



# **IMPROVING STUDENT LEARNING**

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**A Self Study for:**

**E089 - St. Anthony School  
1400 E. Owens (*physical*)  
P.O. Box 789 (*mailing*)  
Show Low, AZ 85902**

***Continuous School Improvement Focused On High Achievement Of All Students***

**2018**

# Preface

This self-study is submitted to the Western Catholic Educational Association (WCEA) on behalf of St. Anthony School. We would like to extend a special thank you to our school faculties of 2017-18 and 2018-19, our students and families, the St. Anthony Board of Trustees, Fr. Dan Kassis, and all of our shareholders who have helped us with this process.

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## School Personnel

Principal  
Assistant Principal  
Business Manager  
P.I.P. Director/ Office Assistant  
Development Director

Bryan Yorksmith  
Tyler Bangert  
Heidi Sturm  
Tiffany McFall  
Jerry Moran

PreKindergarten Teacher  
Kindergarten Teacher  
1st Grade Teacher  
2nd Grade Teacher  
3rd Grade Teacher  
4th Grade Co-Teacher  
4th Grade Co-Teacher  
5th Grade Teacher  
6th Grade/Jr. High Science & Social Studies Teacher  
7th Grade/Jr. High Language Arts & Robotics Teacher  
8th Grade/Jr. High Math Teacher

Paula Sedillo  
Panda Causey  
Marie Freeman  
Melissa Grzelak  
Steffanie Garguilo  
Julie Kittle  
Samantha Rose  
Christina Verdugo  
Carrie Jones  
Tyler Bangert  
Lisa Fogle

Community Service Director  
P.E. Teacher  
Music Teacher  
Art Teacher  
Religious Education Teacher - 2nd/4th/6th/7th/8th

Laura Higgins  
Samaria Mallow  
Davylyn Shaddinger  
Crystal Kinsey  
Anne Boss

PreK Aide  
K-3 Aide

Agnes Miller  
Faith Jessup

## Board of Trustees

Board President  
Board Member  
Board Member  
Board Member  
Board Member

Robert J. Higgins  
Chuck Teetsel  
Marilyn Short  
Donna Moore  
Anne Groebner

## School Chaplain

School Chaplain

Fr. Dan Kassis

# CHAPTER 1 – INTRODUCTION

## A. HOW THE SELF STUDY WAS CONDUCTED

St. Anthony School began to prepare for the self study process in September of 2016. Jeanette Suter, the superintendent for the Diocese of Gallup, had been preparing all schools in the diocese to complete a self-study for WCEA accreditation since she started her position in 2013. Accreditation is not required in the state of Arizona for our school and the Board of Trustees did not see any point in pursuing it. Mrs. Suter reminded all of the schools that accreditation was the directive of the Bishop and she kept principals accountable for a timeline and activities that would prepare schools to write a self study and seek out accreditation. St. Anthony School was originally scheduled to write their self study during the 2016/17 school year. Due to the lack of motivation amongst the board and staff to take on such an endeavor, the principal asked Mrs. Suter for help. Mrs. Suter visited the school to conduct a meeting with the faculty and brought a guest speaker, Antonio Trujillo (*principal of St. Joseph Mission School*). He had just completed his accreditation process and talked to our faculty about the benefits of it. Mrs. Suter and Antonio energized our faculty to get on board to start the process of writing our self study. We created a leadership team and assigned committees for the various chapters of the self study and planned on starting the process during the 2017/18 school year. Although the faculty was ready to begin the process, our Board of Trustees was still not convinced that it was necessary. In November of 2017, our Board President, Bob Higgins, met with Mrs. Suter to discuss the situation. They agreed that we would start the process of writing our self study, but that we would ask the WCEA for a one year extension. That extension was granted and St. Anthony School began their self study during the 2018/19 school year.

The committee assignment matrix was updated and the faculty was divided into small groups that were responsible for writing various sections of the self study. The chair for each section was an experienced faculty member and one section was assigned to a board member. Parents, students, board members, and staff were all asked to participate and dates were set for meetings and draft completion. Biweekly faculty meetings were used to discuss and revise work and accreditation/ISL business was added as a permanent agenda item for all staff meetings.

The Board of Trustees had a very limited role in writing the self study. The section that was assigned to one of the board members was handed back to the principal for completion. This was one obstacle that we encountered during the self study process.

In the Spring of 2019, the faculty came together to review the work of the self study and analyze the significant accomplishments and goals. From this discussion, the action plan was developed. The final draft was shared with the entire staff and board for a final review before submitting the draft to the new superintendent of the Diocese of Gallup, Fr. Isaac Ogba.

All shareholders of St. Anthony School were asked to take part of the self study process. If they were not involved with committees or writing drafts, they were asked to take part in all of our surveys.

### Evidence:

- Teacher Meeting Notes

- Record of Meeting Forms
- Committee Assignment Matrix
- Surveys

## **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 for St. Anthony School were invited to participate in the self study process. This included instructional staff, board members, parents, students, and chaplain. Committee leaders were composed of instructional staff and they served on more than one committee. Committees had access to necessary data such as ITBS, ACRE, and STAR testing data along with ISL survey results. Once a committee researched, discussed, and wrote their chapter, they presented it to the faculty for further discussion and editing.

The Board President, Bob Higgins, met with Jeanette Suter (*superintendent at the time*) in 2017 and made the decision to approve pursuing accreditation after a one year extension. The St. Anthony Board of Trustees were asked to participate in the ISL surveys. In 2018, only two out of six responded. In 2019, zero out of seven responded.

Staff, parents, and students were all invited to participate in the ISL surveys. About 50% of our staff participated in the surveys in both 2018 and 2019. We had a 35% parent survey response rate in 2018 and a 21% parent survey response in 2019. Student response rates were close to 100% both years because they were conducted during school. Overall, the board, parent, and staff response rates were disappointing.

The principal analyzed the significant goals created from all of the chapter sections in the self study to develop a list of five critical goals in the action plan. The faculty and principal identified the top 3 goals that would have the most impact on student achievement and developed an action plan for those goals.

Going forward, we plan on keeping all shareholders involved in the action plan process through meetings, publishing information in our staff and school newsletters, and updating the Board of Trustees with our process. We hope that all shareholders will appreciate the ultimate goal of improving student achievement at St. Anthony School.

### **Evidence:**

- Survey Data
- Teacher Meeting Minutes
- Committee Assignment Matrix
- Action Plan

## CHAPTER 2 – CONTEXT OF THE SCHOOL

### A. SCHOOL PROFILE (*with supporting data*)

St. Anthony School began as a vision for Bob and Laura Higgins. Mr. Higgins attended Catholic schools his entire life, and was a teacher at Brophy College Prep in Phoenix, Arizona during the 1980's. When Bob and Laura moved to the White Mountains of Arizona, they realized there were no Catholic schools in the area. They knew that students in the White Mountains deserved more. It became clear to them that they would be the ones to establish a Catholic school. Mr. Higgins believes strongly in Jesuit teaching philosophies. A Jesuit education is a well-rounded education where growth in faith, and an understanding of God's purpose in our life go hand-in-hand with our personal development in other areas. With great determination and prayer, they began the journey to create a Catholic school for the White Mountain communities. Saint Anthony School was incorporated in 1995 as a 501c(3) non-profit corporation. For ten years, the Higgins organized golf tournaments and other fundraisers within the community and raised over \$225,000.

In August of 2006, St. Anthony School opened its doors as a non-profit, independent, private Catholic school. The school rented the parish hall at St. Mary of the Angels in Pinetop, Arizona from Father Dan Daley and welcomed thirty-six Pre-K through first grade students on the first day of school. St. Anthony School left St. Mary of the Angels at the end of May 2009 and found a new home at St. Rita Catholic Church in Show Low, Arizona. Father Joachim Blonski (*pastor at the time*) graciously welcomed the school, allowing it to use their parish facilities.

Our **mission** is to educate each child academically, physically, socially and spiritually in a Catholic context. We seek to instill moral integrity within each child. Working together as a cooperative community, each child will be prepared for secondary and higher education via an environment that fosters love and respect for God and others.

