations is done routinely in class lessons and activities. A Catholic Social Teaching Theme has been selected to focus upon each month in both actual service and education. Aligning service projects and learning experiences around each of the monthly Catholic Social Teaching Themes has proven to be effective with follow through from teachers. Through collection of monthly reflections from teachers it has been realized that SLEs need to be written in more student friendly language for younger students (JrK-2). Also more professional development on ways to incorporate the themes into classroom teachings is needed.

ACS uses the Archdiocese of Santa Fe Curriculum Standards for religion and social studies. Common Core Standards are incorporated into the Archdiocese curriculum for math and language arts. Next Generation Standards are used in grades 3 – 8. Essential Learning Outcomes (ELO) were identified by ACS teachers in both math and language arts. ELO’s for religion, social studies and science have yet to be formally identified or aligned, although some grade level groups of teachers have started to identify them. These ELOs are fundamental skills that students need to master to be successful in the next grade level. Teachers are in the beginning stages of developing common assessments.

Governing authority expectations are clearly and frequently articulated to staff, students, parents and community members via on-line communications, staff meetings, one on one conferences and written publications. The staff handbook and the Student Parent Handbook are written by the governing authority and updated annually. Employees, students and parents sign acknowledgement forms stating they have read and will adhere to the policies and procedures outlined in the handbooks to ensure ACS is a Christ-like and learner friendly environment. When the governing authority makes decisions regarding curriculum, finances, policies, and capital improvements, the vision and mission are kept forefront to safeguard ACS’ purpose.

In conclusion, data trends show that the ACS community is strong in keeping its purpose in the forefront of all decisions and activities. Indicators from the May 2015 parent and student surveys show that ACS’s mission and vision are being addressed. 90% of students in grades 4–8 credited their teachers for making learning enjoyable. This same survey showed that 96% of students agreed that their religion classes helped them learn about their faith and 85% agree that they have opportunities to participate through service projects. Parents were surveyed at the same time and 97% noted that to an acceptable degree the
school supports the social, emotional and spiritual growth of the whole child. An area in which both the student and parent surveys indicated some attention was needed was in the area of students respecting each other. While the views varied by grade level it is an area in which staff and administration have taken seriously. Research has been completed to choose a program to empower students to self-regulate behavior. Representational staff has been trained in *Capturing Kids Hearts* and a plan is in place to train the remainder of the staff with implementation occurring in January 2016.

**Conclusion**

**Significant Accomplishments**

- Deep-rooted Vision & Mission
- Created the School-wide Learning Expectations
- Identified Essential Learning Outcomes

**Goals**

- Re-word SLEs in language all students understand
- Implement SLEs school wide
- Create a climate of respect that is student centered and monitored.

**Evidence**

- Survey Data
- SLEs
- Student Parent Handbook
- Staff Handbook
- State of the School
- Archdiocesan Curriculum
- Lesson Sketches
- Essential Learning Outcomes
- Common Assessments
- School displays of mission, vision and SLE’s
- Sycamore
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 ACS’s organizational structure that supports student learning and faith formation is most visible through the Consultative Council and Professional Learning Communities (PLC’s). The Consultative Council is advisory in nature and consists of four committees: Operational Vitality, Communication and Marketing, Spirituality and Community Development, and Technology. The chair people, administrators, pastor, and chief business officer make up the membership of this committee. The Consultative Council sets the goals and strategies of the Organizational section of the ACS Strategic Plan. The Consultative Council chair people work with their individual committees and complete the actions of the strategic plan.

A few years ago it was noted that our strategic plan was lacking a spiritual component. One was added and a sub-committee was added; the St. Gabriel Committee. This committee replaced our PTA as ACS does not have mandatory fundraisers. The work of this committee includes spiritual development and outreach committees for parents. Weekly parent rosaries, pray circles, meal preparations for families in need, and homeroom parents are a few examples of what the members of St. Gabriel committee do.

The strategic plan has always included a Catholic Identity goal. In preparation for updating the plan, the Consultative Council conducted a SWOT in the spring of 2015. Catholic Identity was identified as a strength, however, in order to keep it in the forefront it remains a focus and the new strategic plan (2015) changed the name of the Spirituality committee to Spirituality and Community Development. The strategies included are to nurture family faith development and to assist staff in the implanting the Seven Themes of Social Justice (a component of the SLEs).

At the end of each school year the 7th grade class chooses a Christian theme that will be used during their 8th grade year. Administrators promote this annual school theme by creating a logo that is used on the cover of the students’ planners and on posters that are hung throughout the school. The theme is used in our message on our marquee and the Pastor incorporates it into his homilies when possible.

Various retreats are held for the students during the school year. Eighth graders attend two retreats every year. One retreat the pastor is the presenter and it is held on campus. The local Catholic high school has also offered retreats for 8th graders. Our 8th grade students also participate in a bible study class that is led by school parents. This is done independently of the school and is well attended. Seventh grade students plan and participate in a Seder Meal during Holy Week. Third graders attend an in-school retreat before they participate in the First Holy Communion Services. They also participate in a parish-wide retreat the Saturday before their First Communion. All other classes have mini retreats or prayer services throughout the year.

Middle school students are also part of our Student Leadership Team. It is their responsibility to help plan various activities for the students throughout the school year. The 7th and 8th grade religion teacher is the moderator for this group and works with students on identifying their goals for the year. Student Leadership Team responsibilities include organizing pep rallies, Friday Night Live, Christian music to
start the day, and student led birthday-of-the-month lunches. Another student led group on campus, Ambassadors of Friendship, is comprised of third through eighth grade students whose main focus is implementing Capturing Kids Hearts initiative. The goal is for these students to be the voice for the student population in the area of respect towards all. This aligns with our SLE that states, “students will be faith-filled, active Catholic.”

The staff has two retreats built into the schedule. One is done on the Archdiocesan level and the second on the Parish level. All employees of the parish, including school personnel, attend a one-day retreat held at a retreat center. The Pastoral Team has input on the topic and speaker, and it varies quite a bit from year to year. Different opportunities have been offered to the staff in the form of Morning Prayer, book studies, and prayer groups. This has not been well attended and an area that we continue to explore. The parish offers numerous adult education classes on all types of faith-based topics. These are advertised through our bulletin, and when given the information, we also advertise it on Sycamore. We have not collected data on how many families attend these workshops.

