



IMPROVING STUDENT LEARNING

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A Self Study for:

**St. Mark's School
7503 Northview
Boise, ID 83704**

Continuous School Improvement Focused On High Achievement Of All Students

2016

Preface

The St. Mark's Catholic School Self Study began during the 2014-2015 school year for the WCEA accreditation process. A year-long extension was granted by WCEA with the Self Study being finalized in the fall of 2016. St. Mark's Catholic School used the Self Study and the report from the 2010 accreditation as the starting point for this work.

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IN-DEPTH STUDY

SCHOOL PERSONNEL AND POSITIONS

Rosa Mari Arrubarrena.....	Spanish (K-6)
Stephanie Baker.....	3 rd Grade
Wendy Behrend.....	Middle School Reading, Math, Physical Science, Religion
Aaron Bernstein.....	PE
Annette Bernstein.....	2 nd Grade
Anne Boesiger.....	1 st Grade
Karen Bowles.....	4 th Grade
Melissa Brady.....	5 th Grade
Nancy Brennan.....	4 th Grade
Kathleen Brinegar.....	Administrative Assistant
Jean Carlson.....	Instructional Aide (K-1)
Lisa Cooper.....	Music
Matthew Dilsaver.....	Dishwasher
Judy Ditter.....	Instructional Aide (2 nd Grade)
Amaia Enrico.....	Middle School Reading, Language Arts, Art, Religion
Kristin Godfrey.....	Instructional Aide (3 rd Grade)
Donna Gordon.....	Principal
Megan Heying.....	Bus Driver
Amy Jankowski.....	1 st Grade
Melissa Janquart-Mathis.....	Instructional Aide (Preschool)
Susan Jensen.....	Kindergarten
Kristine Jones.....	Middle School Health/ Instructional Aide (4 th - 8 th)
Paula Jones.....	5 th Grade
Michelle Judy.....	Middle School Science, Social Studies, Religion
Tiffany Lee.....	Kindergarten Aide/Lunchroom
Joe Lipetzky.....	School Psychologist
Kim O'Sullivan.....	Nurse
Afton Pieper.....	Middle School Spanish
Sherry Placido.....	Nurse
Ann Marie Ricks.....	Preschool Director
Jeannette Risch.....	2 nd Grade
Bobbi Rivas.....	Office Aide/Lunchroom
Allen Rossi.....	Kitchen Manager
Dorothy Sammartino.....	Librarian, Computer Specialist
Nicole Schuette.....	Middle School Reading, Language Arts, Religion
Carole Sheridan.....	Reading Specialist
Chad Sippy.....	Custodian
Teri Souza.....	Middle School Math, Social Studies, Religion
Shannon Throm.....	Instructional Aide (1 st Grade)
Rena VanPaepeghem.....	Administrative Assistant
Andrew Williams.....	Maintenance Manager
Alissa Wolbach.....	Middle School Social Studies, STEAM, Religion

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Our Self Study began with the formation of the Leadership Team by the former principal in the winter of 2014. The Leadership Team included a middle school teacher, a 2nd grade teacher and a 4th grade teacher who represented the primary, intermediate and middle school grade levels. The Leadership Team then set agendas for staff meetings to be held in the spring and fall of 2015. The principal organized and conducted the parent, student and staff surveys in conjunction with St. Mark's School Board members in the spring of 2015.

The Leadership Team met monthly with the exception of July of 2015. Typically, the Leadership Team would convene for an hour, but also held two offsite meetings on December 3, 2015 and January 15, 2016 to begin writing the Self Study and the In-Depth reports. The entire staff met for in-depth work sessions on April 2, 2015 and September 8, 2015. Additionally, they were invited to collect evidence and artifacts to support the In-Depth and Self Study reports throughout the process. Staff members also participated in discussions related to the accreditation process at monthly meetings scheduled on Late Start days and during primary, intermediate or middle school grade level Professional Learning Committee (PLC) meetings.

The School Board and the school's development director served as consulting editors for the reports and provided feedback on the content of the reports.

Obstacles to completing the Self Study process include the change in the school's principal as well as the parish leadership. Both the principal and pastor were new to the school's administration in the fall of 2013 and needed to devote their time and resources to a serious financial crisis that has since been resolved. The philosophy surrounding tuition for the school changed from a completely parish-sponsored model to a parish-subsidized model which impacted the school and parish financially.

In January of 2016, the principal's contract was not renewed and the search for his replacement began. Three of the four members of the Leadership Team are no longer employed at St. Mark's which created obstacles when completing reports. The development director also resigned at the end of the 2015-2016 school year. A new principal was hired in the spring of 2016 with the contract to begin August 1, 2016. A stipend was paid to the new principal to work for 30 days over the summer months.

A new Leadership Team was formed consisting of the new principal, a middle school teacher, a 3rd grade teacher and a 2nd grade teacher/principal intern. The one former Leadership Team member also contributed at various meetings. The team met in September of 2016 to review the progress on both the In-Depth Study and the Self Study. Each week, one chapter was reviewed during PLC meetings and late start days. Feedback was given to each leadership committee member, compiled and then given to the principal.

Survey data and testing data were analyzed to review the progress of the school's prior accreditation action plans. Data was also analyzed to drive future goals and action plans for the current In-Depth Study and Self Study.

In December of 2016, the school staff met to discuss and review the final Self Study and In-Depth Study. Copies were given to the school board as well as the pastor. All shareholders were given an opportunity to review the data and discuss strengths and opportunities for the school.

Evidence

- Survey Data (from parents, students, staff and other shareholders)
- Agendas for Leadership Team meetings
- Work from other accreditation committees and subcommittees
- Notes from faculty meetings

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.

All shareholders were given the opportunity to participate in a survey regarding their opinions of St. Mark's. While the response rate from students, teachers and staff was excellent, the same cannot be said for other shareholders. Students were given time in the computer labs to take the survey. In an effort to make the survey age-appropriate, two versions of surveys were created; one for K-3 and one for 4-8. During fall parent-teacher conferences, parents were encouraged to take the survey. Computers were made available for parents and a link was sent electronically to parents on two occasions. Promotion of the parent survey was communicated to parents through our weekly newsletter called Friday Facts.

The survey data was evaluated by the former principal and then communicated to the faculty during staff meeting times. The accreditation team also reviewed the survey data and summarized how it pertained to the goals of accreditation.

The school's instructional staff (28) took part in a survey to help identify areas of need in regards to academics, our Catholic Identity and the overall school environment. Data was evaluated, compiled and two subcommittees were formed; Religion and English Language Arts (ELA).

Student council provided input on our current Schoolwide Learning Expectations (SLEs) and made suggestions on how to streamline them and make them more user-friendly for all students. This feedback as well as the survey data was used by the faculty to determine the action plans.

In 2015, St. Mark's Church began the strategic planning process. Under the direction of the parish development director, teachers and staff were surveyed about the school's involvement with the parish and how the connection between the school and parish could be improved. Questions about the strengths and needs of improving school Masses were also addressed. The

results of this survey helped our own Self Study in regards to our Catholic Identity and how to improve shareholders' experiences at Mass.

Evidence

- Survey data
- Notes from review of survey data
- Newsletters
- School board agendas

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

Boise is the capital city of Idaho with a growing population of over 216,000 with 627,664 in the metropolitan area. The population of Boise is 89% Caucasian, with an average household income of \$48,524. The city has a strong public educational system, and recent years have seen the growth of charter and magnet schools as well as private academies and Christian schools. Downtown Boise is home to Boise State University.

The first Catholic Church in Idaho was established by the Jesuits in Northern Idaho at what is now known as the Cataldo Mission. In 1893, Pope Leo named Boise City a diocese with approximately 7,000 Catholics. The population of the state of Idaho today is over 1.6 million with about 11%, or 177,000 of those Catholic. The Church in Idaho includes Native Americans, Basque, Southeast Asians and approximately half of the Catholic population is Hispanic. Catholicism is the second largest religious denomination in Idaho behind Latter Day Saints.

Presently, there are thirteen parishes with Catholic schools in the Diocese, which encompasses the entire state. Boise is home to four of those schools as well as the only Catholic high school in the state, Bishop Kelly High School. All schools are supported independently by their parish or surrounding parishes. Bishop Kelly receives funding from seven parishes in the Boise area. In the fall of 2017, a new parish school, St. Ignatius, will open serving kindergarten through 8th grade students. St. Ignatius will be the parish school of Holy Apostles Catholic Church in Meridian, Idaho.

In 1967, St. Mark's School was opened as a "mission school" of Sacred Heart Church and School. The population of Boise was expanding west and a new parish and school were needed. The "mission" school opened with three classrooms. The school added another classroom each year until 1970, when they stopped at six. The construction of St. Mark's School was truly a labor of love as much of the construction was completed by parent volunteers. Today, St. Mark's is still blessed with great parent volunteers who continue to maintain and update its structure as needed.

The school continued to expand and the parish church was completed and celebrated its first Mass in 1975. Before the church was completed, Mass was held in a classroom in the school. In 1982, two more classrooms were added along with a gymnasium, stage and adult education room. Kindergarten was offered for the first time in 1998, and in 2001, the St. Mark's Home and School Association funded the remodeling of the school library and added the first computer lab.

In 2001, land was purchased a quarter of a mile from the school to build a new church and offices. Once the parish offices were vacated, they were quickly renovated into two classrooms and two restrooms. In 2008, four more classrooms were added along with restrooms. With the completion of the six classrooms, St. Mark's now has a "middle school" environment for the school's 6th-8th graders. The old church now serves as an auditorium for programs and

assemblies. In 2015, St. Mark's Preschool was established. It currently operates out of St. Mark's Church with a goal to be on school property by the 2017-2018 school year.

In 2013, St. Mark's was appointed a new pastor and another priest was appointed Parochial Vicar in 2015. Both priests share responsibility of celebrating weekly school Masses on Friday and are visible on the school campus throughout the year.

The school recognizes its patron saint at the end of each weekly school Mass after the entire student body prays to the most blessed sacrament of Jesus. A large celebration of St. Mark's feast day is celebrated each year at the parish with a special Mass prepared in his honor.

School Profile

St. Mark's has two classes in each grade level except for kindergarten and third grade. The school currently has the capacity to add one more classroom. If these classroom each held the maximum of students the school recommends per grade level, 20 - kindergarten, 26 - 1st - 5th, and 28- 6th -8th, St. Mark's would have 468 students in the building. St. Mark's has yet to experience enrollment over 360 students. A determination needs to be made on an enrollment cap in order for the continuation of providing a high quality education in support of our mission.

School Year	# of Students	% Change
2012-2013	326	
2013-2014	322	-1.2%
2014-2015	328	+1.8%
2015-2016	340	+3.5%
2016-2017	313	-7.9%

Students in grade 2-8 take the Measure of Academic Progress (MAP) tests in reading language and math both in the fall and spring.