The **vision** of St. Anthony School:

- To create an independent PK-8th grade Catholic school that emphasizes excellence.
- To focus on teaching strong fundamental skills.
- To establish a core curriculum which also teaches children how to learn.
- To provide a safe learning environment that will nurture the holistic growth of all students in a Catholic-values oriented setting.
- To develop students so that they will go naturally into the service of helping others.
- To work as a community in our shared objectives to provide a Christ-centered education for our students such that they may develop their individual relationships with God while growing toward their fullest, God-given potential.

St. Anthony School is a private, independent school, governed by a Board of Trustees. St. Anthony School operates in cooperation and collaboration with the superintendent of schools for the Diocese of Gallup (*Father Isaac Ogba*) and the pastor of St. Rita's (*Father Dan Kassis*).

There are currently sixteen instructional staff members at St. Anthony School (*14 female and 2 male*). The majority of our staff members reside in the mountain communities of Show Low and Pinetop-Lakeside, Arizona. We have nine Catholic staff members. Four staff members have Masters Degrees and eight have Bachelor Degrees. The remaining staff members have high school diplomas and many years of relevant educational experience. Our Kindergarten teacher, for example, is Montessori trained and has over 30 years of educational experience. Our support staff includes a business manager, a secretary/cook, and 2 teacher aides.

St. Anthony School serves students all over the White Mountains including: Show Low, Pinetop/Lakeside, Snowflake, Taylor, Vernon, Linden, Concho, Hondah, and Whiteriver. We have a great community of diversity at our school: African-American, Asian, Caucasian, Hispanic, Native American, and Pacific Islander. Our current enrollment includes 97 Catholics and 57 non-Catholics, for a total of 154 students.

Our school does not provide any Title 1 services, however, we do have students that attend with their own IEP (*Individualized Education Plan*). Classroom teachers at St. Anthony School attend special ed meetings and provide needed modifications within their classrooms. We work with the local public school's head of Special Education when we believe a child is at risk and needs to be tested. They come to our campus and administer the testing. Teachers and principal put together all of the needed documentation.

We adhere to the Diocesan policy of administering the ITBS standardized test. It is given in grades 3-8. Appendix A-7 of the school profile shows the Grade Equivalent of classes for the school years 2015-2018. The majority of our classes score well over the national average in reading, math and language arts. All classrooms are student centered and the small class sizes allow for teachers to respond to the individual needs of all of their students.

St. Anthony's current facility consists of the classrooms adjacent to St. Rita's Parish Hall along with two modular buildings. We are in true need of additional bathrooms; what we have now is inadequate. In the main building, we have 3 stalls and a urinal for the boys, 3 stalls for girls and a separate single stall restroom used by pre-K and staff. These restrooms must accommodate 170+ students and faculty daily. Maintenance is also a struggle as the "main" building is old and outdated. Our facility has become too small to accommodate our growing enrollment. There are waiting lists for kindergarten, fourth grade and sixth grade. Our ideal enrollment is 20 students per grade; however, most classrooms can accommodate only 16 students and even that is as tight fit.

At St. Anthony's, we emphasize strong academics, a vibrant faith life with prayer each day in every classroom, adoration on Thursdays, Mass on Fridays, and a robust community service program from 2nd to 8th grade. Most importantly, we have a loving, caring atmosphere which fosters a faith community at the school. Our Catholic identity is strong and is what attracts many families to our school.

Parents, when asked why they are sending their children to St. Anthony School, give a lot of the same answers which include: they wanted a school that provides a SAFE learning environment, a school where their children can receive a quality education, and can learn about Jesus Christ. St. Anthony's is so much more than a school, it is a family. Parents love the close relationships that they develop with their children's teachers and other families. Parents agree that there is great communication from the Principal, Mr. Yorksmith, and Business Manager, Heidi Sturm. Many parents would like to see a high school built one day, so that they can keep their children enrolled at our school.

### **Evidence**

- Completed Appendix A
- Parent/Student/Teacher surveys and results
- 501c-3 documentation
- St. Anthony Mission & Vision posted in all areas of the school

## **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.*

This is the first self-study that St. Anthony School has completed so there are no prior accreditation findings.

## 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.*

St. Anthony School effectively promotes its Catholic identity by consistently seeking improvement of the spiritual formation of staff, students and parents. Our mission is to educate each child academically, physically, socially, and spiritually in a Christian context. We seek to instill moral integrity within each child. Working together as a cooperative community, each child will be prepared for secondary and higher education via a school environment that fosters love and respect for God and others.

St. Anthony School works cooperatively with St. Rita Parish and Fr. Dan Kassis to ensure that our school integrates curriculum, communications, prayers, and celebrations that support our Catholic identity. Students and staff attend Mass weekly with a variety of priests from our area celebrating Mass with us. Staff and students participate in Eucharistic Adoration every week on Thursdays. Families and local parishioners are always welcome to attend our weekly Masses. Liturgical seasons and activities are integrated into the school calendar and the school year with special assemblies, school-wide events, and activities. Catholic Schools Week is a special time of prayer, activities, and service to emphasize our Catholic identity with the staff, students, families, and community. The school’s motto which is posted throughout the hallways and in all of the classrooms is to “Find God In All Things”.

In the classroom our Catholic identity is promoted in a variety of ways. All classes start and end the day with prayer. All classrooms have a crucifix, an image of Mary on the wall, a candle, and a Good Shepherd statue on the prayer table. Each classroom has a prayer table that is used for daily prayer as a class, independent prayer, and reflects the liturgical season. Teachers make it a point to integrate Catholic teaching throughout the day in all subjects. Sacramental preparation is managed by Laura Higgins under the guidance of Fr. Dan Kassis. Students in third grade receive the Sacrament of Reconciliation and the Sacrament of Holy Communion.

The religious curriculum at St. Anthony School is the “Be My Disciples” program from RCL Benzinger. This program emphasizes learning and practicing the skills and habits, virtues and spiritual gifts that lead young disciples closer to God and to higher levels of moral thinking. Classroom teachers deliver this program; however, as some of our classroom teachers are not Catholic, we employ a part-time Catholic teacher to deliver the religious education program in these classes. She works with them twice a week to present the religious curriculum. She also delivers a special enrichment program to our 2nd-5th grade students we call Seasons & Saints. Although this program is our primary for teaching religious education, St. Anthony teachers

enrich student learning with Gospel values at every opportunity. All teachers attend Mass on Fridays and help guide students through prayer daily. We have also had a number of non-Catholic students become Catholic because of their experiences here at St. Anthony School. 5th and 8th grade students participate in the ACRE assessment to gauge student growth in our religious curriculum. Catholic teachers have achieved their Catechesis Certification and all teachers participate in professional in-service days offered a couple of times a year. Teachers take the IFG test annually until they have a proficient score above 75%. The Diocese uses the results from this test to determine in-service topics for the following year. New Catholic teachers will enrich their Faith by working towards Catechist Certification. All of our teachers are required to attend staff in-services in Gallup each year to receive continuing religious education support.

Service is a major component of our Catholic identity at St. Anthony School. Ever since the beginning of the school, students have participated in a rich community service program. Laura Higgins is our Community Service Director and coordinates a variety of service opportunities in our local community. Currently, students from 2nd grade through 8th grade participate in community service at least once a month. Service opportunities include working at the Love Kitchen, the Hope House, the Baptist Food Pantry, the local retirement homes, and a variety of other local charities. The entire school Pre-K - 8th grade participate in food drives for our parish and other local food banks. Hopefully through the act of giving, students at a young age will develop a value of faith and service to the community that will last long beyond their years at St. Anthony School. We also have a variety of community service opportunities within our school and parish. Older students consistently work with younger students in tutoring programs, class modeling opportunities, and acting as role models during Mass. Students and classes are also involved in campus improvement projects throughout the year. We see the great benefits of our community service program when we have visiting alumni requesting to visit the school and continue to participate in community service opportunities. St. Anthony School encourages an active partnership with parents whose fundamental concern is the spiritual and academic education of their children. This is evident through some parents volunteering during Mass and encouraging students to actively participate and sing in church. We also have some parents volunteer by transporting students to and from school, helping us with community service projects, and assisting with extracurricular activities.