The Pastor is active in promoting Catholic Identity in many ways beyond his role as pastor. His homilies at school Masses are interactive, relevant to students and educational to all. He actively promotes the annual theme by weaving it into his homilies. He visits each classroom at least once every year and conducts a lesson of his choosing. He will visit anytime to answer questions or teach something specific in regards to the Church. He supports our students by attending school wide events.

The administration is involved with academic achievement at all levels. On-site professional development has been provided in regards to strategies, assessments and engagement to meet the needs of all learners. Years ago, the middle school schedule was redesigned to accommodate teachers teaching to their strengths and creating smaller learning environments. Students are divided into thirds (instead of halves) at each grade level for core classes. Additionally, students are grouped by abilities for math in order to best meet the academic needs of each learner. Administration guides the identification of ELO in math and language arts. In order to create a Professional Learning Community (PLC), teachers have been provided common planning time. We are in the beginning stages of this but are working towards developing common assessments, researching and implementing best practices, and identifying students in need of extra assistance. We hope to create a true Response to Intervention (RTI) program that is fluid and flexible. Administration provides for an intervention teacher who works with students falling into the lower quartile in reading and math. Administrators oversee Student Success Plans (SSPs/accommodations plans) for students with an identified disability, work with parents to guide them in the process of having their children evaluated for disabilities, and support teachers in implementing teaching methods to reach all students.

Through years of professional development and trial and error, ACS teachers are committed to the philosophy that failure to learn is not an option. Teachers will do whatever it takes to ensure students master ELO. The following are a few examples of what has been implemented at different grade levels. JK – 1st grades use a standards based grading system on the report card. Third through 5th grade teachers are working together this year to develop, use, and compare formative assessments. Professional development, for this grade level, focuses on assessment, differentiation, and grading practices. The middle school teachers have implemented a Re-Do and Re-Take policy. This was instituted during the
2014-2015 school year and has changed the culture of our middle school in that no child is allowed to fail an assessment of an ELO. All middle school students know they will continue to work on the ELOs until they master the assessment. This practice has been discussed in the intermediate grades but has not been completely implemented.

Teachers use email, progress reports, report cards, and STAR results to communicate with parents on how their child is progressing in the classroom. Teachers are always available if parents would like to schedule a meeting with them. A State of the School report is published annually, informing parents and stakeholders on the school’s academic, spiritual, and financial status.

In conclusion, the data that best supports the school’s organization for student learning is a working Strategic Plan. Documents are in place and achievement is communicated with stakeholders. The Consultative Council and Pastor play a significant role in the spiritual and organizational side of the school. However, the actual day-to-day challenges of the school’s, organization to support high achievement for all students, rests in the hands of the faculty and administration.

**Conclusion**

**Significant Accomplishments**

- Including a Catholic Identity component to our Strategic Plan
- Student involvement in establishing school’s yearly theme
- Pastor involvement in the school

**Goals**

- Develop and implement a process which will ensure a yearly update of the Strategic Plan
- Research and design spiritual activities that appeal to faculty and staff

**Evidence**

- Consultative Council minutes
- ACS Strategic Plan
- State of the School
- Re-do and Re-take forms
- Retreats
- Ambassadors of Friendship Committee
- Capturing Kids’ Heart Program
- PLC’s in place
- Standards Based Report Cards
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.

The focus of ACS is on Catholicity, collaboration, critical thinking, communication and technology. This is woven into a Christ-like and learner friendly environment to better serve God and community. All students enrolled in ACS know that they will participate in learning about their Catholic faith. The ACS religion curriculum is approved by the USCCB and follows the guidelines set by the Archdiocese of Santa Fe. The mission of ACS endeavors to teach the whole child in many different learning modalities. Students work toward mastery of religion knowledge for that grade level by recitation of prayer, faith sharing, active, conscious participation during liturgical celebrations, celebration of sacraments, relevant art projects, and drama projects. Teachers measure mastery by observation, quizzes, workbook activities, journal writing and knowledge of Scripture. As students progress through grades, they are better equipped to think in the abstract as well as the concrete. Abstract thinking illustrates growth, wisdom, and knowledge. When students recite prayers, either rote or personal, respond in the journals, and participate in liturgical services, they are able to communicate knowledge of material and demonstrate a deeper understanding of the Catholic faith. Students perform skits and create iMovies in their classroom, making their faith more relevant. The middle school students are responsible for the Christmas program. With the help of the music teacher, the students combine both modern and traditional themes to celebrate Christ’s birth. Although there is not a concrete way to measure knowledge at this production, the collaboration, creativity, critical thinking and Catholicity are very evident. The culminating activity for the 8th graders is their rendition of the Living Stations. This is a powerful experience for both our 8th graders and the rest of the student body. Parents who attend are also touched and deeply moved by the devoutness portrayed by the 8th graders during the presentation. All of these activities illustrate an assimilation of content material, presenting a clearer understanding of its meaning by the students.

ACS uses the ACRE test as one way to measure 5th and 8th grade students’ knowledge of the “Four Pillars of Catechism of the Catholic Church.” At this point it is not possible to compare scores of our students to those nationally as the test was re-written in 2013-14 and has not been normed at this time. We can compare the percentage of questions the students answered correctly for the past two years only within our school.
As the scores for Profession of Faith and Celebration of the Christian Mystery have gone down by six percentage points for the 8th grade students, the religion teacher will look over the missed material and make sure it is adequately addressed during the year. The fifth grade students took a slight dip in all areas. The fifth grade religion teacher will review content, evaluating what is missed, and incorporate it into her curriculum. ACS’s religion curriculum is based on more than the material in the ACRE. Integration and the living of our faith are equally as important as book knowledge. The goal for ACS’s students is to be faith-filled Catholics who will go out into their world and live their faith by their actions and words.

Collaboration among and between students and teachers is an area of focus at ACS. Student collaboration is assessed in each individual classroom through teacher observation. Classrooms are designed to encourage student-to-student interaction. Project based curriculums are being evaluated on a pilot scale. Although most staff members agree that it is the form of education that would serve our students the best, professional development is needed in this area.