Spring 2015	Math	Reading	Language
Advanced	65.8%	55.7%	49.2%
Proficient	25.7%	42.2%	42.9%
Total	94.5%	97.9%	92.1%

Overall, St. Mark's students are performing above the NWEA median, and the majority of students are proficient or advanced in all three test subjects. However, the Leadership Team noticed that fewer students are in the advanced category for language than in the two other areas. This is evidence to support the focus on English Language Arts (ELA) for the In-Depth Study.

Math	
Grade	Growth from fall 2014-2015 (RIT points)
2	11.1
3	12.5
4	9.1
5	7.3
6	5.8
7	8.6
8	4.3
Average Growth Schoolwide	8.4 RIT Points

Reading	
Grade	Growth from fall 2014-2015 (RIT points)
2	10.2
3	7.1
4	10.6
5	7.5
6	10.0
7	8.5
8	9.7
Average Growth Schoolwide	9.1 RIT Points

Language Usage	
Grade	Growth from fall 2014-2015 (RIT points)
2	10.7
3	8.3
4	3.0
5	3.0
6	3.0
7	2.9
8	1.1
Average Growth Schoolwide	4.6 RIT Points

St. Mark's students showed growth on all of their MAP tests; however the growth was significantly less in Language Usage. It was also noted that growth in Language Usage was less between 4th and 8th grades. This data provides more evidence for our In-Depth Study to focus on ELA.

St. Mark's experienced financial difficulty when trying to convert to a parish-sponsored based tuition in 2013. With the appointment of the new pastor in 2013, the parish decided to abandon this model and once again charge tuition to try to recover from a significant deficit. During the 2015-2016 school year, tuition rates were raised by 3%. The staff at St. Mark's received a 2% pay increase for the 2016-2017 school year to keep up with cost of living increases. Most salaries are within 80% of the Boise School District's salaries, but the range is currently between 68% and 120%. One of the first tasks of the new principal hired in the spring of 2016 was to analyze salaries. A salary scale must be created and adopted to make sure they are fair and equitable.

St. Mark's Home and School Association (HSA) is the parent-teacher organization that is responsible for all fundraising and the majority of volunteering efforts at the school. All families are required to volunteer 24 hours per year with six of those hours dedicated toward the annual dinner auction. In 2015-2016, HSA raised close to \$190,000 through not only the dinner auction (\$175,397), but also uniform sales and other social events. These monies were used for technology upgrades, field trips, enrichment programs, teacher supplies and general operating expenses. There were over 11,500 volunteer hours logged during the 2015-2016 school year.

Staff Years of Service	
5+	Kathleen Brinegar, Jean Carlson, Kim O’Sullivan, Dorothy Sammartino, Aaron Bernstein, Annette Bernstein, Kristine Jones, Teri Souza, Nancy Brennan, Nicole Schuette, Anne Boesiger
10+	Dr. Joe Lipetzky, Michelle Judy, Anne Boesiger, Bobbi Rivas
15+	Carole Sheridan, Rena VanPaepaghem, Stephanie Baker, Susan Jensen
20+	Karen Bowles

St. Mark’s experienced several successes during the 2015-2016 school year. A preschool program was started and served 18 students ages 3 to 4. The program is operated at the church with the goal to move the program to the school for the 2017-2018 school year. Now in the second year of operation, enrollment has grown to 28 students. Thirty-four of our 41 8th graders attended Bishop Kelly High School in 2016-2017; this represents a 100% acceptance rate as seven students enrolled elsewhere. One hundred percent of our second graders received their First Holy Communion. St. Mark’s students completed countless class and individual community service projects. The installation of security cameras and automatic locks allows the school to remain in lock-out mode throughout the day. The lunch program is very successful providing an average of 220 lunches per day.

In spite of St. Mark’s many successes, we have challenges to overcome. The school is not reflective of the Hispanic community in the parish. Only 8% of our school population identifies as being Hispanic while our parish has a much higher Hispanic population. St. Mark’s Church also has a population of Vietnamese parishioners that are not equally represented at our school. St. Mark’s need to improve our hospitality and marketing efforts to invite, welcome and encourage all students from the parish to attend the school. Very few of our students qualified for free or reduced lunch for the 2015-2016 school year; reaching out to families in need must be part of our strategic plan as well. Efforts also need to be made at the church level to invite more school families who are not currently active parishioners at St. Mark’s Church.

St. Mark’s has limited resources to meet the special needs of students in our building. The school does not receive any special education funding and does not have special education teachers that can be dedicated only to our special needs students. The need for a school counselor is evident as several tragedies have occurred in our community that have adversely affected our students. The types of incidents that are being referred to the office merit professional intervention.

Tuition can be a challenge with only active parishioners able to apply for tuition assistance. The need to change the tuition model is necessary to attract Catholic families who may not be parishioners at St. Mark’s Church. Currently there are two tuition rates - a St. Mark’s parishioner rate and a non-parishioner rate. With close to 50% of our students living outside a Boise zip code it would be beneficial to offer a third tuition rate for Catholics who are not members of St. Mark’s Church.

There are serious challenges with drop-off and pick-up of students due to the layout of the parking lot, creating a safety concern each day the school is in session. Our cafeteria is full at each of the three scheduled lunch times and the need for more tables to accommodate each shift is apparent. Currently there is no state approved space to move our growing preschool program to the school property.

In the spring of 2016, the principal's contract was not renewed. This sent shockwaves through the community and created unrest and negative publicity for the school and parish. Several families decided to leave the school and parish. The healing process has begun, but will take time to rebuild trust within the school and parish community.

St. Mark's experiences competition from the strong Boise School District that creates a challenge for our continued growth. Therefore, we must continually strive to offer high quality education and improve our programs to stay competitive. Another challenge will be the opening of a new Catholic school in Meridian, Idaho in the fall of 2017. Several of our families attend Holy Apostles' Church in Meridian which is the parish for St. Ignatius School.

The state of St. Mark's is good and continually improving. The overall responses on the surveys indicated that students and teachers appreciate the academics, the faith and the community that St. Mark's has to offer. The school staff desires to continue to improve so we can live our mission and foster student growth spiritually, academically and in citizenship.

Evidence

- Map test data
- Survey data
- Enrollment data
- School Budget
- Salary information

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

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

During the last accreditation visit, the Leadership Team affirmed three of the four goals identified by the staff:

Goal #1 - Implement Schoolwide Learning Expectations (SLEs)

The process of developing Schoolwide Learning Expectations (SLEs) involved a number of constituencies including students, parents, school staff, members of the Home and School Association and the St. Mark's School Board. Initial work on developing key components for inclusion in the SLEs were developed in cooperation with the five area Catholic schools at a

meeting for teachers at the beginning of the 2008-2009 school year. Mission and vision statements and expectations for students at St. Mark's that had previously been developed were also used as part of the refinement of items for inclusion in the SLEs. Initial drafts of the SLEs were disseminated and reviewed by various shareholders, and a finalized set of SLEs were established as part of the accreditation process.

Beginning in 2010, posters displaying the newly adopted SLEs were prominently displayed in each classroom and all common areas of the school. They were discussed with staff and students, shared with parents and often were referred to during daily instruction. Schoolwide assemblies were also held for the purpose of increasing understanding of not only the SLEs, but also to develop empathy and encourage Christian behavior.

Great effort went into creating an inclusive climate through the development of the new peer mentorship program, NBAA (No Bullies Allowed Association). This program was developed after analyzing student feedback via the accreditation survey. Selected staff traveled to an educational conference that presented ideas and curriculum to deal with relational aggression among adolescents. This staff-led program then turned to the oldest students in the school to serve as mentors and role models for the younger students. They were instructed on how to handle relational aggression in the form of bullying and were also tasked with teaching grade-level bully-free lessons. Additionally, a "bully box" was placed in both wings of the school to provide students with a safe method of reporting bullying.

As the program was implemented, continual assessments were made to evaluate the program's effectiveness. Adaptations were made in an attempt to create the most effective program. Eventually, the "bully boxes" were removed and replaced with a "Child of Christ" box. The box was used to focus on positive actions by students and to recognize Christ-like behavior in day to day school life. Assemblies were held and Christian values emphasized. Although the specific mentorship program utilized early on is not the same, we are still striving to create a mentorship program where older students are paired with younger students in a "buddy" program that serves a similar purpose.

During this same time period, an additional positive behavior recognition program was established called the Breakfast of Champions. Certain character traits were selected every month and each teacher selected two students who consistently displayed these traits. The students and their families were invited to have breakfast in the cafeteria before school, and they were recognized and given a t-shirt and a certificate.

Retreats were held by grade level and were led by school staff in the form of middle school teachers and the school psychologist. Family units were established and included students from different grade levels as well as monthly family lunches in order to build a support structure for a positive social environment. The retreats later evolved and included both parish clergy and youth ministers.

Efficacy had been difficult with changes in administration and staff. We continue to work on improving and developing a program that will encourage our students to meet and exceed our SLEs. The above mentioned programs are no longer practiced, but efforts are being made to

implement a positive behavioral support system (PBSS) that will incorporate the work that has already been done into a more consistent program. Toward this effort, a PBSS team was established in September of 2016 with a goal to create a faith-based, schoolwide system that will consistently address both positive and negative behaviors.

During the 2015-2016 school year, student council was asked to help update our SLEs to make them more student-friendly and easier to understand. It is our goal to continue this work this school year and introduce our updated SLEs by the end of the year. We will also recognize the need to create a rubric to assess whether or not our students are meeting SLEs.

Goal #2 - Develop and implement financial plans to provide the necessary financial resources to carry out the school's mission

After much effort from the school board, the development office and two former priests the reality of a parish-sponsored model through stewardship was not realized. The parish and school were unable to increase the amount of stewardship needed to provide free tuition to the school. The result was a debt of over \$200,000 and the return to a tuition-based model in 2013.

Goal #3 - Review Areas of Curriculum for Completeness and Address Instructional Materials Needed

We offered several fine arts opportunities to our students including several after school programs. These included drama, art, foreign language classes, orchestra, and choir. Students attended a performance of the Ballet Idaho production of the Nutcracker that included an educational component with prior instruction and post assessment. Students also attended two performances by the Treasure Valley Youth Theater. Young Rembrandts and Lego Robotics are offered after school to all students. Teachers made time in their schedules for art education and 8th grade students take an art class twice a week as part of the science, technology, engineering, art and math (STEAM) curriculum.

In 2012, we received a \$40,000 grant from Jeker Foundation for social studies curriculum and technology. This resulted in grades K-8 adopting Houghton Mifflin Harcourt Social Studies curriculum after evaluating several curricular materials to best align with Diocesan and State standards.