Although our Catholic identity is rich at St. Anthony School, we do have some areas of improvement that need focus. One of the areas we need to focus on is family spiritual development. Our school draws students from a variety of areas in the White Mountains. Some parents drive 45 minutes to bring their children to our school. There are a limited number of families that actually attend St. Rita's parish. As a Catholic school, we need to provide more opportunities for the spiritual development of our families. The Family Life program is a good and positive step in the right direction, but we need to look at more ways to bring families together for spiritual development such as retreats and adult education. Another area we need to

improve upon is data collection, review, and program revisionment. 2018 was the first year that we had our entire school community participate in feedback surveys. We reviewed responses as a staff and discussed it, but we need to work on a process of taking that data and developing action plans for improvement along with follow-up processes to ensure that we are meeting our goals for improvement. We will conduct surveys again during Catholic Schools week in order to get our 2nd year of results.

### **Significant Accomplishments:**

- Our community service program is excellent and we have seen the wonderful fruits of our labor.
- Our classroom teachers have achieved their Catechist Certifications.
- Non-Catholic students converting to Catholicism.
- Development of a school wide newsletter that offers religious information/links to teachers and families.

### **Goals:**

- Analyze and interpret survey results and ACRE/IFG test scores to execute and carry out improvement plans for our religious education program.
- Offer more spiritual formation opportunities for our families.
- Research and explore student and staff retreat opportunities for spiritual development.

### **Evidence:**

- IFG and ACRE Test Results
- Curriculum Standards
- School Handbook
- Staff In-Service Records and Employee Professional Development Tracking Sheets
- Sacramental and Religious displays throughout the school
- Classroom routines of prayer
- Principal attends 2 day retreat in Gallup for Faith Formation
- School staff and family newsletters
- Staff meeting agendas/notes

## **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 purpose of St. Anthony School can be defined through the mission and vision that were established by the Board of Trustees in 2006.

Our **mission** is to educate each child academically, physically, socially and spiritually in a Catholic context. We seek to instill moral integrity within each child. Working together as a cooperative community, each child will be prepared for secondary and higher education via an environment that fosters love and respect for God and others.

The **vision** of St. Anthony School:

- To create an independent PK-8th grade Catholic school that emphasizes excellence.
- To focus on teaching strong fundamental skills.
- To establish a core curriculum which also teaches children how to learn.
- To provide a safe learning environment that will nurture the holistic growth of all students via a Catholic-values oriented setting.
- To develop students so that they will go naturally into the service of helping.
- To work as a community in our shared objectives to provide a Christ-centered education for our students such that they may develop their individual relationships with God while growing toward their fullest, God-given potential.

Through a balanced academic program, teaching of the Catholic religion, participation in liturgy and worship, prayer throughout the day, and involvement in community service programs, St. Anthony School strives to fulfill its purpose with a strong Catholic identity. The mission and vision for our school are reviewed each year at the teacher in-service days prior to school starting and then published for all shareholders through our monthly school newsletter and physical copies posted throughout all areas of our school facility.

Under the guidance of Jeanette Suter (*superintendent for Diocese of Gallup*) in the 2015-16 school year, student learning expectations (*SLEs*) were developed for schools in the Diocese by the current principals at the time. These were brought back to our school and refined to be specific to our own school philosophy. The instructional staff at the time collaborated on the publishing of the SLEs for St. Anthony School. These SLEs are reviewed each year at the teacher in-service days prior to school starting and then published for all shareholders through physical copies posted throughout the school facility and handed out at “Back to School” night for all parents and families. There are large laminated posters of our SLEs posted in each classroom that teachers can use to track and monitor which SLE they are focusing on for lessons and work.

The current **Student Learning Expectations** for St. Anthony School are:

Students at St. Anthony School are developing into faithful Christians who can joyfully...

### **SLE.1. - Worship God**

- A. Recognize and give thanks for God’s presence in their lives and in the world
- B. Participate in liturgical and sacramental expressions of faith
- C. Demonstrate various types of prayer used in their personal relationship with God
- D. Express personal acknowledgement of God’s plan for them in choosing their vocations

**SLE.2. - Serve Others**

- A. Show respect for the similarities and differences in others’ cultures, ideas, and opinions
- B. Work collaboratively with others
- C. Resolve conflict in a fair manner
- D. Share their God-given talents for the good of others
- E. Respond willingly to the needs of others

**SLE.3. - Evangelize Their Neighbors**

- A. Live, work, and speak as a disciple of Jesus Christ
- B. Act with integrity, humility, and self-discipline
- C. Make positive comments about others
- D. Consider Catholic moral and social teaching when making decisions
- E. Share the message of the Gospel and Catholic Teaching

**SLE.4. - Develop the Skills and Habits Necessary to Contribute to the Good of the Community**

- A. Persevere in their academic studies and extracurricular activities
- B. Be present in class and participate in discussion
- C. Create quality work that is on-time
- D. Use critical thinking, listening, and problem-solving skills
- E. Express thoughts clearly in written and oral form

The SLEs are broken up into 4 main categories of worshipping God, serving others, evangelizing, and developing skills and habits necessary to contribute to society. All of these contribute to our philosophy of educating each child academically, physically, socially and spiritually in a Catholic context. They go hand-in-hand. One of the highlights of our school is our community service program. Laura Higgins (*Community Service Director*) coordinates opportunities for everyone involved in our school to participate in various forms of community service. This is one of the things that really sets our school apart from other schools in the White Mountains. Fostering a child’s desire to help and love others through service is one of the greatest life skills we can teach. St. Anthony School does a great job of providing opportunities for staff and students to do just that.

Curriculum standards developed for the Diocese of Gallup were updated and modified through a collaborative effort under the guidance of Jeanette Suter (*superintendent at the time*). These new standards were developed to address New Mexico and Arizona state standards along with standards specific to the Diocese of Gallup. St. Anthony School adopted these standards which help contribute to the overall success of meeting our school's purpose. One of the strongest elements of the standards is the incorporation of religious integration and articulation throughout every subject. Using the standards as a guide helps us to educate each child in a Catholic context thereby supporting our mission and purpose.

St. Anthony School is truly blessed with an outstanding instructional staff. Working together, we address school improvement as a team. Our mission and vision are the only governing authority expectations we have at this time. We need more board involvement in this area to further develop these expectations. For now, we will continue working as a team using the mission and vision as our guide to achieve our school's purpose.

Examining the school's purpose has revealed a few things. The school does an effective job in striving to accomplish its purpose through the mission and vision. We can see this through survey feedback and the descriptions above. Areas in need of improvement include monitoring and assessment of SLEs and board development.

**Significant Accomplishments:**

- A strong community service program
- Incorporation of SLEs with a focus on the 4 main areas of expectations for our students
- Communication of mission, vision, and SLEs throughout the school
- Adoption of Diocese standards that incorporate religion throughout all subjects
- Effective team of instructional staff that continues to strive for school improvement

**Goals:**

- Develop an evaluation process for SLE achievement
- Create a plan for board development and governing authority expectations

**Evidence:**

- Survey data
- Display and communication of mission, vision, and SLEs
- Curriculum standards
- Board meeting minutes
- Community service program
- School & staff newsletters

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

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

The organizational structures of the school focus on high achievement of all students, and communicate student progress to all its population. A school's organizational structure for student learning is beneficial in supporting high achievement for all students. St. Anthony's supporting and organizational staff include, but are not limited to, the School Board, the principal, school teachers, support staff, local Parishioners and Priest, and Parent Involvement Program (PIP). All bodies work together to create the best environment for student learning. Our mission is to educate each child academically, physically, socially and spiritually within a Catholic context. We seek to instill moral integrity within each child. Working together as a cooperative community, each child will be prepared for secondary education by an environment that fosters love and respect for God and others.

The School Board consists of the founder of the school, former family members, a parishioner and community members. Currently, the school board only meets a few times per year. The principal creates an agenda, but minutes are not recorded consistently. Board development is an area that needs improvement. The School Board has been consistent in creating a school budget. This budget includes competitive salaries and wages in order to recruit high achieving teachers and support staff. The school budget also allows St. Anthony School to purchase curriculum and supplies that encourages high achievement for all students. Finally, the school budget enables St. Anthony School to update, and keep in good repair, the school building in order to provide a safe learning environment for all students. The primary focus of our current school board is providing a school budget, while supporting and maintaining a positive and flourishing environment for the academic progress of all students.

