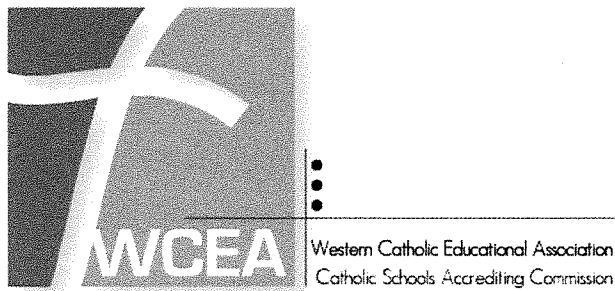


REPORT OF FINDINGS

E706 - ST. MICHAEL PARISH SCHOOL
1204 11TH AVE SE
OLYMPIA, WA 98501-1610
ARCHDIOCESE OF SEATTLE



IMPROVING STUDENT LEARNING 2012

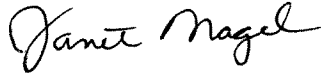
**A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

3-21-18 TO 3-23-18

REPORT OF FINDINGS

for
St. Michael Parish School

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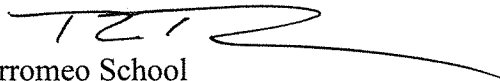
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Signed hard copy as well as electronic copy (Word format only – not pdf) is to be given to the Elementary Commissioner following the Accreditation Visit.

Special note on using this template: Highlight sections in **red**, change the font color to black, and enter text. Be sure to include language that can be transferred to the *Justification Statement* and is found in the Self Study, evidence, or during the Visit. Delete this box before printing. The **BLUE** sections serve to guide the Visiting Committee narrative and should be deleted after the narrative has been written and all Visiting Committee members agree to the narrative.



PREFACE

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

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

We wish to thank all of you, pastor, administration, faculty, staff, parents and students for your warm and gracious hospitality.

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

Chapter 1: Introduction

A. How the Self Study was Conducted

The Self Study process for St. Michael Parish School began with a training session in the spring of 2016. In September of 2016, the faculty and staff were given committee assignments. The faculty and staff found it necessary to have all shareholders included in all discussions while creating the Self Study document. The work on the Self Study occurred weekly throughout the 2016-2017 school year. The goals leading to Action Plans were discussed and written in April 2017.

The shareholders were involved in the discussion of various topics during the development of the new SLEs and throughout the Self Study process. All shareholders found the new SLEs favorable. All shareholders were able to review the goals through bulletins, Parent Teacher Student Association (PTSA) communications and School Commission meetings. The principal discussed the Self Study within parish staff meetings.

The most significant challenge faced by the school throughout this process was balancing the desire to maximize shareholder participation and staying on schedule. This schedule was revised several times and due dates were extended.



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

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

St. Michael Parish School is highly effective in involving the shareholders in the accreditation process through surveys, discussion questions, interviews, and PTSA sessions. In addition, the shareholders helped with the development and revisions of the new SLEs. The school faculty met, discussed shareholders' input, and wrote the Self Study document. St. Michael Parish School used survey results to develop the Action Plan and will continue soliciting input from all shareholders to ensure the presence of their voice in the future of the school.

Chapter 2: Context of the School

A. School Profile

St. Michael Parish School has compiled and analyzed data and has identified major changes and trends since the last Self Study and projected solutions.

St. Michael Parish School has studied the enrollment trends and has made plans to help increase their enrollment. Following incremental enrollment declines since the 2012-2013 school year, steps were taken to increase enrollment by creating a Parent Ambassador program, a Pre-K program, and enhancing their marketing efforts by hiring a Stewardship Development Director. Through the marketing and retention efforts, St. Michael Parish School strives to increase school enrollment by 10% by the year 2020 and is using data to inform their efforts toward this goal.

St. Michael Parish School analyzes demographic information of Thurston County and compares it to the shareholder populations. St. Michael Parish School collects data on student ethnicity and 17.3 percent of students identified as Asian while 6.6 percent as Hispanic. Thurston County reports a slight decline in minority diversity, but St. Michael Parish School shows an increasing trend. This trend may be a result of a growing numbers of students from military families posted to Joint Base Lewis McCord (JBLM). The school has observed that parent involvement has shifted slightly which they believe is attributable to the increased numbers of families with two working spouses. Although the number of two-spouse, working families has increased in recent years, it has not negatively affected the life of the school.