An assessment of science materials in grades one through four for alignment to the curriculum was conducted. A committee was then formed to gather and review several sets of standards deemed to be aligned with Diocesan and State curriculum guides. Also, an extensive inventory of schoolwide science materials was conducted. The result was an adoption of a uniform science curriculum for grades K-8. Adoption of curricular materials and implementation is needed in order to create a uniform science curriculum that reduces repetitive covering of topics and projects.

Three teachers in grades 3rd, 4th, and 8th attended three-day STEM conferences, implemented materials provided and organized labs on a weekly basis. Fifth grade classes also attend Bogus Basin Snow School where they have the opportunity to focus on experiential outdoor learning.

Our 6th grade students attend a five-day outdoor Science Camp (MOSS - McCall Outdoor Science School), under the direction of the University of Idaho. They focus on leadership and team building through a series of outdoor excursions that focus on collaborative scientific inquiry. MOSS participants focus on Idaho's land, water, and communities. The 7th grade students participate in Future Cities; a national engineering competition. All students participated in science enrichment through the Discover Technology bus. Students in grades 6-8 participate in a state Science Olympiad competition and are enrolled in weekly STEAM classes.

Goal #4 - Increase staff collaboration and in-service training

In 2013, the newly hired principal conducted and evaluated a staff survey. Target topics were identified and in-services provided to meet those needs. Some of the inservices provided were: instruction regarding MAPs data, a common core writing workshop, professional development on autism spectrum and *Words Their Way*. Several of these inservices were conducted with all the Catholic Schools in the Boise Diocese and all expenses were shared. A yearlong calendar was established to include professional development.

Professional Learning Communities (PLCs) were also established with a goal to increase teacher collaboration and data analysis. A late-start was implemented in 2015. One Tuesday a month school starts an hour late to give teachers and staff an extra hour of collaboration time. Further development of PLCs is needed to ensure time is being used effectively and goals of the school are being met.

Evidence

- Report from 2010 Visiting Team
- 2010 Accreditation Report, including action plans
- Weekly school Mass
- Retreat opportunities
- Professional development plans
- School website

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.

The value that is most important to our school is the spiritual development of our students through prayer, service, religion, and Mass. It is implied and presented in all classrooms in a variety of ways. Service is identified as a core value to our school’s mission and identity as we encourage students to be active members of our parish and civic community. We, as teachers, model the service by also being active members of our community. Our handbook states that students are required to participate in a set number of community service hours depending on their grade level as a part of their religion grade.

Catechesis at St. Mark’s promotes the knowledge of the faith through the Diocesan religion curriculum, where themes and objectives are spiraled from year to year to deepen students’ understanding of the tenets of the Catholic faith. All objectives are supported with references to the Catechism and are taught using the *Christ our Life* textbook series from Loyola Press; a Diocesan approved religion curriculum. In addition to the textbooks, several other sources are used by the teachers to supplement and enhance lessons: the Bible, books on the saints, various DVDs, the FORMED website, *the Catechism of the Catholic Church*, *The Idaho Catholic Register*, Church documents and encyclicals. Classroom education is also enhanced with priests visiting classrooms and homily experiences at weekly school Masses.

Every Friday during the school year, one grade hosts Mass. Students are responsible for greeting, ushering, reading, responsorial psalm and petitions. This allows them to develop service leadership skills, to increase their understanding of the Mass and deepen their faith. Students gain hands-on experience with the structure and prayers of the Mass. Students in grades four through eight also learn to Altar serve for daily Masses, weekly Masses and funeral Masses. The school choir practices weekly during lunch time for Friday Masses and they gain an understanding that music is a form of prayer and promotes active participation at Mass for all in attendance. Reading at Mass provides students an opportunity to be involved with the ministry but also affords them practice in public speaking.

Older students sit with younger students to model behavior and guide them through the Mass. Parents are invited to attend and often serve as Eucharistic ministers. In an effort to strengthen the connection between the school and the parish, the school will host one Mass per month to coincide with the monthly, school hosted coffee hour beginning in 2017.

Students participate in daily prayer and scripture study. This helps them develop a deeper understanding of their faith and allows them to reflect on and develop their faith. Each year, students are given a writing prompt from the St. Mark’s Vocational Committee to reflect upon and write an essay. Prompts have included “What would you do if you were St. Mark?” and “In this year of mercy, what do you think St. Mark’s favorite corporal work of mercy was?” In 2015,

middle school students were encouraged to dialogue with their parents about pursuing a religious vocation.

In 2016, each class adopted one of the Diocese of Boise's 11 seminarians. Letters, gifts and care packages are sent throughout the year with special attention given at Christmas and Easter. The seminarians have reciprocated by answering letters and have expressed their desire to visit the classrooms. Connecting with the seminarians has had a positive impact on the students who are able to witness young men with a zeal for the Catholic faith. It is a goal to now begin a pen pal relationship with area monasteries to highlight the importance of women called to religious life. It is vitally important that St. Mark's continues to present opportunities to our students to encounter priests, sisters and seminarians to encourage students in the religious vocations.

Beginning in 2016, all students gather on the playground every Monday morning to participate in a school-wide prayer. Students who have earned an SLE Pride Ticket are recognized, birthdays are announced and the Pledge of Allegiance is recited. During Advent, all students gathered in the auditorium for a special prayer service each Monday morning. Eighth graders are responsible for conducting a morning prayer service Tuesday through Thursday over the PA system with prayer continuing throughout the day in the classrooms.

St. Mark's Parish continually invites school parents to pray through opportunities such as back to school adoration, an Advent family retreat, living Stations of the Cross, a First Reconciliation retreat, a First Holy Communion retreat and Family Evangelization. The Sunday before the beginning of the school year an adoration procession from the church to the school is conducted by the priest. The entire parish is invited to follow the monstrance to the school, walk through the school blessing each classroom and end in the auditorium (the old worship space) for adoration. Regular communication from the school psychologist includes Catholic based parenting tips and a series of Love and Logic workshops that are regularly offered and also include Catholic Church teachings.

School staff begins each school year with a retreat. The retreats are focused on learning; prayer and reflection that help strengthen faith and focus on goals of being a Catholic school teacher. It allows the staff to clarify and renew its commitment to the school, parents, students and themselves. The retreats begin with Mass and a special blessing from the priest and parish for a successful school year. In addition, each year, teachers attend an annual conference for Catholic educators through the Diocese where numerous catechetical and spiritual courses are offered. All staff meetings begin with prayer. In 2015, the staff participated in the "Genesis to Jesus" bible study with plans for further in depth studies in 2017.

The school board opens and closes monthly meetings with prayer. The pastor attends the meetings and presents a parish report. The school principal attends weekly parish meetings in order to stay informed on parish happenings and to connect the school community with the parish. Likewise, the principal reports on events and opportunities at the school in which the parish may be involved.

Retreats are held by grade level and led by school staff in the form of middle school teachers and the school psychologist. Family units were established and included students from different

grade levels as well as monthly family lunches in order to build a support structure for a positive social environment. The retreats later evolved and included both parish clergy and youth ministers. Year-end retreats are also held for 7th and 8th graders. In an effort to build community and celebrate our Catholic Identity, it is a goal for two school-wide retreats to occur each school year; an Advent retreat and a Lenten retreat.

In 2015, with the help of a social worker and a registered nurse, a suicide prevention program titled *Signs of Suicide* (SOS), was piloted for 7th and 8th graders. This program was led by teachers and educated students on the warning signs of depression and where to seek help if they or someone they knew was in need of help. This program was integrated with our Catholic teachings. The need to continue this program each year is necessary as is the need for a full-time student counselor.

Camp Lions, which began in the winter of 2016, offers students an avenue to build relationships with teachers at St. Mark's outside of the classroom setting. Teachers create individual activities in which students can participate during Camp Lion's Night. Tickets are sold at the annual dinner auction and the camps (Spa Day, PokeMon Club, cooking classes, etc.) are very well attended.

Significant Accomplishments

- Weekly school Masses
- Adoption of Seminararians
- Connection with the parish Vocations Committee
- Piloting of the SOS program
- Service requirements

Goals

- Simplify SLEs to make more comprehensible for students
- Design and implement a positive behavior support system with efficacy
- Determine feasibility for a full-time counselor
- Create more opportunities to connect the school and the parish
- Annual school wide retreats
- Continue communications with area seminararians and develop communication with religious women
- Increased presence and involvement of priests, deacons, and youth ministers to increase connections with parish and develop faith journeys

Evidence

- Teacher catechist certification
- Religion curriculum/lesson plans
- Weekly Masses (Fridays and Holy Days of Obligation)
- Surveys
- Stations of the Cross
- First Communion Program
- Prayer opportunities throughout the day

- Daily scripture study
- Daily prayer on the intercom
- Student service reports
- Staff in-service records
- Examples of student prayers and writings
- Prayer portfolios
- Letters to and from seminarians

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.

The vision of St. Mark's is the development of Catholic values through prayer, learning and stewardship toward the Church and world community. We strive for the development of life-long learning, strong moral decision making skills, and health in mind and body for all learners. The school will provide students with a superior academic preparation for their secondary school education, enabling them to serve as leaders in their school and to be valuable members of the Church and civic community. St. Mark's will provide this education to as many students as possible by striving for accessible and affordable options for families.

From this vision comes the school's mission statement and Schoolwide Learning Expectations (SLEs). Our mission statement and SLEs serve as guides for the faculty and students in their daily school lives as well as outside of school. Our mission statement:

St. Mark's Catholic School is a ministry of St. Mark's Catholic Community that exists to provide excellent education rooted in the Catholic faith and Christian values. It assists the family in the intellectual, spiritual and physical development of the child.

Our vision and mission illustrate our school's commitment to helping form Disciples of Christ; Disciples who will serve their parish, diocese and the Roman Catholic Church and be life-long witnesses to Christ. Both the mission and vision statements are published in the handbook and the school's website as well as marketing publications distributed throughout the year. Parents, as well as students are asked to sign an agreement at the beginning of each school year to acknowledge that they understand the mission of our school.

Our SLEs were designed and implemented at St. Mark's as a means to enhance the goals and objectives stated in our vision and mission statements. They were created with six overarching themes essential to the development and growth of the whole child; mind, body and spirit. These themes are: Spiritual, Academic, Social, Physical, Creativity and Servant Leadership. Posters are displayed in each classroom as well as common areas of the building and serve as a reminder to students that each SLE is integral to their personal growth and development. The emphasis of our SLEs reinforces that education at St. Mark's is more than academics; it is an education that encompasses a spiritual, social and moral understanding of oneself – mind, body and spirit.

The students at St. Mark's demonstrate their SLEs in a variety of ways throughout the school year.