The principal of the school serves as a link between the expectations of the Diocese, the School Board, the Priest and the faculty and staff. The principal guides and monitors teaching staff, ensuring that school policies are adhered to as they pertain to students, their families and staff. The principal, with faculty input, updates the school handbook and communicates Diocesan policies to the staff. The principal monitors school curriculum, STAR testing, teacher performance, ITBS testing and grade level standards to ensure students are performing at their optimal level. The principal also acts as a liaison between the teachers and the local special education program.

The teaching staff is responsible for upholding the academic standards and the growth of students. Teachers develop and implement weekly lessons that are guided by the Diocesan

standards for each grade level and subject. They implement the best teaching methods based on student progress. With smaller class sizes teachers are better able to provide academic lessons that meet the needs of individual students. Some of the programs that are implemented at St. Anthony School to meet the needs of all students are RAZ KIDS, Handwriting Without Tears and No Red Ink. Teachers provide modifications to students with IEP's (*Individualized Education Plans*). The principal, teachers and support staff work together to ensure success for all students.

Teachers and staff model their Catholic Identity while instilling the values of academic learning. They practice their faith by attending Mass, attending Adoration, leading daily classroom prayer, providing community volunteer opportunities and living out Christian values. The religious curriculum at St. Anthony is the "Be My Disciples" program from RCL Benziger. This program emphasizes learning and practicing skills and habits, virtues and spiritual gifts that lead students closer to God and to higher levels of moral thinking. All of our teachers are required to attend staff in-service training in Gallup each year to receive continuing religious education support. Aspects of Catholic Identity are integrated into the curriculum standards of the Diocese.

#### **Significant Accomplishments:**

- Religion is integrated across curriculum, in support of the school's Catholic identity, as evident by the "Be My Disciples" program, grades K-8.
- Curriculum support provided by technology labs with grades K-8 having access.
- Flexible modifications of student needs in grades K-8.
- The Student Learning Expectations of the school are displayed prominently in each classroom.
- Principal and teachers who quickly discuss and find solutions to issues that arise.

#### **Goals:**

- School Board that is greater defined and more active.
- Plan & Develop opportunities for staff & student retreats and parent faith formation.

#### **Evidence:**

- School Board meeting agendas and minutes
- School Handbook
- Testing results
- Teacher meeting notes

## **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.*

### **Assessments Used at St. Anthony Catholic School**

The following assessments are used to collect data on student progress. St Anthony Catholic School administers the Assessment of Catechesis/Religious Education (ACRE) for 5<sup>th</sup> and 8<sup>th</sup> graders. The ACRE measures knowledge of the faith as well as beliefs, behaviors, attitudes and practices of the faith. This assessment was created by the National Catholic Education Association (NCEA). For faculty and staff, St. Anthony Catholic school uses the IFG (Information For Growth), also created by NCEA. All faculty and staff take the IFG; general results are given to the principal and individual results are given to each staff member. The in-service at the beginning of the school year address this assessment.

St. Anthony Catholic School assesses students' performance using a number of instruments. Many of these assessments come with the educational texts the school has adopted, although not all teachers or grades use these assessments. These assessments include the following:

- Saxon Math program course assessments
- Treasures Reading program course assessments (grades K-6)
- Science Studies Weekly tests
- Social Studies Weekly tests
- DIBELS

These course assessments are beneficial because they have already been aligned to common core standards, which is what the Diocese of Gallup standards are based upon. Also, because these programs are used schoolwide, there is a consistency from year-to-year with assessments and standards.

In addition to commercially published assessments, most teachers supplement these assessments with teacher-made assessments. Some of these assessments include the following:

- Vocabulary tests
- Social Studies tests
- Science tests
- Fast Fact Sheets
- Math tests
- Reading and Grammar tests

St. Anthony Catholic School also uses two major standardized assessments: STAR and ITBS. The STAR assesses Reading and Math, and the ITBS assess a number of categories, including: Math, Reading, Written Expression, Social Studied and Science. The ITBS is administered once each school year, near the end of the year. The STAR tests are administered by teachers at least three times each school year, including the beginning of the year (BOY), the middle of the year (MOY), and at the end of the year (EOY). However, teachers can give the STAR tests at any time, thus many teachers frequently assess students using STAR to monitor growth of students throughout the year.

## **Disaggregation**

The STAR test returns a global reading score, which can be represented as a percentile score, a scaled score or a grade equivalent. The STAR Reading assessment disaggregates a student's performance into subcategories. The subcategories include the following (although not all subcategories are included for each grade level).

- Literature
  - Key Ideas and Details
  - Craft and Structure
  - Range of Reading and Level of Text Complexity
  
- Informational Text
  - Key Ideas and Details
  - Craft and Structure
  - Integration of Knowledge and Ideas
  - Range of Reading and Level of Text Complexity
  
- Language
  - Vocabulary Acquisition and Use

The STAR Math assessment also disaggregates a student's performance into subcategories. The subcategories include the following (although not all subcategories are included for each grade level).

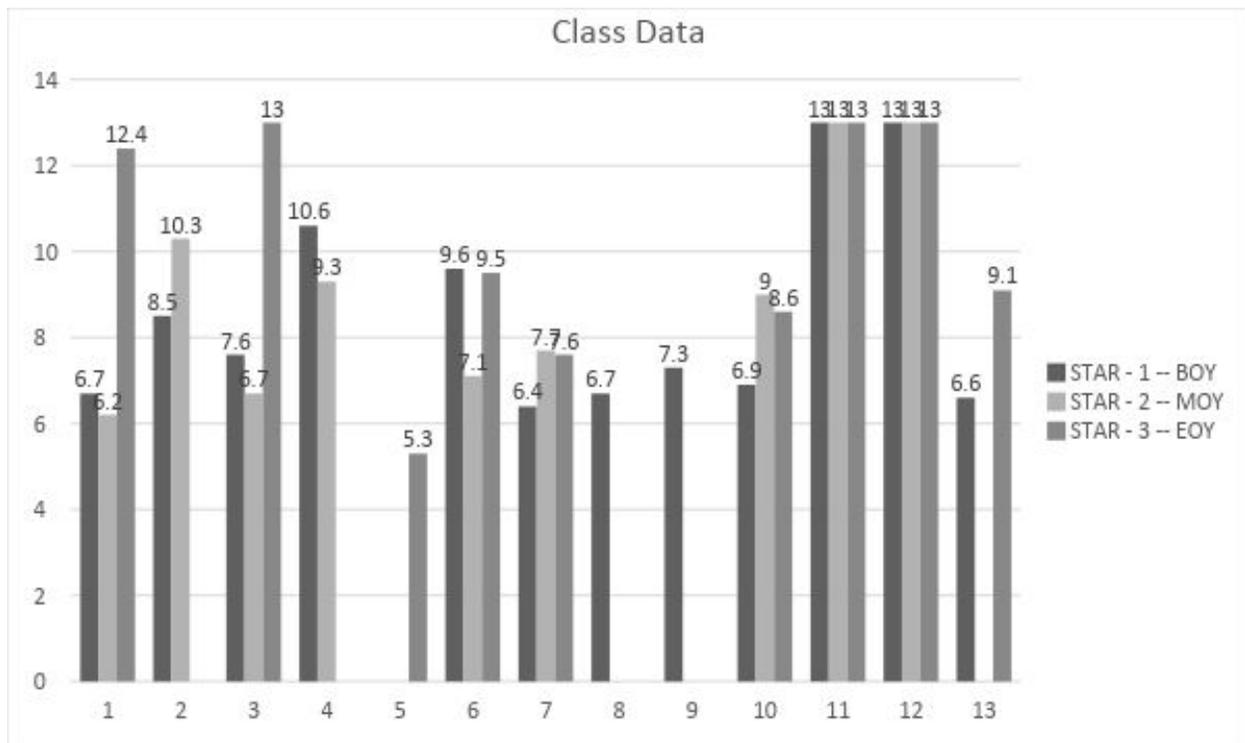
- Numbers and Operations
  - Numbers and Operations in Base Ten
  - Ratios and Proportional Relationships
  - The Number System
  -
  
- Measurement and Data

- Measurement and Data
- Algebra, Algebra Operation, and Algebraic Thinking
  - Expressions and Equations
  -
- Geometry
  - Geometry