Responses from parents, students and staff indicate that St. Michael Parish School has a strong Catholic Identity, a major sense of community and quality teaching that is deeply appreciated by all shareholders.



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

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

St. Michael Parish School has been highly effectively in using the prior accreditation findings, identified by the school and also by the visiting committee to ensure school improvement. This resulted in five goals. During the 2012-2013 school year, the first three goals of the action plan were initially addressed by a team of two interim principals, and then continually addressed throughout the accreditation cycle thereafter. Progress toward the final two goals were addressed once the current principal, Mr. Geraghty was placed in the leadership role. The 5 goals are:

- 1) Effectively integrate SLEs throughout the curriculum, with particular attention to faith formation into existing school processes and more accurately evaluate their impact
- 2) Develop a standardized school wide intervention process for academically at risk students
- 3) Utilize focused professional development that will result in a comprehensive curriculum maps in all subject areas
- 4) Utilize the professional growth team model for professional development and collaboration
- 5) Develop a systematic approach for collection, use and analysis of data, including ITBS scores, to drive instruction

St. Michael Parish School revised the SLEs with input from all shareholders. The SLEs are highly visible in the building. Teachers use the SLEs to evaluate and assess student work in order to drive high achievement for all students. As a result of these efforts the SLEs became a part of instruction, daily conversation, and a visible reflection through student work. In addition, a rubric was created to show measurement and self-reflection toward the SLEs. The SLE rubric is the primary instrument for communicating student progress. SLE progress is also communicated through Parent/Teacher/Student conferences, principal updates in newsletters and report cards.

To address the second goal, St. Michael Parish School developed and implemented a detailed plan to support academically at risk students. Guidelines and forms were created to ensure faculty use a consistent procedure to identify, assist, assess and track academically at risk students. As a result of the new procedures, math classes in the middle school are split up into three differentiated classes to meet student needs in small group settings. Language Arts and Math electives were added for students needing more intentional interventions. The elementary students are placed into small groups for targeted instruction in math and language arts, as well as receiving individualized instruction with the Learning Specialist.



To achieve their third goal St. Michael Parish School utilized professional development that resulted in comprehensive curriculum maps in all subject areas. St. Michael Parish School invested in Rubicon Atlas in order to efficiently create and update curriculum maps. Rubicon Atlas provided St. Michael Parish School professional development during the 2014-2015 school year. Curriculum mapping has become an authentic, living process of a standards based curriculum.

St. Michael Parish School's fourth goal was to develop a professional growth model. In 2014-2015, St. Michael Parish School created Professional Learning Communities (PLCs). PLCs are given time during faculty meetings to discuss curriculum. During the school's Self Study year, the PLC meetings were used to write the document, however, the culture of the professional collaboration continued through weekly grade-level meetings. Through the establishment of the PLCs, the faculty believes the culture of professional development, collaboration and analysis of data has emerged and will be sustained.

To accomplish the final goal, St. Michael Parish School developed a systematic approach for collection, use and analysis of data, including ITBS scores, to drive instruction. St. Michael Parish School invested in technology and a standardized process for the analysis of ITBS and MAP scores. Based on this data, goals and strategies were created to improve student learning. Since transitioning from ITBS in 2016, St. Michael School is using MAP's rich disaggregation tools. Teachers are now better able to differentiate lessons and lead students to use the data to set their own goals.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

St. Michael Parish School is highly effective in assessing its Catholic Identity. The Student Learning Expectations were revised in order to reflect, and connect to the parish's Six Elements of Discipleship: grow, worship, serve, give, connect, and share. The school's primary goal is always to "go in peace to love and serve the Lord." Pastor Fr. Jim Lee is dedicated to the school and its students. He celebrates Mass for the school weekly and Reconciliation two times a year. Fr. Jim, the parochial vicar, and seminarians visit classrooms to discuss topics and are active at school activities. Teachers are educated in their Catholic faith and are dedicated to passing on the faith tradition to their students. Most serve in liturgical ministries for the school and parish. The Catholic Identity of St. Michael Parish School is visible in both art and sacramentals throughout the building. Saints Houses in the middle school are named for specific saints; the overarching



goal of Saints Houses is a greater sense of belonging to the Catholic Church, St. Michael Parish School and a smaller community that shares trust and affirmation.