Spiritually - students pray throughout the day, actively participate in Masses during the week and on Sundays, receive Sacraments and are involved parish activities. They have opportunities to individually participate in the liturgy of the Mass and also attend a special Mass with other areas Catholic schools during Catholic Schools Week each year. During this special week, students also celebrate their faith and spirituality in a variety of creative and meaningful ways - guest speakers, special dress-up days, door decorating contests, stewardship, etc.

Academically - students are engaged in rigorous curricula, Science Olympiad, Future Cities, and after school enrichment programs. In an effort to develop a strong work ethic, personal responsibility and an enthusiasm for learning, students are always encouraged to do their very best.

Socially - students participate in social causes and community service projects. Students are encouraged to interact with students other than their classmates through reading partnerships, social events and mentorship programs.

Physically – all students participate in physical education two times per week. Students are engaged in athletic programs such as the Holy Spirit Invitational Basketball Tournament in Pocatello, Idaho and the Hallissey Basketball Tournament in Boise, Idaho. Sixth through 8th grade students are encouraged to participate in Treasure Valley Catholic Schools (TVSC) athletics throughout the year. Our school is also blessed with a large playground area allowing students in K – 3rd grade to enjoy two recess breaks and a lunch recess every day. Fourth – 8th grade students have one morning recess each day in addition to their lunch recess.

Creativity is encouraged and expressed through differentiated instructions. Students are given choices on how to creatively express their ideas and demonstrate understanding of concepts being taught. Extra-curricular opportunities are also made available for students to express their creativity: Young Rembrandts, Lego Robotics, foreign language classes, choir and orchestra classes. Most classrooms incorporate art into their weekly schedules and 8th grade students are enrolled in an art class as part of the science, technology, engineering, art and mathematics (STEAM) curriculum. In 2016-2017, Spanish classes became part of the K-8 curriculum with elementary students receiving instruction once a week and middle school students twice a week.

Servant Leadership is demonstrated on a daily basis as students strive to be good citizens not only in the classroom, but also in our community. All students are required to complete community service hours and often go above and beyond these requirements. Entire classrooms also participate in service activities. As examples, each month 4th grade students visit a local nursing home to spend quality time with its residents and the 6th grade classes organize a schoolwide canned food drive.

Our SLEs are directly aligned with our mission statement. Each statement reflects the importance of developing the mind, body and spirit of each student. Our SLEs will serve each of our students long after they leave St. Mark's. St. Mark's respects the fact that parents are the primary

educators of their children in all areas of growth and development. Their involvement in school activities, volunteerism, community service and active participation at Masses is a testament to their dedication to our vision, mission and SLEs.

During our Self Study, the staff agreed that a simplification of our SLEs is needed to make them more user-friendly for our students. They are too wordy and some of the explanations are too complicated for many of the students to fully understand. The need to condense the wording to reflect a better understanding of the SLEs is a process that began in 2015 with student council. It is a goal for our school to finish this process during the 2016-2017. The spirit of our SLEs will remain the same, but students will be better able to relate to and understand them. Part of the revision process will also be the development of a rubric to measure the SLEs which will provide a means to recognize our students who are witnesses to Christ.

The written curriculum standards of the Diocese of Boise, St. Mark's governing authority, have universal themes from K – 8th grade; Knowledge of Faith, Liturgical Education, Moral Education, Teaching to Pray, Education for Community and Missionary Initiative. St. Mark's adheres to these themes to help the school define its purpose.

Examples:

- Students are required to complete community service hours and reflect on their experience
- Weekly, student-led Masses
- Daily Religion instruction
- Teach/memorize important prayers
- Participation in Sacraments
- School psychologist who spends time in each classroom helping children understand life's complexities through a Catholic lens

Significant Accomplishments

- Implementation of SLEs
- Adherence to the Diocesan curricula and State Common Core Standards
- St. Mark's lives its mission

Goals

- Revise the length and wording of our SLEs
- Complete and implement a rubric for our SLEs
- Make mission statement more visible to all shareholders
- Develop a reward program to acknowledge disciples among us through a positive behavioral support system

Evidence

- St. Mark's School Website

- SLE posters
- Teacher/Student suggestions for revisions to SLEs
- Assessment of Children/Youth Religious Education (ACRE) test results
- Diocesan curriculum
- Community service reflection papers

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 pastor is the head of St. Mark's. He attends school board meetings and communicates with the principal on a weekly basis. He is available as a resource to the school staff, families and the students. He is an active presence in the school.

The pastor entrusts school administration to the principal. The new principal was hired in April of 2016 with her contract officially beginning in August of 2016. The principal is responsible for the daily operation of the school; staffing and supervising faculty and staff, handling student discipline issues, creating a professional development plan, school safety, marketing, budgeting, etc. The principal attends weekly parish staff meetings, all monthly school board and Home and School Association meetings. The principal also attends quarterly parish finance council and school foundation meetings as well as diocesan superintendent and principals meeting throughout the Diocese of Boise.

St. Mark's has a seven-member school board as of July 2016 (previously it was a five-member board). All members are nominated to the school board with final decisions made by the pastor and school principal. School board members serve a two year term. The school board is advisory by nature and meets monthly. Meetings are open to the public and are advertised in the school newsletter and on the school website. The school board attended a three-hour training in October of 2016 provided by the Diocese of Boise. The purpose of the School Board is to define policies and assist in the governance of Catholic education at St. Mark's. Such policies include the planning and operation of the school, determining the budget and tuition rates and the establishment of operations consistent with the policies of the Diocese of Boise.

St. Mark's Home and School Association (HSA) also has a board. The HSA is responsible for the fundraising and volunteer activities at St. Mark's. There are four elected members on the HSA board: president, president-elect, treasurer and secretary. There is also a teacher liaison that attends all of the meetings. HSA meets monthly and tries to hold their meetings immediately following school board meetings. There is a parent liaison on HSA who provides reports to the school board and then reports back to the HSA on school board happenings. Each year the HSA commits to raise a set amount of money for the school. They prepare a budget and it is approved by the parish finance council. The average amount raised, before expenses, over the past four years has been \$146,385. This year the HSA has pledged to raise \$150,000 before expenses.

St. Mark's Education Foundation also has a board consisting of five members. Their soul mission is to procure funds to assist with tuition assistance for families who need financial support. Over the past five years, the foundation has provided over \$400,000 in financial assistance.

St. Mark's provides many ways to communicate with shareholders; weekly newsletters (electronically emailed and posted to our website), a school website (including a newly added middle school site), a Facebook page, the PowerSchool student information system, and parent-teacher conferences. At the annual Back-to-School night the principal presented a PowerPoint presentation outlining our mission, goals, policies, volunteer opportunities, etc. The PowerPoint was then emailed to all parents.

The revitalizing of a school recognition program is needed to communicate with all shareholders the incredible discipleship that is happening at our school and how SLEs are being achieved. This will be developed with the design and implementation of a school wide positive behavioral support system. Effective communication with all shareholders also needs to be improved. An updated handbook is necessary for all shareholders to know and understand current policies, procedures and expectations.

Significant Accomplishments

- Effective advisory school board
- Several avenues to communicate with shareholders
- Substantial financial assistance awarded
- Active participation of pastor in school related meetings and functions

Goals

- Improved transparency in communication to shareholders
- Updating policies, procedures and parent/student handbook
- Appoint a teacher liaison to the school board

Evidence

- Weekly newsletters (Friday Facts)
- Minutes from school board, education foundation and HSA meetings
- School Website
- PowerSchool
- Bi-laws from all established boards

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 principal, teacher and support staff formally assess student progress using a variety of standardized tests: Measures of Academic Progress (MAP) testing, Idaho Reading Indicator (IRI) tests, Curriculum Based Measurement (CBM) testing, criterion-referenced tests and quizzes such as Reading Street Common Core assessments and norm-referenced tests such as Accelerated Reader (AR/STAR) testing.

Informal assessments are also used by the principal, teachers and support staff to assess student progress in the form of observations, daily written and oral work, exit tickets, projects, homework, various presentations, portfolios, self-assessments, community service, class participation and authentic assessments. Small group work is also informally assessed to monitor student progress. These types of formative assessments occur throughout the entire day. For example, teachers utilize verbal feedback to assess student knowledge and daily assignments are reviewed to provide meaningful feedback to the students and assessment data to the teacher. There are also opportunities for students to use computer software programs to assess themselves and receive additional practice on concepts being covered in class. It is imperative that St. Mark's keep pace with current technologies to enhance student learning and provide teachers with more efficient tools to formatively and summatively assess student progress.

Teachers utilize a variety of other means to allow students to assess their own learning. These include, but are not limited to, responses from the student (thumbs up if you are getting it), allowing the students to monitor the quality of their work using a 1-10 scale, sharing with a partner how the problem was solved and allowing students the opportunity to review daily concepts learned from the previous lessons. Upper grades often complete projects that are more open-ended and through the use of rubrics, students have the opportunity to do some self-assessment. Portfolios are also used for this purpose.

Every student is expected to show individual growth in their scores as they progress through the school year. If growth is not being shown teachers are able to differentiate instruction to meet individual student needs. Each classroom K-3 has an instructional aide for all, or some part, of the day. Instructional aides are utilized in 4th-8th grade as well. These aides are able to support student learning, reinforce concepts being taught and can work individually with students who are struggling. The communication between the instructional aide and the teacher provide vital information on student progress and understanding.

Students in 8th grade are tested for math placement at Bishop Kelly. If passed, students would be placed in Geometry as a freshman. With the implementation of a K-8 Spanish program in 2016, 8th graders will also have an opportunity to take a Spanish placement test that if passed, would place them into a Spanish II class as a freshman. A large percentage of our students attend Bishop Kelly High School and go on to further their education upon graduation. Many St. Mark's alumni earn merit-based scholarships and have been National Merit Finalists. We often hear from high school educators that our students are more than prepared for the rigors of high school and beyond. These positive results can be attributed, in part, to our strong curricula and teaching staff.

The school collects both formative and summative assessments to drive curriculum and instruction for student improvement. Teachers use many types of assessment tools and practices

in their instruction at St. Mark's. Assessment practices beginning with kindergarten are designed to give as complete a picture as possible of the level of readiness and performance level for each student. Teachers make use of formal and informal assessments on a continuous basis to inform their instruction. Data derived from both informal and formal assessment help determine skill based groups and is used by teachers to differentiate their instruction to better meet the needs of all learners. Extensive effort is made at the beginning of the school year by the school's reading specialist to assess students in K-8th grade so that teachers can better assist students in reading. More specialized assessments are also used when students are referred to the school's multidisciplinary team called Child First. This testing is conducted by the reading specialist and the school psychologist. Results are shared with parents and the classroom teacher at a subsequent meeting.

Information from the multitude of assessments at all grade levels is used in a continuous loop to determine progress toward the expectations that are held for each student. A philosophy of monitoring and adjusting is part of everyday instruction. Regular feedback to students and parents as well as to staff members regarding progress is seen as a critical component to effective instruction.