## Data Analysis

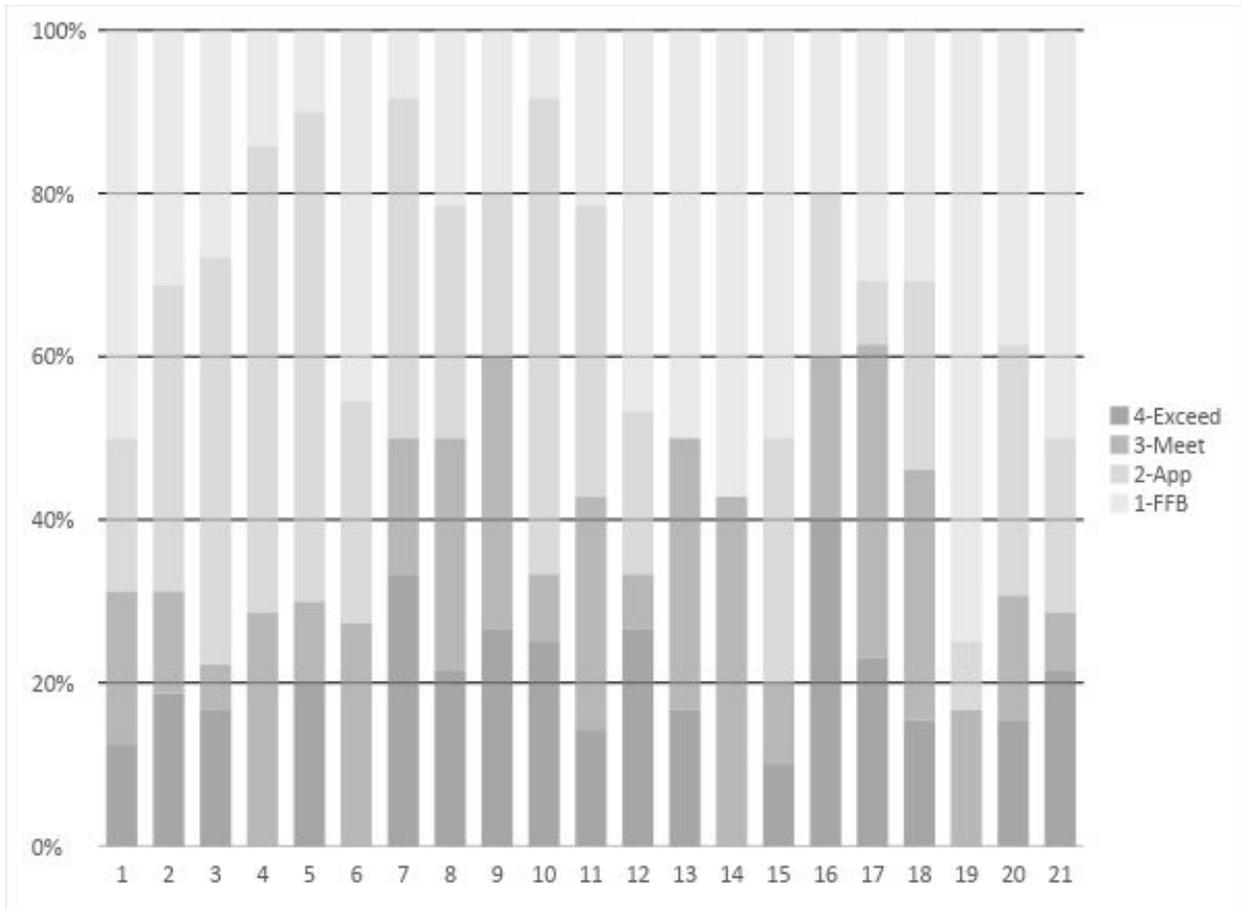
Teachers can use STAR assessment data to discern the trends throughout the school year for individual students in their classes. There are a number of reports that teachers can access, including growth reports for individual students which shows how much growth students have made between testing periods during the school year.

In addition to teachers accessing STAR data through the website, data from STAR is downloaded into a spreadsheet. This allows the school to view data in customized ways. Data for individual classes can be generated to show student performance on STAR for both math and reading, and for multiple times throughout the school year. Below is a sample individual class graph that shows individual performance in math for three testing sessions throughout the school year. The performance levels are displayed as grade equivalents.

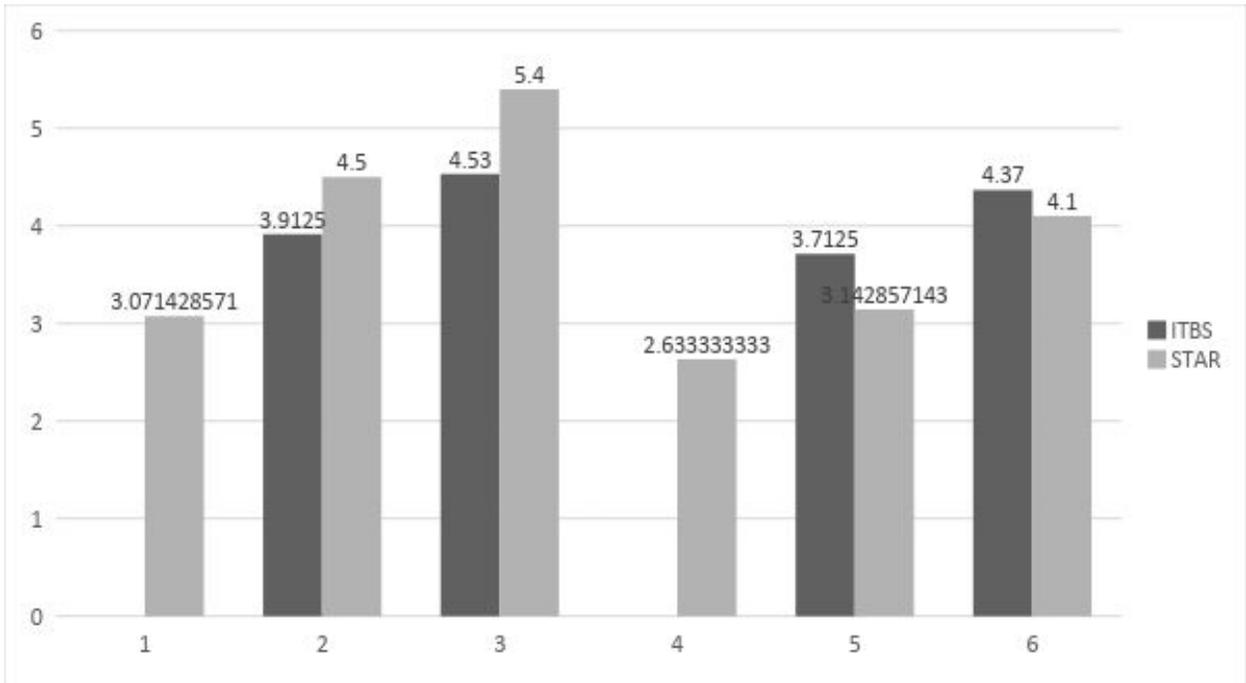


Below shows a graph of data organized by cohorts over a multiple year period. By looking at cohorts the same students are followed from year-to-year. Each bar shows a single grade level