Through common planning times and other like strategies (PLC’s), a new emphasis is being placed on teacher collaboration as a method to improve student performance and strengthen overall curriculum. SLE’s were written by the ACS staff and administration in the spring of 2015. The expectation was to have them implemented by the 2015-16 school year. Although parts have been introduced school-wide, methods of measurement are needed.

For the past five years, ACS utilized ITBS and summative assessments as its primary means of collecting data to evaluate trends in the areas of math, reading and writing. Although there were tests for other subjects, it was decided these areas were the most important for students to be successful at the next grade level. Grade level and subject area teachers were given a copy of the results. They reviewed data for their specific class. Areas of strengths and weaknesses were noted and various changes were made in the curriculum. Third grade teachers saw a dip in their math computation score and placed a stronger emphasis on fluency of math facts. Reading scores were not consistent. This resulted in the school lengthening the day by 15 minutes, implementing a mandatory school wide reading time. Based on summative assessment of student writing, teachers noted students did not have certain skills necessary to become effective writers. The language arts curriculum was not aligned school wide; therefore, a language arts program was introduced 2013-14 and fully implemented in 2015-16. Teacher observation
indicates that student writing has become stronger. At this point, student writing is not being assessed using a nationally normed test. This is an area that will be addressed in the near future.

<table>
<thead>
<tr>
<th>ITBS Reading - percent of students in each quartile</th>
<th>10-11</th>
<th>11-12</th>
<th>12-13</th>
<th>13-14</th>
<th>14-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-99%</td>
<td>51</td>
<td>57</td>
<td>46</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>50-74%</td>
<td>29</td>
<td>30</td>
<td>32</td>
<td>28</td>
<td>27</td>
</tr>
<tr>
<td>25-49%</td>
<td>16</td>
<td>11</td>
<td>18</td>
<td>11</td>
<td>12</td>
</tr>
<tr>
<td>0-24%</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total Students</td>
<td>136</td>
<td>143</td>
<td>143</td>
<td>146</td>
<td>137</td>
</tr>
<tr>
<td>Percent of students at or above the 50th percentile.</td>
<td>80</td>
<td>87</td>
<td>78</td>
<td>86</td>
<td>85</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>ITBS Math — Percentage of students in each quartile</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-99%</td>
<td>53</td>
<td>50</td>
<td>47</td>
<td>51</td>
<td>41</td>
</tr>
<tr>
<td>50-74%</td>
<td>26</td>
<td>24</td>
<td>29</td>
<td>37</td>
<td>25</td>
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<td>25-49%</td>
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<tr>
<td>Total Students</td>
<td>136</td>
<td>143</td>
<td>143</td>
<td>145</td>
<td>139</td>
</tr>
<tr>
<td>Percent of students at or above the 50th percentile.</td>
<td>79</td>
<td>74</td>
<td>76</td>
<td>88</td>
<td>76</td>
</tr>
</tbody>
</table>

In analyzing the ITBS reading and math data in the above charts, certain trends were noted. One notable trend is the overwhelming majority of our student population score in the 50 percentile or above. Of this group, a slight majority, are in the upper quartile. Very few students are in the lower quartile.

Renaissance Learning offers STAR Reading, Math, and Early Literacy assessments as an educationally sound tool. In 2012, the decision was made to adopt STAR as a means of obtaining data in a meaningful way to evaluate student performance and drive teacher instruction. Students had been taking the STAR test prior to this, but the decision to have every student take it four times a year was not implemented until the 2013/14 school year. Currently, data is obtained via quarterly testing. This provides a more relevant assessment of student performance since results are available immediately and is used to drive instructional change. Using data analysis as a basis for instructional improvement is an iterative process, and STAR accelerates this process. Student scores can be reviewed against Common Core Standards. Teachers see how each of their students is performing against each essential standard. There is a plethora of suggestions included in the STAR printout for the teacher to use to identify each student’s strengths and weaknesses.

After the students take the STAR test in August, teachers meet with each student and look at his/her Scaled Score. A goal is set with each individual student as to what his/her Scaled Score should be in
December and then again in May. ACS decided to use Scaled Score as a measurement of growth as opposed to Grade Equivalent or National Percentile, as this is the score that allow students to see their own growth in small increments. The Scaled Score will differ for each student depending on which quartile he or she starts. Those students who score below the 25 percentile are referred to our math and reading specialist. It is a small number of students but we know without some intervention, it is very difficult for them to score into a higher quartile. The goal is to move the students in the 26 - 39 quartile to at least the 40 percentile. Those students that score at or above the 60 percentile strive to move into the 75-99 quartile. Those in the 75 percentile or above quartile tend to stay in that range. Our challenge is to make sure the students performing in the upper quartile needs are also being met.

<table>
<thead>
<tr>
<th>Star Reading Totals</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-99%</td>
<td>51</td>
<td>48</td>
</tr>
<tr>
<td>50-75%</td>
<td>31</td>
<td>35</td>
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<tr>
<td>25-49%</td>
<td>16</td>
<td>14</td>
</tr>
<tr>
<td>0-24%</td>
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<tr>
<td>Total Students</td>
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<td>319</td>
</tr>
<tr>
<td>Percent above 50%</td>
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<td>83</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Star Math Total for school in each quartile</th>
<th>13/14</th>
<th>14/15</th>
</tr>
</thead>
<tbody>
<tr>
<td>75-99%</td>
<td>56</td>
<td>62</td>
</tr>
<tr>
<td>50-74%</td>
<td>28</td>
<td>26</td>
</tr>
<tr>
<td>25-49%</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>0-24%</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Total Students</td>
<td>329</td>
<td>327</td>
</tr>
<tr>
<td>Percent above 50%</td>
<td>84</td>
<td>88</td>
</tr>
</tbody>
</table>

In analyzing the STAR reading and math data in the above charts, similar trends when compared to ITBS were noted. The vast majority of our student population score in the 50 percentile or above. Our students perform a little higher on the STAR assessment. Very few students are in the lower quartile. We will continue to analyze the STAR data as this test is given four times a year and the suggestions provided by the print outs will be invaluable as we more into a more defined RTI program.