The national researched-based assessment tool administered to students grades 2-8 is the NWEA's Measures of Academic Progress® (MAP) which creates a personalized assessment experience by adapting to each student's level of understanding. Students are assessed in Language Usage, Reading, and Math. It provides assessment data and essential information about what each student knows and is ready to learn. MAP is given a minimum of two times per year, once in the fall and again in the spring with winter testing as an option.

Results from the MAP tests are reviewed and discussed by the principal, grade-level teams, individual teachers and parents. Areas are targeted for growth by each teacher. Goals are established for each student to improve the likelihood of the student meeting their growth target. Reports are generated to parents and an overall school report is generated for the entire parish.

Data from MAP tests can be disaggregated many ways. One way is to evaluate student growth from fall to spring each school year in Language, Reading and Math. These reports show scores by year and season and highlight areas of strength and need.

Language - Data show all grades above the NWEA median.

Reading - Data show all grades above the NWEA median.

Math - Data show all grades above the NWEA median.

Data is also disaggregated by subjects and specific domains with the subject area. For example: in Language Usage there is *plan/organize/research, understand grammar/usage and punctuate/spell correctly*. Another way data is disaggregated is by grade levels year-to-year, fall to spring, spring to spring, etc. Reports are compared to national norms. There has been a transition from state standards to Common Core Standards over the past few years. Professional development opportunities have focused on understanding the changing standards and methods

used to assess these standards. Teachers met in grade level teams to discuss and evaluate current curricula to determine if sufficient materials and resources were available to meet the new standards.

MAP scores are used to make instructional decisions regarding differentiated instruction, creating reading and math groups, developing centers, tracking progress, allocating additional resources, making effective seating arrangements, looking for trends in specific content areas and more.

In grades K-3, IRI score are used to assign fluency levels. Reading Street assessments are also used to form reading groups K-5. CBM assessments are administered to students in grades 4-8. This data (IRI and CBM) determines who receives help from the reading specialist. Students who perform below the 45th percentile are scheduled weekly time with the reading specialist. Students who perform close to the 50th percentile are marked as “students to watch”. Classroom teachers, with the help from instructional aides, provide increased support for these specific students who did not qualify for reading intervention from the specialist..

Data from these assessments have led to additional curricular materials and computer-based programs to support the needs of all students. MobyMax, Khan Academy, ALEKS, and Focus Math, Read Naturally and Read Well are a few examples of supplementary materials teachers have integrated into their classroom. Our current capacity for technology does hinder all students from benefiting from these programs.

Allocation of personnel resources is frequently based upon the assessment of the learners within a particular grade level. If data indicates that a substantial academic need exists within a group, additional personnel are assigned to that classroom. When assessment data indicates a need that can be addressed with specialized instructional materials, allocation of funds for purchase of specialized materials is made through use of a budget category for this purpose.

PowerSchool is used to allow parents 24/7 access to the teachers’ grade books. PowerSchool allows parents to view student grades, missing work, work completed, attendance records, teacher comments, and more. Teachers also assess report card grades; communicate with parents regularly via email, newsletters and schedule parent conferences as needed.

Students perform at a high achievement level on standardized tests as compared with their national peers. Information gathered from these tests help to identify individual student strengths and needs, and also grade level trends. A challenging curriculum that meets the Idaho Common Core and the Diocesan standards has been implemented and continues to be evaluated for effectiveness.

Significant Accomplishments

- Trend shows above NWEA norms in Reading, Language Usage and Math
- The use of MAP, IRI and CBM data helped make instructional and curricular decisions
- Child First team evaluates every student’s IRI and CBM data to determine appropriate interventions, accommodations and modifications if needed.

- Implementation of PLCs has provided teachers time to analyze data and discuss best practices

Goals

- Increased professional development to use the data the school has collected to drive curriculum improvement
- Professional development on effective PLCs and technology usage in the classroom
- Expansion of technology; improved infrastructure to support technology use in the school

Evidence

- IRI/CBM reports
- MAPs reports
- Report cards
- PowerSchool
- Schedule for instructional aides
- Schedule for reading specialist
- Professional development plans
- Notes from collaborative groups

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.

St. Mark's primary goal is to help develop Disciples of Christ. As each student grows spiritually, academically, physically and socially they develop a Catholic Identity, achieve our SLEs and become aptly prepared for higher education and become valuable members of the Church.

St. Mark's provides challenging curricula in all grade levels that meets and often exceeds the Diocese and Idaho Common Core Standards. Catholic morals, teachings and values are integrated into all aspects of the curriculum in order develop a strong Catholic Identity. Students become knowledgeable Catholics by actively participating in Masses and religion classes, studying the doctrine of the Church, praying daily, praying the rosary, attending retreats and adoration, participating in the sacraments of the Eucharist and Reconciliation. Through community service projects and involvement with parish ministries, students learn to be empathetic and compassionate toward not only their local community, but also the community at large.

The school ensures the Diocese and Idaho State Standards are followed by selecting curriculum resources that are in alignment with these standards while also utilizing supplementary resources to differentiate instruction. St. Mark's follows the Diocese Standards in religion. Teachers design and prepare lessons plans aligned with Idaho Common Core Standards and diocesan guidelines.

Grade level teams meet to set and evaluate goals to monitor student progress. Teachers work diligently to meet the needs of all of their students through the challenging curriculum.

Student progress is evaluated using a variety of assessment tools such as chapter and unit quizzes and tests, checklists, portfolios, weekly work, projects, visual and oral presentations, creative writing, and rubrics. Curriculum standards are measured through MAP testing, CBM testing, IRI testing and a variety of formal and informal classroom assessments. Assessment data is used to modify instruction and curriculum to meet the needs of all students and ensure SLEs are being met. Teachers are able to collaborate both formally and informally during grade-level meetings, staff meetings and inservice opportunities to share ideas, seek advice and discuss student progress.

The MAP tests in Language Usage, Reading and Math are given in grades 2 - 8 and the IRI is given in grades K - 3. A CBM is also given to students in grades 4 - 8. Teachers are able to identify areas of strength and need for each student as well as use the information to help guide instruction. Results from these tests are shared with parents during parent-teacher conferences and again at the end of the year.

Students not meeting grade level expectations or not making acceptable progress are identified through a combination of teacher observations, academic testing, teacher and parent referrals. Students are then referred to the Child First Team where they consult with the teacher and develop an intervention plan and develop steps to monitor progress. Parents are invited to a meeting to discuss the proposed intervention plan and then asked for input and approval of the plan.

After a reasonable period of intervention and progress monitoring, students may be referred to the school psychologist or outside resources for cognitive or neuropsychology testing if acceptable progress is not being made. After testing is completed and reports and recommendations are received from the evaluators, the Child First Team meets with the teacher and parents to create an accommodation plan. Students may continue to receive accommodations and interventions at the school level or be referred for outside services, if necessary. A huge benefit to having a psychologist on staff is the timeliness of the results; only a few weeks are needed to complete the entire referral process.

If it becomes apparent that a student is struggling, or a student needs to be more challenged, teachers, administrators, specialists and parents work together to find the necessary tools and accommodations to meet the student's need. For example, the purchase of the ALEKS computer-based math program was purchased to not only meet the needs of struggling students but also the needs of students who excel in math. Pull-out reading interventions are provided by a part-time reading specialist and six instructional aides who can also provide math interventions. St. Mark's also works closely with Bishop Kelly High School that provides high school tutors for students before or after school. Private tutors and an after school homework club are also utilized to meet the needs of students.

St. Mark's formally monitors students who struggle through MAP testing, the IRI and CBMs. These assessments are given twice a year with the exception of the CBM that is also

administered in the winter. It would be beneficial for St. Mark's to evaluate other tools for progress monitoring across all grade levels. This monitoring should be done on a more frequent basis to ensure the needs of our struggling students are being met. Implementing computer-based monitoring programs would be beneficial and must be researched.

PowerSchool is a student information system that teachers use to record grades, missing assignments, and work completed. This tool allows parent access to their child's grade in real-time. Parent-teacher conferences are held at the end of the first quarter of learning. Teachers collaborate with parents to discuss student's areas of strengths and needs, academically and behaviorally. Strategies are also discussed on how to best meet the child's needs both at home and at school. Standardized tests results are also discussed and given to the parents. Goals are set for the remainder of the school year. Parents are always encouraged to communicate with the teacher and arrange meetings as needed to discuss student progress, growth or other concerns.

The technology available for student learning include two computer labs, 15 laptops on a portable cart, an average of four computers in each classroom, 12 Kindle Fires, SmartBoards, document cameras, and 24 iPads. Students use these resources for research, word processing, presentations, online websites for customized learning and enrichment, exposure to computer and technology careers such as Hour of Code, and formal individual assessments. Unfortunately, our current infrastructure cannot support the addition of more computers that are needed in the middle school. Currently, the middle school students rarely have access to our two computer labs and there are not enough computers in the classrooms to meet the growing need.

A large percentage of our students attend Bishop Kelly High School and go on to further their education at colleges and universities all over the country. College banners are proudly displayed in the gymnasium that represents some of the colleges and universities our graduates have attended. Many of our alumni earn merit-based scholarships and others have been National Merit scholars. In 2015, eight of 29 valedictorians at Bishop Kelly High School were St. Mark's graduates.

Significant Accomplishments

- A challenging curriculum that meets Idaho Common Core Standards and the diocesan standards
- High achievement on standardized tests and the performance of our alumni in higher education
- Creation of the Child First Team to respond to academic and behavior intervention needs resulting in a more continuity and communication from year to year
- Timeliness of psychological testing results
- Differentiated instruction and varied instructional methods and assessments used to meet the needs of all students
- Creation of a technology committee

Goals

- Improvement is needed to increase the integration of the SLEs both in and out of the classroom
- More frequent progress monitoring for struggling students
- A cohesive writing curriculum
- Improved technology infrastructure to meet the needs of students and technology usage in the classrooms
- Professional development on technology usage in the classroom

Evidence

- MAP Scores
- Accommodation/modification plans
- Behavior plans
- IRI and CBM Data
- Student GPAs

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.

St. Mark's faculty, staff and administration are highly qualified to carry out the mission of our school. They are committed to fostering student growth in mind, body and spirit. The staff is also extremely dedicated to living the Catholic faith and being role models for the students. All teachers either possess, or are working toward, their catechesis certificate through the Diocese of Boise. Yearly retreats are held and professional development opportunities are also provided to maintain certification requirements. The faculty works collaboratively to create a Catholic environment and is supportive of the school and parish communities. All staff work diligently to lead by example and promote stewardship through their time, talent and treasure.