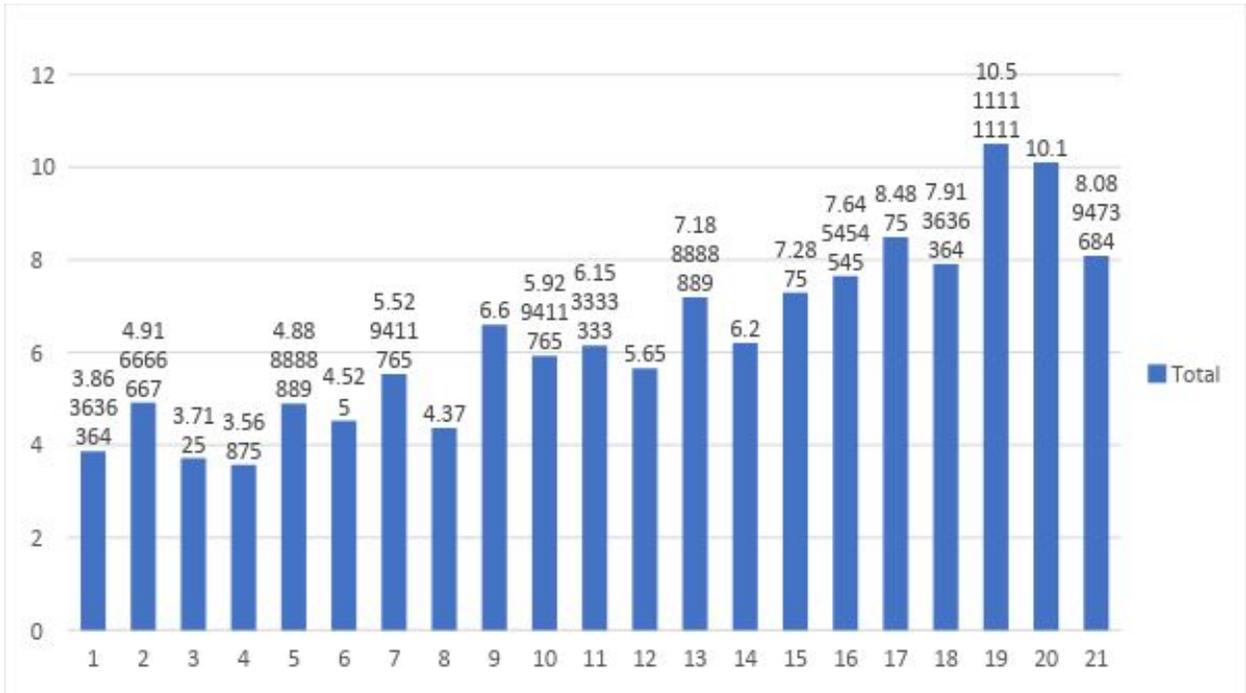
for a particular year, and the bar to the right shows the same students in the next school year. Each bar is shaded to show the percent of students in each quartile (as determined by the percentile rank on STAR testing). Over a multi-year period it can be seen if the percent of students in a particular quartile has increased or decreased. The desired outcome is to see the two bottom sections of each bar increase from year-to-year and the two top sections decrease.



The above graph is a little busy at first glance. However, graphs can be printed out for individual cohorts. The below graph shows one cohort for both math and reading over three years. It is important to note that the graph shows the performance for the same students as they progress through the grades indicated. The below graph shows the grade level equivalent at the end-of-year (EOY). As expected, there is growth from one year to the next. The below graph also shows standardized scores as measured by both STAR and ITBS.



The ITBS is only given once a year, so trends within one school year cannot be determined. However, some trends over a number of years can be shown. The below graph shows a number of years of ITBS testing for different grade levels. Please note that the bars represent different students, not cohorts.



## Using Data for Instructional Improvement

Each teacher is responsible for looking at testing results for their students, either as the school year progresses, looking at end-of-year (EOY) scores, or scores of students entering a grade level. The ITBS test disaggregates student performance into a number of categories, which can aide teachers in what strengths and weaknesses a student has. Each teacher adjusts instruction accordingly. The downside of ITBS is that it is only given once each school year. The STAR tests provide more frequent assessment information, and program assessments provide more detailed assessment information. These assessments allow teacher to make instructional adjustments in a more “real time” approach as the school year progresses.

## Conclusions

There is quite a bit of student assessment data available to St. Anthony Catholic School. One of the difficulties is being able to put the data in a form that is helpful for teachers and administrators, that brings out trends, and informs educators how to modify teaching for improved student learning. Some teachers have expressed that the individual class graph of student performance has been helpful. This could become for STAR testing for each of the testing times throughout the school year.

In-services for faculty and staff could be a vehicle for interpreting assessment results. For instance, it would be helpful to know how each testing service determines certain values, especially grade equivalent scores.

It would be helpful to align standards (*such as the Gallup Diocesan Standards*) with the concepts tested in each standardized assessment, such as ITBS and STAR. Testing concept maps could be a tool for teachers, especially in planning for the school year and individual lessons so teachers have a better understanding what these numbers mean.

Often assessment results indicate that a class is doing well in progressing through standards. However, there are students that struggle (*including students who speak English as a second language*) with specific concepts and skills. Resources to provide intervention for these students would be helpful for students, teachers, and parents. There are many products available that can both identify areas for individual student intervention, as well as provide individualized intervention. Most of these products could be done on a connected device at school or at home. These resources could provide targeted reinforcement for individual students without taking away from classroom instructional time. These same resource could also provide enrichment for students performing above level. The faculty agrees that a resource like this would help individual students.

## **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.*

The St. Anthony School Student Learning Expectations (SLEs) are laminated, placed in a notable location in every classroom and serve as a focus for daily instruction. Students at St. Anthony School are developing into faithful Christians who can joyfully worship God, serve others, evangelize their neighbors, and develop the skills and habits necessary to contribute to the good of the community.

St. Anthony School has been effective with improving the faith and spiritual formation of students, parents, and staff. Every classroom, pre-k through 8, recites the morning offering prayer and gives students time for self reflective and individual prayers. All classes attend weekly Mass and actively participate by doing the readings, singing, reciting prayers of the people, bringing up the gifts, and altar serving. Several of the teachers bring their classes to Adoration on Thursdays and participate in Penance Services throughout the school year. Students who want to receive their first communion can take classes beginning in 3rd grade. All classes utilize the Religious curriculum provided by the Diocese. Prayer is an integral part of each day. Sporting events begin with a prayer by our sports teams. Our school has a strong Catholic identity in our Religious instruction, prayer, and weekly Mass attendance.

Every classroom has a binder with the Diocesan curriculum standards for the corresponding grade level and subject areas taught. Teachers use these standards in their instructional planning to ensure all areas are introduced and eventually mastered by the students.

Students are assessed in a variety of ways to verify they are making acceptable progress toward mastery of the SLEs and curriculum standards. Students complete STAR testing a minimum of three times a year, have weekly subject area tests, ITBS testing once a year for 3rd-8th grade, as well as ongoing informal assessment in the classroom. Students who are not making significant progress are identified and specific areas are addressed through one-on-one instruction. St. Anthony School has recently started to collect student work samples as a way to assess these standards. Individual classrooms have a portfolio for each student. In addition, Junior High students are asked to create PowerPoint presentations, complete subject based projects, construct narratives, participate in daily math power ups and complete weekly testing in order to demonstrate their proficiency. Fourth and Fifth grade students are given the opportunity to participate in the St. Anthony School Science Fair by designing and testing individual projects. Top science projects are then entered in the Regional Science and State Fairs.

Students use technology extensively at St. Anthony School. Each of the elementary school classrooms have a set of Chromebooks for student use and a designated computer lab time each

week for enhanced student learning. All teachers have a computer and projector in their classrooms that facilitate technology driven instruction. Junior High students utilize e-books in all subject areas and a Chromebook is provided for each student's use during the school day. Students use Discovery Education and Gradelink to access their assignments and enhance their learning beyond textbooks. Teachers utilize Gradelink to communicate student progress to parents and students. Students can individually check grades to monitor both their progress and assignments.

**Significant Accomplishments:**

- Implementation of SLEs in the school
- Development of portfolio assessment to evaluate curriculum standards
- Introduction of SLEs in the classroom
- Implementation of Diocesan curriculum standards
- Daily prayer and religious reflection

**Goals:**

- Utilize portfolio assessment for measuring progress of SLEs
- Use STAR testing to assess student progress of curriculum standards

**Evidence:**

- Copy of school's curriculum standards incorporating Catholic Values
- Copy of St. Anthony School's Student Learning Expectations
- Implementation of Gradelink that allows daily communication with administrators, parents and students
- School SLE's as listed in chapter 3B and posted in every classroom

**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.*

Instructional methodology at St. Anthony's is clearly linked to curriculum standards in areas of Reading, Writing, and Math. The language arts and the math program in the primary and intermediate grades align with both the Diocese of Gallup Curriculum Standards and Common Core Standards. Instruction in the areas of Social Studies and Science is aligned to the updated Diocesan standards and provide for the religious integration and articulation of the Catholic faith throughout the curriculum.

Assessment at St. Anthony's School is frequent and varied. The language arts program provides for varied Assessments that include weekly tests, fluency tests, and informational periodic assessments. Weekly tests monitor progress in vocabulary, comprehension, phonics, and grammar. Raz Kids and Learning from A to Z are also programs that are used at St. Anthony's. Our Jr. High has a literature-based program.