In conclusion, ACS is a reflective and flexible institution. We are willing to analyze our data and modify and/or change instructional practices with an active focus on Catholicism, collaboration, critical thinking, creativity, communication, and technology.
Conclusion

Significant accomplishments

• Use of Renaissance Learning’s STAR Reading and Math/Early Literacy as an effective tool in measuring student success and identifying specific areas of need for individual students which is used by ACS staff to drive instruction
• The majority of students perform at or above the 50th percentile on ITBS and STAR testing

Goals

• Utilize Renaissance Learning’s STAR/Early Literacy as the means to disaggregate and analyze student performance data.
• Develop a system using data and professional development to ensure all students are mastering essential learning standards.
• Continue to focus on and development of the five Cs – Catholicity, collaboration, critical thinking, creativity, and communication.

Evidence

• ASF Religion Curriculum
• ITBS reading and math scores for tested grades( 3rd, 5th, and 8th) for five academic years(2010-2015)
• ACRE Test results
• Renaissance Learning’s STAR Reading and Math scores
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.

ACS’s values of faith, justice, service, and care for God’s creation are all found in our SLEs. Our SLEs help guide instruction, foster the development of moral behavior, and create a culture that focuses the daily life of the community in prayer and action. To assist us in this endeavor, the ASF religion comprehensive curriculum (Jr K through 8th) is the springboard for our school and is based on approved USCCB standard based teaching. The classroom is only one means to instill the Gospel value of the uniqueness of each person as a part of the Body of Christ. It spills into every element of life. From Friday Night Live where students are invited to break bread together in a social setting, to carrying out the Corporal Works of Mercy by feeding the hungry and clothing the naked, to name a few, to our recycling program, and participation in Right to Life Mass and March in Santa Fe, our students are active participants in living our ACS’s mission.

Our curriculum standards are challenging, relevant and create a continuum of learning for all students. In language arts and math, ASF schools use the bulk of the Common Core Standards; however, these were enhanced with the addition of a Catholic Identity component. In science, we use the Next Generation Standards, social studies uses an Archdiocesan approved curriculum. All of these were compiled by representative teachers in their respective subjects from all the schools within the Archdiocese. This was to ensure alignment of the curriculum throughout the Archdiocese and not for each school to follow its own agenda.

ACS is in the process of implementing Professional Learning Communities (PLC) to address long-range curricular planning. Each grade level is identifying their Essential Learning Outcomes (ELO) and sharing these with grades above and below. This process will ensure vertical and horizontal alignment with its intended outcome being to close any gaps. In each grade level, common assessments are in the process of being developed and implemented. These will hold teachers accountable for all students to master the ELOs before moving to the next grade level. The PLC process and SLEs implementation are in the infant stage of development as a true, meaningful rubric is not in place right now. The goal is to develop these rubrics during the 2015/16 school year and implement them in the 2016/17 school year.

Teachers at ACS use multiple types of assessment to monitor acceptable student progress toward ELOs. By pre-assessing students and following up with a variety of formative assessments, teachers are able to closely monitor student learning and guide individual, small group, and whole class instruction. When a summative assessment is given, students have the opportunity to work with the teacher to continue learning and then reassess as needed. A policy has been but into place that addresses what is necessary for a student to do to be able to retake a test or redo an assignment. This process involves parents, students, and teachers to ensure no student fails on an Essential Learning Outcome. Both differentiated instruction and assessments are used to best meet the needs of each learner. Teachers use a variety of
written and oral assessments, as well as observing students working, their participation, and encouraging them to present their findings. Sycamore, administrative software, keeps parents and students aware of the daily school life at ACS. Progress reports are provided to parents at a minimum of once mid-quarter. Parent are offered the opportunity to request progress reports at any time. Conferences with parents and students are scheduled as needed. Formal conferences are offered twice a year.

Teachers are able to identify students who are not making acceptable progress in several ways. Formative assessments allow a teacher to intervene in the classroom at an early stage. By testing with STAR every six to nine weeks we can identify areas of needs in a timely fashion. The math and reading specialist provides response to Intervention (RTI). This year (2016) we will begin to implement a grade level intervention period where identified students receive support in areas of struggle. At the beginning of a new school year, Student Support Plans (SSP) are developed based on identified student’s needs during a conference with parents, teachers and administration. Students are included in these meetings if deemed appropriate. The SSP permits accommodations to assist a student in achieving their learning potential. Examples of accommodations are extra time for testing, alternative assessment, and preferential seating. Teachers frequently provide tutoring before, during, and after school. The only service the public schools provide is a speech therapist that works with students on articulation. Teachers communicate with one another as needed to discuss successful techniques assisting students with particular needs.

ACS offers pioneering practices and vanguard technology for all students. Staff members apply technology in a variety of ways to engage students from every grade level. Students from JK through 5th are exposed to basic computer operations such as touch-typing, word processing, spreadsheets, multimedia and presentation tools. Research skills are also implemented in the curriculum. They also learn safety including acceptable use, copyrights and piracy. Middle school students are involved in word processing, and utilize spreadsheets for reports, presentations, graphing and calculating. The technology teacher introduces computer languages developed at MIT such as SCRATCH, a block language, and StarLogoTNG, a 3D block language designed to gain knowledge and model the world around us. Furthermore, seventh and eighth graders learn to program LEGO Mindstorm robots and participate in a school-sponsored competition.

Starting the 2015/16 school year, ACS launched a middle school innovative iPad program. All students are issued an iPad on the first day of school to help support and enrich their learning. Diverse software programs and applications are utilized on a daily basis in the classroom. Students have access to the Internet to research projects, digital reading books, multiple presentation applications, tutoring programs, translators, and programs that offer additional practice for different subjects. At ACS, technology plays an essential role in everyday learning in the classroom.

In conclusion, we are confident that ACS’s curriculum standards provide a challenging and comprehensive education foundation. The data to support this statement can be found in section D. SLEs have been written and agreed upon by the staff and introduced to the students. Rubrics that are meaningful and relevant need to be developed and implemented with fidelity in order to measure student
achievement. We are fully committed to the philosophy behind SLEs and are excited to see the impact it will have on students becoming moral and ethical members of society today.