St. Michael Parish School discovered areas of their Catholic Identity that need to be improved by utilizing the new Christ in the Classroom catechetical certification program and increasing direct service opportunities. They are implementing the Assessment of Children/Youth Religious Education (ACRE) in an effort to further identify areas in the curriculum in need of attention.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Michael Parish School's mission and philosophy is highly effective in reflecting the Catholic Identity of the school. The school demonstrates that they exist to provide a student-centered Catholic education and to empower leaders to live the Gospel message.

The school uses their SLEs and curriculum standards to define the school's purpose. The SLEs have been revised and incorporate the parish's Six Elements of Discipleship. Their revised Schoolwide Learning Expectations are measurable across the curriculum by incorporating Archdiocesan standards for religion instruction and Common Core for all other subjects. St. Michael Parish School strives for high achievement of all students.

St. Michael Parish School communicates their mission and purpose to their shareholders in a number of ways: Curriculum Night at the start of the year, weekly *St. Mikes Matters: Thursday Notes*, detailed faculty meeting notes, weekly newsletters in elementary classrooms, use of *Power School* in grades 4-8, twice yearly Parent/Teacher/Student Conferences, Parish bulletin, and regular reports to the School Commission.

St. Michael Parish School discovered what improvements were needed to its mission, philosophy, SLEs, and standards. While minor word changes occurred in the mission and philosophy statements, the SLEs were revised to provide a more effective measurement tool.



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

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

St. Michael Parish School's organizational structures are highly effective in supporting and promoting the Catholic Identity of the school. These organizational structures create an environment that focuses on student learning, and allows for the implementation of the SLEs which encompass student learning within a Catholic framework of discipleship.

The organizational structures of the school communicates high achievement by all students to the shareholders. Communication of student progress to all shareholders is accomplished in a number of ways: Curriculum Night at the start of the year, weekly *St. Mikes Matters: Thursday Notes*, detailed faculty meeting notes, weekly newsletters for elementary classrooms, use of *Power School* in grades 4-8 which provides real-time grade information, twice yearly Parent/Teacher/Student Conferences, thoughtful comments on report cards written by the teachers, and email access to all teachers and principal.

St. Michael Parish School analyzed how their governance and other structures could be improved to support student learning by implementing the Next Generation Science Standards, and the implementation and funding of a five-year Technology Plan that specifically focuses on ways to support student learning.

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

Accreditation Factor #6: *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

St. Michael Parish School was effective in the use of surveys from the shareholders as a measurement to analyze their Catholic Identity. Surveys of students indicated that 85 percent of students felt they "have time to pray", and 90 percent feel that their religion classes help them learn about "being Catholic". Students have indicated that their teachers "support the development of their faith."

St. Michael Parish School uses educational assessments to analyze student performance and make data driven decisions about instructional practices. Tests used at St. Michael School include: Measures of Academic Progress (MAP), DIBELS, Accelerated Reader (AR), and teacher created formative and summative assessments. Disaggregation of data and intervention efforts were outlined in the previous accreditation's Action Plan. Since then, staff members have received Archdiocesan training on MAP testing and most recently began implementation of



Archdiocesan PLC meeting format. Seven meetings throughout the year have been scheduled for data analysis and goal setting to improve student learning.