Fluency tests such as Star and Dibles, offer grade-level passages and record forms to measure oral reading fluency in the areas of expression, comprehension through retell, and words correct per minute. Some teachers utilize these tests.

Saxon Math provides an assessment guide that includes cumulative tests, placements tests, baseline tests, power-up tests, benchmark tests, and end-of-course exams. The power-up tests contain a facts section and a problem-solving section. The power-up tests are timed for a maximum of 3 minutes, and the problem solving is not timed. Most teachers appear to use these assessments regularly. Cumulative tests are given after every fifth lesson. Benchmark tests are designed to measure student comprehension of topics previously introduced in the course. Their purpose is to inform instruction in the areas in which additional instruction and practice is needed. The Benchmark test format also provides additional practice with multiple-choice items/standardized assessment practice.

In the areas of both Science and Social Studies, there is not a school wide curriculum for either. Teachers in different grades use different programs. For Social Studies, Kindergarten through 5th grade use Social Studies Weekly and Jr. High uses Social Studies Techbooks in Discovery Education. For Science, Kindergarten through 5th grade use Science Weekly or Science Spin and Jr. High uses Discovery Education Science Techbooks.

The Catholic identity of our school is a large part of instructional methodology. The focus is on students learning Gospel values, participating in the Eucharist, faith formation, academic excellence, and service. Weekly Mass is celebrated. Students participate in the Eucharist if they have made their first holy communion. Faith formation is part of religious instruction and sacrament preparation. Students in 3rd begin sacrament preparation if they are Catholic.

In Catholic school, the spirit of service needs to be prevalent. Students donate to charities, hold food drives, and collect items for care packages to help people in need. Mrs. Higgins takes students on community service trips around town to help with the homeless and donate to various people in need.

Technology is consistently integrated into the teaching/learning process at St. Anthony's from 5th grade to Jr.High, and 4th grade through Pre-K are also introduced. We all have access to a technology cart with working, updated computers, so students can use their own. Some of the

programs we use are Gradelink (an on-line grading system), Raz-Kids, and Cool Math Games, and noredink.com.

Catholicism is a priority at St. Anthony's and students are held to high academic standards. Students are not eligible to play sports unless they are passing their classes with a C or above. Eligibility is determined weekly during the season. Achievement is also recognized through Honor Society and Honor Roll.

### **Significant Accomplishments:**

- Adoption of Treasures Reading Program in grades K-6
- Saxon Math for grades K-8
- 2 Day In-Service for staff before the start of the school year
- 1 Day Diocesan In-Service to focus on low performing IFG results

### **Goals:**

- More frequent, varied formal and informal assessments, and individualized assessments based on the learning styles of our students.
- Develop strategies to meet special needs students enrolled in our school.
- Find ways to improve technology and social networking to improve teaching and learning

### **Evidence:**

- Student work samples
- Samples of formative and summative assessment used by the teachers
- Teacher lesson plans
- Curriculum Maps
- Notes from staff development meetings
- Star assessments

## **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.*

Over the last thirteen years, St. Anthony's has worked to build our Catholic identity. In order to strengthen our Catholic identity, we attend weekly Mass together schoolwide. Each class rotates the responsibility of Mass duties. Families are invited to activities such as the Lantern Walk,

weekly Mass, and to participate in Catholic Schools Week events. All classes from Kindergarten through eighth grade participate in the Family Life Program through RCL Benziger. A parent session is offered, and a parent connection handbook is sent home. Every class begins their day with prayers and there are many opportunities of prayer throughout the day. Each class receives dedicated religion time through the Be Our Disciples curriculum. Second graders receive Reconciliation and First Communion preparation as part of their religious studies. Kindergarten through eighth grade attend weekly Adoration.

Service learning is weaved throughout the school in a variety of ways. The importance of community service is emphasized in each classroom. Schoolwide community service projects such as food, clothing and hygiene drives are executed many times throughout the school year. Beginning in second grade students participate in community service opportunities at local food pantries and senior living facilities.

Our athletic activities begin with a team prayer. Our athletes have been taught to be good sportsman/woman and to be respectful. We have been very effective in this area as our athletes always receive compliments on their sportsmanship.

St. Anthony's has numerous opportunities for student's faith formation. One area of improvement would be matching activities/opportunities for parent faith formation. Parents are invited to weekly mass and school wide reconciliation services, when offered.

Curricular enrichment and co-curricular programs that are offered vary year to year. Grades 4-8th can participate in cross country, volleyball, basketball and soccer. Other programs that have been available include chess, archery, robotics, culinary arts, Spanish, choir and African hand drums. Scholars in grades 4th-8th may be eligible for Honor Society and can run for Student Council offices.

In order to ensure a safe and efficient learning environment, St. Anthony staff are CPR and First Aid certified every two years. Background checks and Fingerprint clearance card are obtained for staff. Paid staff, volunteers and parents are Virtus trained. Emergency plans are posted in all classrooms and reviewed yearly with staff and local law enforcement. Fire Drills are practiced monthly while lockdowns (soft and hard) are practiced quarterly. Security cameras have been installed around the campus including the grounds, entrances and main corridors.

To accomplish the goal of having all shareholders cognizant of the mission statement and vision we seek to have it visible in multiple places. It is located on our website and in the parent handbook. It is also posted in classrooms. Our mission statement asserts we work together as a cooperative community, each child will be prepared for secondary and higher education via an environment that fosters love and respect for God and others. Families are required to complete volunteer hours in order to help them work closely with the school and their child, exposing them to evangelization, education and service. We work closely with St. Rita's parish and our community to bring service opportunities to our students. Each classroom and high traffic areas have a "God in all things" poster displayed.

Teachers at St. Anthony's are responsible for differentiation within each of their classes. Our smaller class sizes are optimal for working with students at a lower level while still challenging advanced students. We consult with the Show Low Unified School district for special education

testing and support. Primary grades utilize flexible, small groups to differentiate reading instruction in order to meet students at their instructional level. St. Anthony's does not receive any Title I services.

Curricular enrichment includes participation in a school wide science fair. While all grades are encouraged to participate, fourth and fifth grades must complete a project for a grade. The top three finishers in the science fair receive the opportunity to advance on to the regional fair. Fourth graders study the state of Arizona and complete a project to showcase at their Arizona Museum. Students participate in Christmas around the world, where they learn about different cultures and traditions. Seventh and eighth graders have the opportunity attend educational trips across the state of Arizona as well as Washington, D.C.

The use of technology to enhance learning is increasing throughout the school. Grades sixth through eighth are one to one classrooms. Kindergarten classrooms through eighth grade are equipped with a laptop and a projector. Each student has access to a Chromebook for their school work. All their textbooks are digital and online. There is a mobile chrome cart available for all other classrooms. Each class has dedicated computer lab time. Lower grades have access to Raz-kids.com for reading intervention. Social Studies and Science are delivered via curriculum through Discovery Education. Many assignments and lessons are completed through Google Classroom. Currently Spanish instruction is delivered through a program called Fluent U.

### **Significant Accomplishments:**

- Athletics has worked to implement Catholic based principles throughout our sports programs.
- Security improvements have been implemented such as newly installed cameras.
- Low and high students are served through differentiation and flexible groups.

### **Goals:**

- Increased parental involvement in faith development and academic growth
- More support for students in the lowest quartiles.

### **Evidence:**

- School's emergency plan
- Survey Data
- List of activities available for students
- School Mission
- School Vision

## 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. Anthony School is effective in using the school's resources for the high achievement of all students. The Catholic identity of our school is driven by the incredible staff we currently have. We are blessed to have strong, practicing Catholics in key positions that help guide and support staff & students in our Catholic Faith. Our non-Catholic teachers and staff are all strong Christians and support the Catholic teachings and environment at St. Anthony School. Fr. Dan Kassis is our school chaplain and does a wonderful job supporting and guiding us to a closer relationship with God. The Diocese of Gallup provides the framework for our religious instruction through the *Be My Disciples* and *Family Life* programs. They also have facilitated the integration of religious standards throughout the curriculum in every subject so that we have the opportunity to weave our Catholic faith throughout each and every day.