**Conclusion**

**Significant Accomplishments**
- Establishing an aligned and challenging curriculum
- Identifying essential learning objectives
- Viable Student Support Plans in place

**Goals**
- Develop rubrics for SLEs

**Evidence**
- ACRE test
- Curriculum standards
- Next Generation Science Standards
- Student Support Plans
- Sacrament preparation and reception
- Prayers
- Graded religion classes
- Attributes on Report cards
- Distinguished Disciples
- Social Justice Projects
- First Friday Adoration
- Teacher/staff observation in classroom and playground
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.

ACS teachers attempt on a daily basis to create a classroom and school-wide environment that embodies the Catholic values we hold dear while holding students to rigorous, varied, and research-supported high achievement standards. ACS teachers utilize varied technological tools, differentiation, standards-based curriculum planning and grading, cross-curricular unit building and frequent teacher-to-teacher collaboration to ensure that all students are held to high standards. How this is accomplished might look different from student to student but the goal is to have all students demonstrate mastery of essential learning outcomes (ELO). This is accomplished while continually directing instruction, no matter the subject, back to our faith and how this faith may be lived out effectively beyond the classroom.

Across the board ACS staff and faculty strive constantly to show students that they live out their Catholic faith and moral values they teach beyond the classroom. It is imperative that students realize that their Catholic faith is not simply a weak candle flame to be tended only within the confines of the school walls but rather must be kindled into a great blaze out in the world. This goal is articulated at both a school-wide and classroom-specific level. All students and staff attend the weekly school Mass. While students take on the roles of ushers, servers, readers, and greeters, the teachers serve as Ministers of Holy Communion. Teachers also fill their role as ministerial workers by helping older students prepare for the sacraments, volunteering and raising funds for Roadrunner Food Bank, and helping out with our youth group to name just a few.

One of the major goals of ACS’s faculty and staff is to ensure the curriculum that is taught is based on the Diocesan standards. These standards are based in part on the Common Core standards. Each grade level designs units keeping these standards at the forefront. Standards are clearly embedded into plans as well as assessments so that students are well aware of what specific knowledge is being tested and how they will be assessed. It is a firm belief that ACS students be aware of the standards that they are responsible for mastering so that they perform to expectations. Over the past few years, professional development has centered on Marzano’s strategies of teaching and standards based grading along with Wormeli’s philosophy on grading. Understanding the theories and accepting them has been the easy part of the journey, implementing them across all grade levels with fidelity has been a challenge. Our junior kindergarten, kindergarten and first grade teachers all use a standards based report card. The middle school teachers implemented a standards based grading system using a 1-4 scale for their summative assessments. A change in middle school personnel this year has delayed the process of total implementation. The intermediate grades are also working on a standards based report card. It is the goal to have standards based curriculum, using our ELO, and standards based report cards in all grade levels by 2016/17. One non-academic reason, standards based grading has been hard to implement, is the way
our report cards are generated from Sycamore. This has been an issue brought up to the Superintendent and principals and a solution is necessary for efficient standards based report card to become a reality.

ACS uses a variety of assessments to ensure understanding of the ELO is accomplished. Various forms of formative assessments such as Accelerated Math and Reading, STAR tests in math and reading, exit tickets and in-class surveys are utilized to ensure that learning occurs before summative assessments. These types of assessments are used to closely monitor and ensure that the content on summative assessments do not come as a surprise to students or the results of student performance come as a surprise to teachers. Utilizing formative assessments allows teachers to direct instruction toward the areas that students are most struggling. As previously stated, summative assessments are built around ELO to ensure that students are learning what is needed to excel at, the next grade level.

Over the years, ACS has developed a Re-do, Re-take Test Policy. This was implemented after attending a workshop presented by Rick Wormeli on his book “Fair is Not Always Equal.” It is his contention that students should not be given the choice to fail or to complete assignments. It is also his contention that school is not a foot race but rather a journey. After attending the workshop much discussion took place at staff meetings and a process was put into place that allows students to turn in late work and or re-take a test for full credit. The process has evolved over the past couple of years with many discussions held at meetings. All middle school teachers are required to follow the process that is in place. Those teachers that follow it faithfully are very positive and see huge gains in student learning. The students themselves are starting to take responsibility for their learning knowing that turning assignments in or failing a test is not a choice. It is a policy that needs constant reviewing, but it is a policy that will continue to be part of ACS’s culture.

Part of ensuring that learning is designed in the most effective way possible, ACS teachers have adequate and plentiful opportunities to collaborate with one another. To this end teachers meet weekly in grade-level or content area groups to discuss common assessments/rubrics, differentiation, inter-disciplinary learning and standards. This allows teachers to continue their growth throughout the school year and draw from other teachers’ knowledge and backgrounds to better their own instruction. This also gives teachers a chance to collaborate across subjects and connect lessons throughout the school day. For example, art, humanities, computer and science teachers collaborate several times throughout the school year to combine ideas and projects across subject areas. Students may be doing an art project that connects to a civilization they are studying in humanities or to a concept being studied in computers or science. This type of cross-curricular instruction allows students to grow exponentially in their learning of the same information or concepts in different and varied situations.

While there is time set aside for same grade level teacher collaboration, there is not a significant amount of time set aside to share ideas across grade levels (middle school/intermediate grades). This is also an opportunity for idea sharing to take place that has not been fully utilized. Different scheduling models have been discussed and will continue to be a focus until we find a schedule that works for both students and teachers.
ACS has brought numerous technologies into the classroom to deepen student learning and connect directly with the progress of the 21st century. All classrooms are equipped with either an interactive whiteboard or projector to allow teachers to utilize audio and video to increase student engagement and knowledge. ACS has implemented a 1:1 iPad program in the middle school. This initiative allows students to engage with technology and allow instructors to broaden the horizons of what can be accomplished in the classroom. Having each student with an iPad in his or her hands creates a dynamic and versatile classroom where learning can be engaging and relevant. Using formative assessments apps, such as Socrative or Quizlet, keeps students and teachers aware of student mastery of ELO. Using apps such as Remind or Showbie keeps students abreast of classroom expectations and assignments. Allowing student to dynamically take charge of their learning has definitely helped them grow in their critical thinking, collaboration, communication and creativity skills.