St. Michael Parish School uses data to drive curricular improvement. MAP testing data has been used to identify students in all four quartiles, with particular emphasis given to those students in the lowest and highest quartiles. This information is used to generate a Focus of Concern referral to the Learning Center and subsequent Learning Plans. Students in the lowest quartile receive extra reading and math instruction through small groups, Learning Center support, referral to middle school Language Arts Boosters and Math Boosters electives, and school district referrals for additional testing. Students in the highest quartile receive extra challenges to meet higher standards through one on one goal setting with their teachers.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

St. Michael Parish School is highly effective in incorporating Catholic values into their curriculum by adhering to Catholic Social Teachings, complying with USCCB standards, and supporting prayer and scripture through Archdiocesan standards. St. Michael Parish School integrates religion in all curricular areas.

St. Michael Parish School ensures the high achievement of all students toward the SLEs and curriculum standards by providing differentiated instruction with a challenging, standards based curriculum. New SLEs were developed in the fall of 2016. Archdiocesan standards for religion have been adopted, as well as, Common Core State Standards for math and language arts. Next Generation Science Standards are currently being used with the adoption of a new text scheduled for the 2018-2019 school year.

St. Michael Parish School ensures that all students are making acceptable progress toward achievement of the SLEs by creating rubrics for the new SLEs with an acknowledgement that each student needs to be challenged and supported. Acceptable progress toward curriculum standards is achieved through a variety of formative and summative assessments. Students in grades kindergarten through second are assessed using DIBELS three times a year, while second through eighth grade is administered the MAP twice a year.

St. Michael Parish School uses technology by incorporating Promethean boards, hand-held response devices, document cameras, classroom iPads, and classroom computers into instruction. At home, students can access textbooks online, Google Classroom, and IXL. The use of MAP testing has allowed St. Michael Parish School to identify students who are not making acceptable progress and thus create individualized intervention plans.



F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The faculty and staff at St. Michael Parish School is highly effective in modeling Catholic values by active participation in parish and school events. They are active participants in parish-wide ministries and faith formation by serving as Extraordinary Ministers, music ministry, Catechists of Liturgy of the Word for children, sacristans, and Baptism facilitators.

St. Michael Parish School teachers implemented research-based best practices by attending conferences and training workshops. Federal funds, as well as professional development funds have been used to provide training on applying instructional strategies for both highly capable and diversified learners.

St. Michael Parish School uses both formal and informal formative and summative assessments. During PLCs, staff, and grade level meetings, this analysis is used to improve and drive decisions in curriculum, instruction, and interventions. Some of these interventions include: small group instruction, preferential seating, peer and older student buddy mentors, middle school Boosters classes, Learning Center support including Learning Plans, and Title I services.

St. Michael Parish School has identified the need to improve best practices in differentiated instruction, intentionally developing and building upon strategies for highly capable students, and greater vertical alignment of curriculum.

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

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

St. Michael Parish School is highly effective in providing for student spiritual, personal, and academic growth through a variety of programs, services, and resources. They endeavor to create a Catholic community of disciples who are committed to grow, worship, serve, give, connect, and share as followers of Christ. Each week the whole school gathers to participate in a class-led prayer service which is student-centered in creation and leadership. Students' accomplishments and achievements are celebrated at this time. Service learning opportunities rooted in Catholic social teaching are available to the students. School families are encouraged to participate in parish faith formation opportunities that include sacramental preparation.



Students participate in a variety of curricular and co-curricular programs, which are rooted in the philosophy of nurturing the whole child. Elementary curriculum includes music, technology, library, P.E., elective band, Passport Club, and regular science lab experiences. In middle school, students are offered a selection of electives each trimester to meet their interests and needs. The school offers multiple sports teams.

Safety of students is of the utmost importance. Detailed safety procedures are in place at St. Michael Parish School including emergency backpacks in each classroom. Also, the school has planned for emergencies through CPR and First Aid Training for faculty and staff, VIRTUS training is maintained, and a safety committee has been established.

The school has parent volunteers who perform a variety of functions. Federal funds are used to support various programs at St. Michael Parish School. Title II funds are specifically used for teacher training. As the hardware in the building ages, needs continue to be identified, and the need for a comprehensive, multi-year technology plan has emerged from the Self-Study.

The school assists students with special needs through small math and reading groups, Math and Language Arts Boosters, and an Organizational Skills elective in the middle school. Honors language arts track is offered in middle school for students with greater learning aptitude. The school identifies support services through MAP testing, Accelerated Reader, DIBELS, and IXL.