The Idaho State Board of Education serves as the governing authority which requires the principal to have a valid administrative credential, and all teachers must have a valid Idaho teaching credential. One teacher at St. Mark's is currently working to complete the requirements for an Idaho teaching credential through the ABCTE program. All staff are required to take a Safe Environment Workshop through the Diocese and complete a background check through the Idaho State Department of Education.

All staff members are evaluated annually. Those in the first three years of teaching are evaluated twice a year. The principal does weekly classroom walk-throughs and emails teachers with reflective questions. Teacher artifacts are kept as evidence to demonstrate effectiveness in communication, lesson planning, record keeping, etc.

Title IIa funds are accessed for professional development. During the summer of 2013 and 2014 a teacher attended a three-day Common Core Standards conference and shared the information with staff. In the spring of 2013, one teacher took a Common Core writing class for grades K-2 from the Lee Pesky Learning Center and helped incorporate the information into the writing curriculum. In the summer of 2014, two teachers attended a STEM workshop and brought the information back to share with the intermediate and middle school teachers for increased learning opportunities. In the summer of 2016, seven teachers attended an ELA and math curriculum mapping workshop held at Bishop Kelly High School in Boise, Idaho. Teachers will again have the opportunity to attend this workshop in the summer of 2017. This winter, two teachers will attend a Google Summit in Las Vegas, Nevada. These are just a few of the countless staff development opportunities available to teachers at St. Mark's.

One teacher has earned a certificate in *Teaching Exceptional Children* which has enhanced, enriched, and expanded our intervention process through the creation of the Child First Team. In addition, a partnership with Notre Dame was established through the Diocese of Boise and St. Mark's for the purpose of developing additional Catholic school leaders. As a result of this partnership, the former principal received his administrative degree in 2012 and a current teacher is completing the last year of the three year process.

One way St. Mark's teachers help students achieve SLEs is by fostering learning through service opportunities within the school, parish and large community. Students and their families support St. Mark's Food Bank, the second largest provider of food to those most in need in the Treasure Valley, by holding food drives and volunteering at the site. Visiting nursing homes, participating in Rake Up Boise each fall, collecting monies for various causes, participating in clothing drives and diaper drives are a few other activities in which our students are involved. In addition to these schoolwide projects, students are required to complete community service hours independently each year.

The teachers use various teaching methods and instructional strategies to meet the needs of their students. Traditional means of instruction are used such as; note-taking, lectures, worksheets and textbooks, as well as hands-on experiences and group work. Project-based learning and cooperative methods such as; Future Cities, role-play activities, science fairs, Science Olympiad, animal dissections, and Shakespeare plays are a few ways teachers engage students in the learning process. Finally, technology is also used to engage students in; research projects, webquests and various other internet activities. Technology is a definite area for improvement as limited resources and poor connectivity hinder a more robust integration of technology into all classrooms.

Smart Boards, document cameras an average of four computers per classroom are used in all classrooms, but the current infrastructure doesn't allow for technology to be used to its full potential. Once the infrastructure is enhanced, further professional development for teachers on how to implement effective, research-based strategies using technology will be needed.

A variety of assessments are used to measure student learning. Daily observation, participation, oral and written work, projects, standardized tests, authentic assessments, visual and oral presentations, art projects, self-assessment, portfolios, student goal setting, MAP testing, IRI

testing and CBM testing are all examples of measurements taken weekly, at the end of units, quarterly, each semester and at the end of the year that help guide instruction, monitor progress and meet individual student needs. This variety of assessments, both formative and summative, allows varied learning styles to be met. Students are presented with several means to demonstrate their knowledge; oral presentations, art projects, written tests, speeches, debates, research projects and building models tap into all learning styles. Collaborative efforts are made during grade level meetings to share ideas, brainstorm with peers and connect with the community to bring in additional resources to further engage students in learning process.

Research-based techniques are implemented into classrooms to foster student learning. For example, Idaho adopted the Mathematical Thinking Initiative (MTI) that requires all teachers seeking a renewal of their teaching certificate to take the three credit course. Strategies learned were then introduced into all classrooms to deepen the understanding of mathematical concepts. St. Mark's teachers also participated in an inservice training on how to use MAP testing data to best meet the needs of their students. Continued professional development is needed in this area, as is the increased use of web-based math programs to meet the needs of all students.

In 2014, professional learning communities (PLCs) were established to support research about effective teaching methods and instructional strategies. Workshops, inservice days and classes were taken in conjunction with other area Catholic schools. In 2015, a late start to the school day once a month was implemented to allow more time for teachers to collaborate. More training on how to use this time effectively is needed, specifically on how to analyze data and how to use formative assessments to monitor student growth. Finding more time for PLCs to meet is also a priority.

Significant Accomplishments

- Continued use of federal funding for professional development
- Alignment of assessments to state and diocesan standards as well as SLEs
- Variety of teaching methods and instructional strategies to meet all students learning styles and needs

Goals

- More collaborative time and training on how best to use PLC time
- Revise writing practices
- Improve technology infrastructure to create opportunities to engage students in a variety of learning styles
- Increased continuity in math instructional strategies meeting current research-based best practices
- Further professional development in the area of data analysis

Evidence

- Teacher evaluations
- Student work samples

- Professional development plan
- Examples of service projects and essays

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

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

With Christ as the center of St. Mark's, the administration staff, faculty, instructional aides, support staff, a reading specialist, a part-time counselor, youth ministers, parents, grandparents, coaches and countless other volunteers come together as a strong community of faith. This Catholic community serves as role models to our students and provides a safe, faith-filled environment that permeates our classrooms, hallways and playground. We strive to create an environment where all students are nurtured, valued and loved.

St. Mark's provides the Safe Environment Workshop (SEW) to anyone who wishes to be part of our community. The Diocese of Boise trains individuals to be SEW trainers at their parish and/or school. These trainers then offer the required workshop periodically throughout the year to teachers, parents, grandparents, and anyone who would like to volunteer in some capacity in the school. A diocesan background check is also required. Participants in SEW are instructed on appropriate procedures and expectations when working with youth.

In 2014, nine security cameras and automatic locks on four doors were installed to improve the overall safety of St. Mark's. The school is now able to be in a lockout mode throughout the school day. Visitors coming to the school ring the doorbell, are asked through an intercom system the nature of their visit and then allowed into the building, if cleared. All playground breaks are supervised by teachers, support staff and volunteers throughout the day, this includes before and after school. All classrooms remain locked during the day and monthly fire drills are practiced. The practice of lock down drills began in the fall of 2016 with nine Boise police officers coming to the school to assess our procedures.

At the start of every year, all staff members are required to partake in CPR, AED and basic first aid training. The administration staff also receives training in proper administration of medications. A school nurse is onsite twice a week and works closely with the administrative staff to ensure quality care for all students.

Safety on the internet is also a concern for students. Parents and students are required to sign a technology agreement each year that outlines appropriate usage and digital citizenship. The Diocese of Boise maintains a technology firewall and filters that block inappropriate content on the internet, flags potentially threatening or harmful language in student emails and internet searches.

All St. Mark's families are required to volunteer for 24 volunteer hours per year, with six of those hours directly used towards the annual dinner auction. Families may help directly in the classroom, work in the cafeteria serving lunch, supervise recesses, help maintain the facility, coordinate classroom activities, serve on various boards or committees, etc. Parents serve as: coaches for sports and academics, tutors for individual students, library assistants, chaperones for field trips and also organize enrichment opportunities.

St. Mark's offers many extracurricular activities both before and after school. Boy Scouts and Girl Scouts are very active at St. Mark's and are available to all students. Community sponsored athletic programs are available to K-8 students. Choir is offered after school to students in 5th – 8th grade, two times per week. Orchestra is offered to 6th – 8th grade before school two days per week. A generous donation of 22 stringed instruments also makes it possible for 5th graders to have orchestra twice a week during their music class. After school enrichment opportunities in foreign languages, art and robotics are also available throughout the school to students of all ages.

Boys and girls in 4th and 5th grade can participate in basketball through an annual tournament at Holy Spirit Catholic School in Pocatello, Idaho. Boys and girls in 5th and 6th grade can participate in a Boise basketball league through the school. The teams compete with other area schools. In 7th and 8th grade, students may participate in the Treasure Valley Catholic Schools (TVCS) athletic program that includes football, volleyball, cross-country, basketball, track and tennis. Students practice good sportsmanship rooted in Christian values, and pray before and after games.

Middle school students also have the opportunity to compete in Future Cities and Science Olympiad that are academically centered. Student Council is available for students in 5th - 8th grade. While various means to acknowledge student achievement has changed over the years, the need to adopt a consistent program to do so is needed to promote Catholic morals, values and decision making.

Homework Club is an after school program operated Monday through Thursday during the school year. Students who attend, for a fee, have access to the computer labs, complete their homework with assistance if needed, and participate in various activities once homework is completed. This service is provided from 3:30 to 5:30 when in session. A parent survey is needed to determine if Fridays should be added to the schedule.

Classroom discipline centers on Christian behavior and SLEs. St. Mark's has high standards and expectations for behavior. The need to adopt a positive behavioral support system is needed to ensure consistent rewards and consequences for behaviors.

Faith formation is an ongoing endeavor and is an integral part of the school's vision. Each week one class is responsible for planning and hosting the Friday Mass. Older students guide and monitor younger students during Masses. All students, K - 8, receive religion classes every day with Catholic teachings and values integrated throughout all subject matters. Preschool students receive religious instruction every Tuesday using the Catechesis of the Good Shepherd

curriculum. The Sacrament of Reconciliation is given twice a year to all students who have received First Reconciliation.

Students learn to observe Holy Days of Obligation, pray the Rosary as a school, and participate in Stations of the Cross, the Crowning of Mary and religious retreats. Eighth grade students perform “Living Stations” to both the school and parish communities during Lent. Students regularly serve as altar servers for school and Sunday Masses, as well as funeral Masses. Priests are visible at school functions, in the classrooms and are invited to give special lessons during religion classes.

St. Mark’s has a part-time music teacher who teaches 1st – 5th graders twice a week and kindergarteners once a week. Concerts are performed during advent and at the end of the school year. Students in 3rd – 8th grade may participate in the school Mass choir that meets during lunch time once a week, and performs at weekly Masses. St. Mark’s employs a full-time librarian with each class given the opportunity to schedule library time. Classes K-5 have library at least one time per week. A full-time PE teacher provides classes two times per week for all grade levels. 6th grade students have Health once a week and 7th and 8th grades have Health two times per week. In the fall of 2016, Spanish classes are offered to all grade levels; once a week for 30 minutes for K-5 students, and twice a week for 45 minutes for 6th - 8th grades.

Science, technology, engineering, art and mathematics (STEAM) classes are taken by all 6th – 8th graders five days a week. Three days a week, engineering and study skills are emphasized in 6th grade; science and engineering are emphasized in 7th grade; while art and art history is emphasized in 8th grade. The other two days of STEAM are dedicated to Spanish classes.