School Wide Learning Expectations is a new concept for ACS, but one that has been fully embraced. SLE’s have been written and the beginnings of rubrics are in place. The areas of the Seven Themes of Catholic Social Teachings and students will be engaged learners has been introduced and implemented this year. All four areas of the SLE’s will be implemented in the 2016-17 school year.

The area of instructional methodology is an area that has been a focus for many years at ACS. Teachers have multiple opportunities to attend professional development, collaborate with their peers and have the tools necessary to integrate technology into their classrooms. At this time the data that supports that the instructional methodology used at ACS is successful; are standardized test scores and students’ success at the next grade level especially at the high school level. There is not hard data to support that ACS students are gaining in their creativity, collaboration, critical thinking, and communication skills, however, students are afforded the opportunity to do all of the above and it shows in their work. Having measurements in place for the SLE’s and the soft skills are areas that were noted that need improvement.

Conclusion

Significant Accomplishments

- Implementation of a 1:1 iPad program for both middle school students and all teaching personnel.
- ACS teaches that live their faith inside and outside of their classrooms.
- Utilization of concrete formative and summative assessments.

Goals

- Continued professional development in using research-based strategies to improve formative and summative assessments.
- Formal opportunities for teachers to meet with more than grade level teachers.
- Rubrics in place to measure SLE’s.
Evidence
• ITBS scores
• STAR scores
• Re do, Re-take forms
• Student work on iPads
• Teacher reflections
• Teacher lesson sketches
• Professional Development logs
• Master schedule
• Use of Accelerated Math and Reading in classrooms
• Primary report cards
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 School-wide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations.

The support services provided to ACS’s students is found in many different aspects of their school day. Students plan and attend a weekly school Mass. Many parents also take this opportunity to worship with the school community. Social Justice projects are a part of every grade’s curriculum and students get involved in the planning stages as well as implementation. Projects chosen for each grade are based on their understanding and ability. One example is the 7th graders “Project Give”. Students host bake sales and use proceeds to buy winter coats and gloves for four and five year olds that attend a Children’s Learning Center sponsored by Catholic Charities. Other examples are 4th graders raise money by doing chores and use the proceeds to buy pajamas and books for children in need and 6th graders go once a month to a local church parking lot and help distribute food to those who are less fortunate.

Support for students’ personal growth is offered through a variety of programs, which encourage each student’s participation. The sports program is open to all fifth through eighth grade students. The fifth and sixth grade teams are developmental so all athletes are given equal playing time. Players, coaches, and parents are required to sign a contract outlining the rules of sport ethics before starting the season. Other programs include band, chess, speech and debate, robotics and Future City. ACS teachers moderate all these programs with the exception of band and Future City. All competitive programs emphasize good sportsmanship and respect in winning and losing. Every student is exposed to both music and art throughout the week as part of his/her curriculum. Both the art and music teachers are not only recognized and respected at ACS, they are also asked to coordinate different activities at the Archdiocesan level. Music programs are put on throughout the year for our community. An Art Fair is hosted in the spring, which showcases each student’s talent, and over 3,000 pieces of art are on display for the weekend. Parents are an integral part of this fair and it is one way in which they support ACS.

Safety is a top priority at ACS. All teachers, aids, office staff and volunteers are required to attend an Archdiocesan protection of children workshop and complete a background check. Emergency plans and escape routes are posted in each homeroom. Homeroom teachers have established and practiced fire drills and lock down procedures with their students. The entire staff participated last year in an active shooter training. The school has become more security consciousness and has installed perimeter gates and fencing around the campus. Visitors must sign in and out of the front office. The results of the survey show that 91% of the parents felt that their child was safe at ACS.

ACS employs a reading and math intervention specialist to support students with learning difficulties. Students are referred to local school district personnel or outside professionals if there is a concern. Once
diagnosed, teachers meet with administration, parents and the reading and math specialist to develop a Student Support Plan (SSP). Accommodations are discussed and put into place. If it is deemed necessary the student will meet with the intervention specialist once or twice a week with the goal of integrating the student back full time into the classroom. This is accomplished with the majority of our students that are not struggling with a severe learning disability. Additionally, ACS strives to challenge our academically advanced students by differentiating instruction. At the primary grade levels, math teachers use Accelerated Math and Sunshine Math to challenge those students who have already mastered ELO. In the middle school, those students with advanced math skills are placed in an accelerated math class. All middle school students work in a grade level ahead textbook in math. This ensures that all 8th graders have the opportunity to be exposed to Algebra 1. It is up to the math teacher to pace the class to meet the needs of the students. The availability and use of technology has greatly enhanced the ability of teachers to challenge the upper quartile students. When a project is assigned students of all abilities have a chance to stretch themselves creatively, and put their critical thinking skills to the test. Students have created iMoves, presentations and research papers. This is only the bare minimum of what they will be able to do as teachers are exposed to more professional development in this area. There has been a definite increase in opportunities for students to be able to incorporate the SLE’s of creativity, collaboration, critical thinking, communication and Catholicity in just the first few months of implementing the iPad initiative. In reviewing the students’ surveys, over 90% of the students responded strongly agree or agree to the statement, “I am appropriately challenged in this class.”

While the middle school students enjoy one to one technology, the primary and intermediate students do not have one to one yet. Interactive white boards and projectors are utilized in every classroom. Teachers have access to lap tops, tablets and can reserve time in the computer lab. It is the goal to have more one to one opportunities for these grade levels in the next few years.

Middle school students have various support systems in place after school to offer extra help when needed or necessary. Monday through Thursday the library remains open until 4:00. This gives the students a place to stay after school to work on homework. As the library is renovated and updated, students will be able to have a more “learner friendly” environment to collaborate and complete projects. The goal is to keep the library open till 6:00 as this will give students, especially middle school students, ample time to work together. We also have a mandatory homework club for those students who have not completed the paper work necessary to re-do an assignment or re-take a test.