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

Accreditation Factor #10: *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The school is highly effective in using their financial resources to support Catholic Identity through its strong ties as a ministry of St. Michael Parish which generously supports the school and their shared mission. As a stewardship parish, they believe that all is a gift from God.

The school develops, implements, and monitors its financial management plan. This financial management plan is funded in part by the Parish Grant program which helps to keep tuition increases low. Financial status is communicated to the shareholders in the parish Annual Report. Through monitoring the budget and open communication between the principal and the parish bookkeeper are vital steps in the budgeting process. Through monitoring the budget and ensuring accuracy, the principal is able to control the budget and make accurate projections for the following year. School budget reports are then shared with the finance council and the school commission each month.



The budgeting process is monitored in order to address instructional and technology needs. To address ongoing student technology needs and to reduce our costs of Internet service, the school has completed an E-Rate application and is currently accepting bids.

Through monthly and annual budget analysis, strong parish support, and a healthy endowment, the school has operated for the past five years without a budget deficit which ensures the long-term viability of the school.

Chapter 4: The Action Plan

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

Accreditation Factor #11 (*The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.*)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the eight most significant determined by the VC)

1. The strong, active support of the Pastor and Parochial Vicar
2. The commitment of the Faculty and staff who are growing their own faith and sharing this faith with students and parents
3. The writing of the SLEs that are aligned with the Six Elements of Discipleship
4. The accomplishment of the previous accreditation Action Plan leading to learning plans for students in need
5. The analysis of MAP testing which led to individual goal setting for Grades 2-8 in Language Arts and Math
6. The integration of technology into daily student learning
7. The hiring of a Stewardship Development Director
8. The addition of weekly Masses and Saint Houses

Critical Goals (identified by school)

1. The integration of the SLEs into the culture of the school in order to increase student learning
2. The engaging, challenging, and inspiring of the highly capable and motivated student
3. The use of various assessment data, including MAP, to meet the needs of all learners
4. The implementation and funding of a five-year Technology Plan that specifically focuses on ways to support student learning



The Visiting Committee observed that the school is highly effective in identifying critical goals that are focused on improving student learning. A significant amount of involvement from shareholders was used to identify significant goals. Faculty and staff met to discuss the list of goals created throughout the Self Study process, and found consensus on the goals that are outlined in the Action Plan. The school community works hard, collaborates well, and is committed to academic excellence.

The Action Plan is highly effective in aligning with and addresses the school's critical goals in order to support the high achievement of all learners. The Action Plan was developed as a natural progression in the Self Study process. The administration, faculty, and staff have developed realistic goals that will positively impact student learning and achievement of their SLEs. We encourage the administration and faculty to work together with all shareholders.

OPTION A: N/A

OPTION B: N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that St. Michael Parish School is highly effective in its capacity to implement and monitor the Action Plan. The Visiting Committee is confident that the school has the ability to implement and monitor the Action Plan based on the implementation of its goals from the previous accreditation visit. It is clear that the faculty and staff have a vision of how to fully integrate the Action Plan into the culture of the school ensuring high achievement of all students in relation to faith and academic instruction. There is a plan to keep shareholders informed of progress made toward the completion of the goals and strategies. St. Michael Parish School is highly effective in its capacity to implement and monitor the Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed that the community of St. Michael Parish School is welcoming and Christ-centered. We thank them for their hospitality and we enjoyed meeting with the various shareholders. The students were delightful; their appreciation of the education they are receiving, both academically and spiritually, and the love of their school was very evident.

The parent and community support of the school is strong. In meeting with the parents, it was evident that they are grateful for the commitment of the pastor and his acknowledgement that the



school is an important ministry of the Church, the dedication of the faculty and staff, the solid education their students are receiving, and the growth of their students spiritually.

St. Michael Parish School faculty and staff, principal and pastor are integral to the growth of the school as a community of faith and learning. We commend you for creating an environment centered on the Gospel values and focused on the high achievement of all students. We wish you the best as you continue on with your endeavors in the ministry of Catholic education and are proud to recognize you as our colleagues.