St. Mark’s employs a part-time psychologist two days a week who teaches weekly lessons rooted in our Catholic faith on kindness, bullying, calming techniques, peer pressure, etc. He is available as a resource for parents and students, and can also provide a list of community referrals. The other part of his position involves administering a variety of tests to students who have been referred by parents and/or classroom teachers. This allows for quick results to parents and teachers to begin planning on how to best meet the needs of the student.

The Boise and West Ada School Districts provide outside testing of students with special needs as well. If a student qualifies for extra help, there are five instructional aides and a part-time reading specialist to assist the teachers in meeting the student’s needs. There is a multidisciplinary team, called the Child First Team, for struggling learners or students with behavioral issues. The team is comprised of the reading specialist, the school psychologist, the principal and three teachers with special education backgrounds. Teachers may make referrals to this team after sufficient data had been collected to justify an evaluation.

St. Mark’s offers nutritious meals every day to students for \$2.50 per meal, milk is only \$0.15. While the school does not participate in the federal lunch program, reduced milk prices are given to families who qualify under the federal guidelines. In addition to the kitchen manager, there are two part-time assistants and two to three parent volunteers during lunch time. The lunch program serves between 200 and 280 lunches per day and makes a profit each year.

Technology is used to support all students; it is used in instruction as a learning tool, for student research, writing, reading, presentations and to submit assignments. The technology available for student learning includes two computer labs containing over 50 computers, 10 laptops on a portable cart, an average of four computers in each classroom, SmartBoards, document cameras, 12 Kindle Fires and 24 iPads. Students use these devices for research, word processing, presentations, online websites for customized learning and enrichment, exposure to computer and technology careers such as Hour of Code, and formal individual assessments. A significant improvement to the current infrastructure at the school is needed, as well as upgrading outdated equipment.

A technology plan was implemented in 2013 to outline the current capabilities of the school and plan for future improvements. A technology replacement plan was also created, but needs to include plans to become a 1:1 device school. It is imperative that the infrastructure be improved to meet the growing technology needs of the school. The school's website is updated throughout the school year and is currently undergoing a complete update.

Significant Accomplishments

- An abundance of student support available through a reading specialist, the Child First Team, a psychologist, instructional aides, specials teachers, a nurse and parent volunteers
- Various extracurricular opportunities for students
- Improved security measures
- After school homework club

Goals

- To evaluate and implement a positive behavioral support system
- To improve technology infrastructure to support growing technology needs
- Professional development on how to use technology in the classroom
- Survey parents to determine the scheduling needs of the Homework Club

Evidence

- SEW and background check spreadsheets
- Technology agreement
- Technology plan
- TCVS website
- Science Olympiad rosters
- School budget
- Class and Mass schedules

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.

St. Mark's budget year is July 1 to June 30 with the budget process beginning in January. The school principal and the office manager meet to review the prior year, the current year and the upcoming needs of the school. Projected enrollment is discussed and conservative estimates are made to ensure fiscal responsibility. A first draft is created and then presented to the school board. Each line item of the budget is discussed. The school board treasurer reviews the draft, makes recommendations and asks for clarification when needed. Once this process is complete, the budget is then presented to the St. Mark's Finance Council in late April or early May. The council consists of a school board member, the parish business manager and parish members. Each line item of the budget is again discussed, followed by a request for approval of the subsidy St. Mark's receives from the parish.

The subsidy St. Mark's receives from the parish is provided to assist the school financially. The subsidy helps support the tuition benefit for all full-time diocesan employees, the reduced tuition for active parishioners of St. Mark's Church and assistance to families in need of help with tuition. After approval of the subsidy, the proposed budget then is voted on for final approval.

Tuition was increased by 3% last year to address the rising cost of living and to help reduce the deficit created from the free-tuition model that was adopted in 2011. Staff salaries were increased by 2% to account for cost of living increases for the 2016-2017 school year. Staff salaries average around 80% of what the local school district pays. There is great fluctuation among teacher salaries based on the economic situation when teachers were hired. There is a need to adopt a salary scale to ensure equity.

The school applies for federal funds, specifically Title IIa funds, which are used for professional development opportunities. These funds are allocated based on the number of students that are enrolled in the school and address the ongoing formation of the faculty and staff. Professional development opportunities in the form of college courses, inservice trainings, workshops, retreats and curriculum development are made possible through these government funds.

Financial reports and a summary of accounts are prepared monthly by the parish business manager and the school office manager. Reports are sent to the pastor, the parish finance council, the school board treasurer and the principal. Oral reports are given at monthly school board meetings and finance council meetings.

Both the finance council and the school board are comprised of professionals in many areas of business; business owners, accountants, lawyers, finance managers, marketing executives, etc. Any revisions in the budget must go through a request and approval process conducted by the finance council.

School board meetings are held on the second Monday of every month during the school year. All meetings are open, an agenda is followed and financial status is communicated to shareholders. The school budget encompasses all aspects of running the school including the preschool budget, Home and School Association budget, cafeteria budget, maintenance budget, etc. A detailed technology budget, including a replacement plan is needed. Currently a technology fee is being charged, but may need to be increased to support a proposed replacement plan.

Tuition, Home and School Association fundraising (average three year gross - \$150,000) and subsidy from the parish (average two year subsidy - \$235,000) are the three main sources of income for St. Mark's. Registration fees, technology fees and class fees are also part of the school's revenue as well as donations. Due to the financial loss suffered during the time the stewardship model for tuition was implemented, the Parish Finance Council decided to change from fund accounting system to a cash flow system. For the 2016-2017 school year, the parish will no longer provide a set amount for subsidy. Instead, the school's approved budget will be managed on a monthly, cash flow basis with any shortfalls being covered by the parish. Another reason the decision to move to a cash flow system was made was for the parish to determine with greater accuracy the actual cost to educate each student.

Based on enrollment trends the school remains relatively stable. In anticipation of a new Catholic school opening in 2017-2018, marketing efforts are being made by a newly formed marketing committee and the school/parish development director to both retain and gain students. In an effort to secure enrollment, St. Mark's holds annual open houses; has school presentations after Masses done by various shareholders; and advertises in the parish bulletin, the Idaho Catholic Register, the school and parish websites and Facebook. In an effort to be more inclusive to the Hispanic community, it is important that communications be in Spanish whenever possible.

St. Mark's has been serving Catholic children and families for over 49 years. The history and the people who have gone before are important to the future generations of families who want a Catholic education for their children. Alumni of St. Mark's and family members of children who have attended St. Mark's are wonderful supporters of the school. Efforts are made through the school's website to stay connected with alumni. A Grandparent's Club is also operated through HSA to help families stay connected to the school.

Significant Accomplishments

- Recovering from budget shortfalls due to stewardship model for tuition
- Clear procedures for budgeting process
- Consistent enrollment

Goals

- Develop a strategic plan for the school
- Develop a salary scale to retain and attract highly qualified staff
- Use a cash flow accounting system to more accurately determine costs
- Clarify budget subcategories to coincide with actual income and expense accounts

- To translate communications and publicity efforts to Spanish
- Continue to plan for future projects in regards to technology upgrades, facility maintenance, etc.

Evidence

- Annual budgets
- Historical enrollment
- Historical tuition
- Staff salaries
- Budget change forms

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.

The vision of St. Mark's is the development of Catholic values through prayer, learning and stewardship toward the Church and world community. We strive for the development of lifelong learning, strong moral decision-making skills and health in mind and body for all learners. The school will provide students with a superior academic preparation for their secondary school education, enabling them to serve as leaders in their school and to be valuable members of the Church and civic community. St. Mark's will provide this education to as many students as possible by striving for accessible and affordable options for families.

Goal #1: Prepare our students and staff for the digital world with up-to-date and adequate technologies to support teaching and learning.

Rationale for this goal: Currently students in grades K-8 have limited, inconsistent access to technology in the classrooms and in the two computer labs. St. Mark's current infrastructure will not support additional devices in the classroom. In order to ensure that technology will be used to improve instruction and student learning, teachers and students must have access to appropriate technology, as well as the technology skills necessary to function in the digital world.

Best practices in teaching and high achievement in student learning often take place in technology-rich educational environments. Expanded use of technology enables teachers to design lessons that will address the needs of all learners; provide support for remediation and challenge students who are at or above grade level. Teachers must gain the skills and knowledge to use technology optimally in order to accelerate learning, implement web-based lessons, and guide students in their use of technology through project-based education.

Alignment with mission, philosophy, SLEs: In an effort to provide the highest quality education and to realize our vision to develop lifelong learning in all of our students, St. Mark's must keep pace with technology. Not only in providing the necessary infrastructure and equipment to support current technologies, but also in staying current with research-based methods and strategies that utilize technology.

Strategy #1	Form a technology committee to create short and long-term goals for the school
Activity #1	Invite school board members, teachers, staff and other shareholders to serve on the committee and select an active committee

Activity #2	Analyze and evaluate current technology needs and issues
Activity #3	Apply for E-Rate - a discounted telecommunications, Internet access, and internal connections program provided through the federal government's Universal Service Fund
Activity #4	Create and formalize a five-year technology plan including the replacement of devices suitable for future trends in technology
Cost or Resources & Sources	<ul style="list-style-type: none"> Time needed to meet and to develop a technology plan
Person(s) Responsible For Implementation	Principal Technology Committee Chair Teachers
Process For Monitoring	<ul style="list-style-type: none"> Feedback from staff on needs and support Regularly scheduled committee meetings Annual review of technology plan
Timeline Start/Stop	September 2016 - March 2017
Process for Communicating to Shareholders	<ul style="list-style-type: none"> Annual principal report to shareholders Monthly committee reports to the school board Formalized technology plan posted on the school's website

Strategy #2	Improve school infrastructure to support increased usage and to increase the number of devices in each classroom
Activity #1	<ul style="list-style-type: none"> Request bids for improving current infrastructure to support growing technology needs Request bids for necessary devices to meet the needs of the staff and students Request bids for IT support once improvements are made
Activity #2	Select companies to complete the necessary improvements to the infrastructure and have work completed
Activity #3	Purchase devices for classrooms
Cost or Resources & Sources	<ul style="list-style-type: none"> Approximately \$22,000 for improved infrastructure Approximately \$15,000 for devices Approximately \$7,000/yr for annual IT support \$150 to apply for E-rate Technology funds for ongoing expenses for equipment and upgrades
Person(s) Responsible For Implementation	Principal Technology Committee

Process For Monitoring	<ul style="list-style-type: none"> • Feedback from staff on needs and support • Periodic committee meeting to discuss progress
Timeline Start/Stop	<ul style="list-style-type: none"> • September 2016 - January 2017 - acquire bids to meet current and future technology demands • January 2017 - March 2017 - improve infrastructure and purchase classroom devices
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Monthly reports to the school board • Progress announcements in Friday Facts

Strategy #3	Professional development for staff in order to learn new technology skills and application in the classroom
Activity #1	Each year, send a minimum of two teachers to the Google Summit conference to develop staff trainers at the school
Activity #2	Inservice trainings, workshops, webinars and tutorials throughout the year focusing on how to integrate technology into the classrooms
Activity #3	Collaborative efforts during professional learning committee (PLC) meetings on how to use technology to formatively and summatively assess students
Activity #4	Observations of other schools/classrooms that use effectively use technology
Cost or Resources & Sources	<ul style="list-style-type: none"> • Title IIa professional development funds • Budgeted professional development funds • Collaboration time • Substitute teachers for observations to occur at other schools
Person(s) Responsible For Implementation	Principal Lead technology teachers
Process For Monitoring	<ul style="list-style-type: none"> • Surveys on professional development • Classroom observations • PLC observations • Evaluations
Timeline Start/Stop	January 2017 - ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Annual principal's report • Monthly school board reports • Weekly newsletters • Sharing at faculty meetings

Goal #2: Students will deepen their understanding of the SLEs, connect them to their academic endeavors, and improve moral decision making and behaviors.