ACS offers many extra and co-curricular programs to support students spiritually, personally, and academically. Students are challenged through these many disciplines to show their faith, service, and compassion. Social justice projects, extracurricular activities, and one to one technology in the middle school are all areas of accomplishments. Goals we are committed to reach in the near future include the increase to one to one technology and offering professional development in the area of integrating technology into the classrooms using the SAMR model.
Conclusion

Significant Accomplishments

• Age appropriate Social Justice projects
• Varied extra curricular activities
• Technology in the Middle School
• Safe campus
• Math and Reading specialist on campus

Goals

• Increase availability of 1:1 initiatives
• Develop a professional development plan that helps teachers use technology in a SAMR model

Evidence

• List of social justice projects
• Sports’ contract
• Art and music curriculum
• Emergency plans in classrooms
• Student Support Plans
• Chart of students who have exited the resource room
• Accelerated Math and Sunshine Math materials
• Student work
• Schedule for mandatory homework help club
• Technology in the classroom
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.

Annunciation Catholic School is committed to developing, implementing and monitoring a financial management system that supports student learning, the mission statement and the SLEs of the school. The school employs a bookkeeper and a business manager to help ensure that the school remains financially strong. The bookkeeper and business manager work for both the parish and school and have offices in the parish facility. Both have many years of experience and understand what funds are necessary to have a vibrant, flourishing, financially strong school. There is a check and balance system in place between the school and parish finance office that ensures the daily finances are done both efficiently and ethically. The business manager and principal are also members on the Parish Finance Committee. It is this committee’s responsibility to create and ensure that the school’s budget, expenses and revenue, are in alignment. This committee meets six times a year and at each meeting the school budget is scrutinized to ensure that there will be no deficits at the closing of the school year. This committee helps the pastor and principal determine the tuition for the next year. We are audited by an independent firm every three years and for the past ten years there have been no major findings that caused any concern or showed any lack of financial stability. There is an Endowment Fund in place, however, not much has been done to increase it over the years. The Consultative Council, pastor and administrators started discussions on starting an Annual School Appeal to generate funds necessary for program and facility upgrades. It is our goal to have one in place by the 2016-17 school year.

Every year the financial status of the school is presented to the parents and other stakeholders in two different ways. A State of the School is done every summer and a table with expenses and revenues can be found in that document. This document is mailed to the parents in the back-to-school package. Once a year the parish publishes a booklet that is given out after all the Masses. This booklet contains all the financial information for both the parish and the school.

One area that is always uppermost in everyone’s mind is how to keep the school affordable. Tuition assistance is in huge demand and trying to meet the needs of everyone applying is a constant struggle. ACS relies on the “green envelope” that is included in the Sunday collection envelopes to support tuition assistance. This along with the Archbishop’s School Fund Dinner is where most of the funds are generated. One thing ACS has implemented this year is to take 10% of any money making revenue and put it in tuition assistance. As this figure won’t generate more than five or six thousand dollars, it is not a long-term solution but keeps the need in front of all concerned. The good news is that everyone who does apply and qualifies for financial aid receives something. The Consultative Council members are exploring different tuition options, but at this point have not found a viable solution.
Tuition does not cover the total expense of the school, and it is the enriching subjects that are often times the last to be financed, ACS has one annual fund raiser a year. This “Fall Benefit” is designed to help one enriching subject area a year. Our science lab, art and music program, technology and PE department, have all received the proceeds from this event. This year our library is the recipient of these funds and it is our intent to re-design the library to meet the needs of today’s learners. It is one way we financially support high achievement for all students as research supports that students learn in multiple ways.

As some students need more support in their learning than others we have a teacher who works full time with struggling students at all grade levels. She is an integral part of our “supporting high achievement for all students” and that position is always included in the budget process.

A part time Development Director was hired this year and it is our intent to garner much needed funds through alternate means besides parents. Alumni are one group we are reaching out to for support. This year we have created social media ways for alumni to connect with us. We are in the process of writing a marketing and development plan and will put it into action in the 2016-17 school year. Parents have been a big support in adding their expertise in helping us with a few small projects. The renovation of the library will be the biggest project we have done in a few years and it will take the finance department, Consultative Council and administration working together to make sure it is done on time and within the budget.

Another task the Consultative Council has undertaken is to help update our technology plan, as technology is a major part of the budget. As we try to meet the needs of all students we have invested in technology for both our teachers and students. We implemented a one to one iPad initiative for our middle school students this year. Although our middle school parents are paying for part of this program, it is difficult to get the infrastructure, devices and training done within a regular school budget. All of our teachers have computers in their classrooms and most have interactive whiteboards. As these were sufficient five years ago, we know that there is still so much more we can do to help support high achievement of all students. This year we were fortunate to receive a $13,000 grant in which we purchased LEGO Mindstorm Robots. STEM activities are one way we support high achievement for all students but this also comes with a high price tag. Knowing that the latest research encourages schools to investigate how classroom environments impact student learning we will be looking for grants to help fund us in this endeavor. We know that today’s students have different needs and learning styles and it is incumbent upon us to find ways to finance these changes.

Although there are not enough low-income students to qualify for e-rate or Title 1, Title II funds have been a huge help in getting teachers some amazing professional development. We make sure our professional development opportunities are in alignment with our school goals. The past few years we have worked the teachers receiving professional development in assessing, grading practices, and PLC’s to name just a few. This training has helped our staff become more knowledgeable about the importance for all students to master ELO.
Catechists’ formation for teachers is another area that requires some financial assistance. The principals brought forth concerns over existing classes offered at the diocesan level. We are researching a program offered by the University of Notre Dame. This program is more intense and informative and also comes with a higher tuition component for the teachers. Knowing the importance of giving our teachers opportunities to grow in their faith, we will offer this program at no charge to our teachers.

In looking at five years of data, ACS has always been financially solvent. A financial department working in tandem with the principal and the finance committee ensures that the school is following all necessary guidelines and helps plan for the future. Knowing that the needs of the students and teachers are going to continue to grow, ACS will look for other opportunities to generate funds. Hiring a development person is a start, next step is to have the Consultative Council, Development Director and the administrators get further training on how to run a successful Annual School Appeal.