Rationale for this goal: Our SLEs must be clearly understood and implemented by all shareholders to affect a high level of growth and learning by all students. By clarifying our current SLEs, students will better understand what is expected of them as well as understand the reasons for what they are learning. When all shareholders value the SLEs and are able to correlate learning to them, students will be more committed to what is being taught and gain a better understanding of our SLEs. The implementation of a positive behavioral support system will further students' understanding of what is expected of them with consistence policies, procedures, rewards and consequences.

Alignment with mission, philosophy, SLEs: The quality education of each student is based on high expectations in all areas of growth and learning. In order to help our students reach their fullest potential, all shareholders must know and understand our Schoolwide Learning Expectations.

Strategy #1	Rewrite current SLEs to be less wordy and easily understood
Activity #1	PLC groups meet to discuss current SLEs and make suggestions on how to consolidate and clarify them.
Activity #2	Involve student council in evaluating current SLEs and receive input on how to make them more user-friendly for the students.
Activity #3	Formalize updated SLEs and present them to the school board and other shareholders for feedback.
Activity #4	Make final revisions and then publish new SLEs.
Cost or Resources & Sources	Collaboration time Examples of SLEs adopted by other NWEA accredited schools NWEA guidelines for writing SLEs
Person(s) Responsible For Implementation	Principal Teachers
Process For Monitoring	Publication of SLEs on the school website Weekly newsletters Posters throughout the building
Timeline Start/Stop	January 2017 - February 2017
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Invitation to all shareholders for input via the school newsletter, website and church bulletin • Ongoing explanations and highlights of SLEs in school newsletter and teacher newsletters.

Strategy #2	Develop tools to assess student achievement of SLEs
Activity #1	Grade-level teachers will meet to develop grade-appropriate, benchmark behaviors that will be used to assess student achievement of the SLEs.
Activity #2	Align grade-level projects that allow students to gather evidence to show they understand and have met the SLEs
Activity #3	Develop grade-level rubrics for student self-assessment on meeting SLEs
Cost or Resources & Sources	Time Student collected work throughout the year Samples of SLE rubrics from other NWEA accredited schools
Person(s) Responsible For Implementation	Classroom teachers
Process For Monitoring	Lesson plans Reports at staff meetings
Timeline Start/Stop	February 2017 - ongoing
Process for Communicating to Shareholders	Principal's annual report Presentations to teachers, parents and guests

Strategy #3	Implement a schoolwide Positive Behavioral Support System (PBSS)
Activity #1	Form a PBSS committee
Activity #2	Survey students, parents and staff on school environment
Activity #3	Create a schoolwide behavior matrix to identify tiered behaviors
Activity #4	Create opportunities to acknowledge students who exemplify our SLEs <ul style="list-style-type: none"> • SLE Pride Tickets for teachers and students to use when they witness an SLE in action • Build a bulletin board to post tickets in a central, visible location • Announce students who have received a Pride Ticket at Monday morning gatherings
Cost or Resources & Sources	Time Funds for bulletin board, paper and printing of SLE Pride Tickets
Person(s)	Principal

Responsible For Implementation	PBSS Committee Staff
Process For Monitoring	<ul style="list-style-type: none"> • Feedback from staff and students • Weekly acknowledgement of students
Timeline Start/Stop	October 2016 - ongoing
Process for Communicating to Shareholders	Announcements in the weekly newsletter Award assemblies Lion's Pride Board

Goal #3: (from In-Depth Study): To improve student learning in the area of writing, grammar, and spelling.

Rationale for this Goal: MAPs scores indicate district growth goals are not being met in several grade levels. During collaboration meetings by both grade level clusters and whole group, ELA was identified as an area of improvement; common terminology, spiraling and cohesive curriculum. In addition, writing has a heavy emphasis in all subject areas and is the application of many ELA skills.

Alignment with mission, philosophy, SLEs: Improvement in ELA skills by all students will prepare students for secondary education and beyond. Students will be challenged to meet and exceed our SLEs both academically and creatively.

Strategy #1	Staff development and collaboration time to align to State standards in language arts (writing, speaking, listening and reading)
Activity #1	Professional development in writing, grammar and spelling instruction
Activity #2	Develop a systematic way of progress monitoring and the use common terminology
Activity #3	Work with Catholic schools in the Diocese of Boise to curriculum map ELA
Cost or Resources & Sources	Professional development Dedicated time for training

Person(s) Responsible For Implementation	Principal Curriculum Committee All teachers
Process For Monitoring	Student growth in MAP tests from fall 2015 to spring 2016 and the following five school years
Baseline Assessment	Fall 2015 MAP results, also compare to fall 2014
Ongoing Assessment	Fall and spring MAP testing results
Timeline Start/Stop	Fall 2015 through spring 2021
Process for Communicating to Shareholders	Individual student progress reports both in the fall and spring Parent-teacher conferences

Strategy #2	Assess current writing materials K-8 that use common terminology and progression through the grade levels
Activity # 1	Evaluate writing standards for K-8
Activity # 2	Evaluate grammar and spelling resources
Activity #3	Alignment of reading curriculum and resources to spelling and grammar resources
Cost or Resources & Sources	Professional development Materials adoption
Person(s) Responsible For Implementation	Curriculum Committee All teachers
Process For Monitoring	Development of K-8 curriculum map
Baseline Assessment	Fall 2015 MAP results, also compare to fall 2014
Ongoing Assessment	Fall and spring MAP testing results
Timeline Start/Stop	Development of curriculum maps will be begin in June of 2016 and continue through the 2016-2017 school year. Completed curriculum map will be adopted for the 2017-2018 school year.

Process for Communicating to Shareholders	Curriculum maps will be published and available on the school's website
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Strategy #3	Progress monitoring for writing from K-8
Activity # 1	Development of rubrics that use common language and are developmentally appropriate for each grade level.
Activity # 2	Collaborate both horizontally and vertically to evaluate writing assessments
Activity #3	Develop a systematic way to monitor progress
Cost or Resources & Sources	Collaboration time
Person(s) Responsible For Implementation	Curriculum Committee
Process For Monitoring	Rubrics used for student assessments Writing samples evaluated during collaboration time, exemplars selected for benchmark writing
Timeline Start/Stop	Collaboration time beginning during the 2016-2017 school year and ongoing thereafter
Process for Communicating to Shareholders	Writing portfolios will be maintained and travel with students as they are promoted to the next grade level. Portfolios will be available to students and parents at conferences as well as the end of the year to show student growth.

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.

St. Mark's has demonstrated the capacity to implement and monitor the action plan based on the implementation of the action plan from the 2010 Self Study. Data from MAPs testing has shown improvement in student achievement in areas specifically targeted in the 2010 Self Study. The Leadership Team met periodically to discuss progress on the action plan and other goals were added along the way.

Our first goal was to implement Schoolwide Learning Expectations (SLES) which was successfully accomplished. We are committed to continual improvement and are reflective practitioners. Not all of the strategies proved to be successful and adjustments had to be made. Upon further reflection we determined the SLEs need to be more accessible and clear for the students so they may better connect their schoolwork to the SLEs. We also had success reviewing curricula which led to the adoption of a new social studies curriculum, curriculum alignment in science and achieved our goals to improve opportunities for students in fine arts.

The goal to increase staff collaboration and in-service training has also been accomplished through the last Self Study action plan and continues to do so. As a result of this Self Study, collaboration time was expanded during the 2015-2016 school year to include a late start once a month. Teachers are now able to meet from 7:30 to 9:00 on the second Tuesday of each month. This is in addition to meeting from 7:30 - 8:00 on all other Tuesdays. A teacher survey was conducted in October of 2016 to determine the areas of professional development need. The principal and the leadership team will use the survey results and testing data to determine the greatest area of need. The need for more collaboration time is evident and a proposal for weekly late starts will be brought to the school board before the start of the next school year.

A new Leadership Team was formed in September of 2016 when the new principal was hired as only one team member from the prior accreditation remained on staff. Three committees have been formed to align with the three goals of our action plan - Technology, Curriculum and Spiritual. The Leadership team is comprised of a 2nd grade teacher/principal intern, a 3rd grade teacher and a middle school teacher. Each member of the Leadership Team is charged with facilitating one of the three committees. All staff members are asked to serve on one of the committees and will begin meeting in January of 2017.

In June of 2016, seven teachers attended a two-day curriculum mapping workshop at Bishop Kelly High School to work on curriculum mapping in both English Language Arts and Mathematics. The entire faculty worked collaboratively with other Catholic school teachers to continue this work in October of 2016. Two teachers will attend the Google Summit in January of 2017 to become technology trainers for the rest of the staff. One teacher will attend the four-

day NCCE technology summit in March with the intent to also become a trainer for other staff members.

The pastor and the school board are highly supportive of the vision and the goals set forth in the action plan. The committees of the board will work diligently to discuss aspects that pertain to the goal in regards to financial support and how they may best serve the needs of the school in regards to the action plan. A technology committee, marketing committee, a facilities committee and a curriculum committee have been newly formed to support the needs of the school.

Progress toward the goals will be shared in various board reports (School Board, Parish Council, Home & School, and Education Foundation), annual reports to shareholders will begin in 2017. The school will periodically survey all shareholders and assess progress to ensure we are living our mission and achieving our goals.

St. Mark's has already started to work on the goals included in this action plan as well as other goals stated in our Self Study; updating and revising the Student/Parent Handbook, redesigning our website, creating a positive behavioral support system and creating an equitable salary scale for staff members. Our goals are reasonable, attainable and the necessary resources are in place to achieve them.

Evidence

- Previous Self Study
- Previous Report of Findings
- Previous action plan
- Committees for current action plan