Conclusion

Significant Accomplishments

• The school is financially stable
• Hiring a Development Director
• Generate enough funds to support enriching subjects

Goal

• Implement an Annual School Appeal

Evidence

• Budgets
• Audit Reports
• Amount of financial aid awarded
• State of the School
• Parish financial statements in published form
• Fall Benefit reports
• Title II reports
• Grant information
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.

Bulleted List of Significant Accomplishments

Significant Accomplishments - A

- Created a Catholic culture in the school through frequent participation in Church events and by the physical environment of the school
- Every student participates regularly in social justice projects
- Religion is integrated in other subject areas
- Art classes give students the chance to create religious artifacts

Significant Accomplishments - B

- Deep-rooted Vision & Mission
- Created the School-wide Learning Expectations
- Identified Essential Learning Outcomes

Significant Accomplishments - C

- Including a Catholic Identity component to our Strategic Plan
- Student involvement in establishing school’s yearly theme
- Pastor involvement in the school

Significant accomplishments – D

- Development and implementation of new School wide Learning Expectations (SLEs)
- Creation of common planning times cross curricular and grade level to foster collaboration and communication among teaching staff at ACS
- Use of Renaissance Learning’s STAR Reading and Math/Early Literacy as an effective tool in measuring student success and identifying specific areas of need for individual students which is used by ACS staff to drive instruction
- Implementation of 1:1 technology for mid-school student population
Significant Accomplishments - E

- Establishing an aligned and challenging curriculum
- Identifying essential learning objectives
- Viable Student Support Plans in place

Significant Accomplishments: - F

- Implementation of a 1:1 iPad program for both middle school students and all teaching personnel
- ACS teaches that live their faith inside and outside of their classrooms
- Utilization of concrete formative and summative assessments

Significant Accomplishments - G

- Age appropriate Social Justice projects
- Varied extra curricular activities
- Technology in the Middle School

Significant Accomplishments - H

- The school is financially stable
- Hiring a Development Director
- Generate enough funds to support enriching subjects

Bulleted List of Significant Goals

Goals - A

- Create a curriculum map for religion, which is consistent across the grades and aligned with USCCB and Archdiocesan standards
- Develop a component of “Parents as Primary Educators” into the school culture
- All teachers have their Basic Catechist Certification

Goals - B

- Re-word SLEs in language all students understand
- Implement SLEs school wide
- Create a climate of respect that is student centered and monitored
Goals - C
- Develop and implement a process which will ensure a yearly update of the Strategic Plan
- Research and design spiritual activities that appeal to faculty and staff

Goals - D
- Implement a system of assessing SLEs
- Utilize Renaissance Learning’s STAR/Early Literacy as the means to disaggregate and analyze student performance data
- Develop a system using data and professional development to ensure all students are mastering essential learning standards
- Continue to focus on and development of the five Cs – Catholicity, collaboration, critical thinking, creativity, communication

Goals - E
- Develop rubrics for SLEs

Goals - F
- Continued professional development in using research-based strategies to improve formative and summative assessments
- Develop a schedule that allows formal opportunities for teachers to meet with more than grade level teachers

Goals - G
- Increase availability of 1:1 initiatives
- Develop a professional development plan that helps teachers use technology in a SAMR model

Goal - H
- Implement an Annual School Appeal

List of Five Critical Goals

1. Reword SLEs in language all students understand. Implement SLEs school-wide. Develop rubrics for SLEs.

   Students will leave ACS as faith-filled Catholics who are engaged learners, well-rounded people who serve God and their community. This will prepare them for the spiritual, academic and social aspects of high school and beyond. As this is our first year we are using SLEs this has to be one of our goals to make sure they are implemented with consistency and fidelity.
2. Continue a focus on and development of the five C’s - Catholicity, collaboration, critical thinking, creativity and communication.

Recent research continually states that these are necessary skills to be successful both academically and in life long career opportunities. As we are preparing students for a future no one knows what will look like, it is imperative that they have the opportunity to master these skills before they enter the work force. As this is one section of our SLEs we will incorporate it into goal one.

3. Implement an Annual School Appeal

Tuition can no longer cover the cost of operating a school. New funding ideas must be generated to ensure that students are receiving both a solid Catholic education and an education that meets the needs of the students of today. We know their learning styles are different and it will take upgrading facilities in all areas to be able to not only meet these needs but also to stay competitive with public and charter schools.

4. Create a climate of respect that is student centered and monitored.

Every person wants to be treated in a respectful manner. Living in an environment of 20 plus peers all day, this is not an easy thing to ensure. Teachers alone cannot make sure that students act respectfully towards each other all day. Students have to own some of that responsibility and need to learn the skills to call each other on actions or words that are disrespectful. This has to be done in a safe and school-wide supported program.

5. Ensure that all students are mastering essential learning outcomes for their grade level.

Develop a system using data and professional development to ensure all students are mastering essential learning outcomes. Continued professional development in using research based strategies to improve formative and summative assessments.

The goal and responsibility of every educational institution is to make sure that students are mastering the necessary information for their continued success at the next level. Whatever it takes! We are only successful as a Catholic School as our students are successful in mastering essential learning outcomes and SLEs.

**Three Goals for ACS - 2016-2019**

1. Implement School-Wide Learning Expectations throughout all grade levels.

2. All students will meet or exceed their grade level essential learning outcomes.

3. Select and implement a normed referenced writing assessment to ensure that students are mastering the essential writing skills.
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.

ACS has the capacity to implement and monitor the Action Plan. No major costs are associated with the plan as most of the investment is teacher time and dedication. Professional development will be offered on topics concerning project based learning, incorporating technology into unit plans, and classroom management techniques (Capturing Kid’s Hearts). Title II money will pay for the professional development on these topics. Our biggest expense will be in procuring a writing assessment. As we no longer will be using ITBS tests, the expense of the writing assessment should not exceed what is already in the budget for testing. The progression of meeting the goals in our plan will be included in every faculty meeting and at our monthly Consultative Council meetings. Findings will be published on Sycamore and in our annual State of the School.

Two professional development days are included in our school year, these will be used in part to update the Action Plan and revise or implement new goals. Consultative Council will meet in the summer to update the operational side of the Strategic Plan.

As we progress on this journey we will have evidence to share in our reports to WCEA.