At the current time, St. Anthony School does not offer any retreat or faith formation for staff & families. We do offer the *Family Life* program for parents and some materials are encouraged to be explored at home, but we would like to see more opportunities offered. Our staff comes from a variety of communities and parishes throughout the White Mountain area which makes it difficult to come together for faith formation opportunities, but it would be great if we could offer some type of retreat or faith formation to strengthen our staff connection and relationships. This is one of the areas that we would like to improve on. It is difficult in our rural area to find opportunities for this so it is something that would need to be developed on our own.

The school uses a Chart of Accounts that was created and modified through the years by the accountant, Lee Joffs, and is reviewed annually by the Board of Trustees. The principal works with the accountant to draft a yearly budget proposal that is presented to the board for approval. After review & adjustments, the board approves the budget and a copy is submitted to the Diocese annually. The principal and business manager monitor the budget throughout the school year under the guidance of the accountant. The Board President, Bob Higgins, maintains oversight of the budget. The St. Anthony School Board of Trustees only meets a few times a year which is something that needs development.

The revenue for the school is generated by tuition and registration payments from the families of students. Approximately, 95% of the students in the school receive some type of scholarship from the White Mountain Tuition Support Foundation. Other scholarship monies are also generated from other STO's (*State Tuition Organizations*) around the state such as the Brophy Community Fund, Arizona Leadership Foundation, and Arizona Tuition Connection. Students in

the PreK program are not eligible for scholarships. There is a separate fee structure for PreK as detailed on the school website. Financial assistance from the Diocese of Gallup comes in the form of purchasing the *Be My Disciples* and *Family Life* religion programs for the school. St. Rita Catholic Church and Fr. Dan Kassis have been very supportive financially by allowing the school to use the church property rent free. They have allowed us to remodel the Hall areas to create classrooms, install 2 portable buildings for classrooms, and develop a school playground and field on the church property. The school pays half of all the utilities on the church grounds and pays for trash pick-up. Fr. Dan also has a yearly collection for St. Anthony school and is responsible for some large donations to the school for the capital campaign to build a new school facility. We are very blessed to have Fr. Dan's support.

St. Anthony School has a current enrollment of 150 students. We had 154 students for most of the school year, but a few families have moved away. Our school facility can only hold about 172 students in all of the classrooms. There are only 3 bathroom facilities available for the entire campus. One bathroom is unisex and is used by the PreK class and faculty. The other two bathrooms include one for boys and one for girls. The facility is old and we are constantly struggling with repairs and plumbing issues. The current facility is adequate with the number of toilets available for 150 students, but with additional students we will be lacking in this area. Our campus is also spread out with a main building (the back of the church building) and two portable buildings. There are no bathroom facilities available in our portable buildings so staff and students are required to walk over to the main building to use them. Our campus has grown over the years to accommodate our needs, but the overall facility is not ideal.

The original vision of the school as detailed in chapter 2A does not include anything about a new school facility. It has always been the dream of the founders, Bob and Laura Higgins, to build a new school facility with a gym/multi-purpose room, classrooms, and offices that would be big enough for 200 students and staff. Many board members, staff, and other shareholders share this dream. A capital campaign was started a few years ago to start to raise funds for a new school facility. A development director was hired two years ago to help facilitate fundraising for the capital campaign and has been instrumental in guiding the school to a healthy financial situation. The school has paid off all of the debt it has and is now able to use fundraising dollars for the capital campaign instead of operating expenses. The Board of Trustees has met before to discuss strategic plans (both short & long-term), but nothing has been formalized. What we need is board development to strengthen the functionality of our board and provide some direction with an updated vision and some short and long-term strategic planning. By doing this, we can continue to strengthen our financial status and facilitate periodic reporting of the financial position of the school to all shareholders. We would also be able to plan for any budget deficits we may encounter in the future.

St. Anthony School also receives additional financial resources that include E-Rate funding for a portion of our Internet subscription costs and a variety of small restricted donations that are

given to the school for specific things like paying off student lunch fees or sponsoring someone's registration costs, etc. These vary from year-to-year. Our hope is to use E-Rate funding to help off-set Internet and communication infrastructure costs of a new school facility when we are ready to build. Currently, St. Anthony School does not receive any Federal funds (Title I, IIA, III, etc.).

Overall, St. Anthony School has sufficient resources to sustain our current programs and carry-out the current mission & vision. At this time, the principal and Board of Trustees president make all of the decisions that currently guide us which is why we need to focus on board development and strengthening their involvement with the school. This will help facilitate and maximize the overall effectiveness of our capital campaign to build a new facility and provide a framework for a short and long-term vision at St. Anthony School.

### **Significant Accomplishments:**

- The school provides a strong, Catholic school program making the most of current resources available.
- The school started a capital campaign to build a new school facility.
- The school is debt free and directs most of the fundraising dollars into the capital campaign.

### **Goals:**

- Offer faith formation opportunities for families and staff.
- To have a well-developed Board of Trustees that has strong by-laws, a healthy mix of board members that are actively involved and represent all shareholders of the school, meet regularly, and develop the vision of the school along with short and long-term strategic plans.
- To build a new school facility.

### **Evidence:**

- School Mission and Vision
- 5 years of school budgets
- School website
- School layout map
- Capital campaign brochure
- Board meeting notes

## CHAPTER 4 –ACTION PLAN

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

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

#### Significant Accomplishments:

- Our community service program is excellent and we have seen the wonderful fruits of our labor.
- Our classroom teachers have achieved their Catechist Certifications.
- Non-Catholic students converting to Catholicism.
- Development of a schoolwide newsletter that offers religious information/links to teachers and families.
- A strong community service program
- Incorporation of SLEs with a focus on the 4 main areas of expectations for our students
- Communication of mission, vision, and SLEs throughout the school
- Adoption of Diocese standards that incorporate religion throughout all subjects
- Effective team of instructional staff that continues to strive for school improvement
- Religion is integrated across curriculum, in support of the school's Catholic identity, as evident by the "Be My Disciples" program, grades K-8.
- Curriculum support provided by technology labs with grades K-8 having access.
- Flexible modifications of student needs in grades K-8.
- The Student Learning Expectations of the school are displayed prominently in each classroom.
- Principal and teachers who quickly discuss and find solutions to issues that arise.
- Implementation of SLEs in the school
- Development of portfolio assessment to evaluate curriculum standards
- Introduction of SLEs in the classroom
- Implementation of Diocesan curriculum standards
- Daily prayer and religious reflection
- Adoption of Treasures Reading Program in grades K-6
- Saxon Math for grades K-8
- 2 Day In-Service for staff before the start of the school year
- 1 Day Diocesan In-Service to focus on low performing IFG results
- Athletics has worked to implement Catholic based principles throughout our sports programs.
- Security improvements have been implemented such as newly installed cameras.

- Low and high students are served through differentiation and flexible groups.
- The school provides a strong, Catholic school program making the most of current resources available.
- The school started a capital campaign to build a new school facility.
- The school is debt free and directs most of the fundraising dollars into the capital campaign.

### **Significant Goals:**

- Analyze and interpret survey results and ACRE/IFG test scores to execute and carry out improvement plans for our religious education program.
- Offer more spiritual formation opportunities for our families.
- Research and explore student and staff retreat opportunities for spiritual development.
- Develop an evaluation process for SLE achievement
- Create a plan for board development and governing authority expectations
- School Board that is greater defined and more active.
- Plan & Develop opportunities for staff & student retreats and parent faith formation.
- Utilize portfolio assessment for measuring progress of SLEs
- Use STAR testing to assess student progress of curriculum standards
- More frequent, varied formal and informal assessments, and individualized assessments based on the learning styles of our students.
- Develop strategies to meet special needs students enrolled in our school.
- Find ways to improve technology and social networking to improve teaching and learning
- Increased parental involvement in faith development and academic growth
- More support for students in the lowest quartiles.
- Offer faith formation opportunities for families and staff.
- To have a well-developed Board of Trustees that has strong by-laws, a healthy mix of board members that are actively involved and represent all shareholders of the school, meet regularly, and continue to develop the vision of the school along with short and long-term strategic plans.
- To build a new school facility

### **Critical Goals:**

- 1. Create and implement a well-developed plan and process to assess student performance, identify upper & lower quartile students, and provide resources to them for student achievement.**

St. Anthony School uses a variety of assessments to monitor student growth and achievement. What we are lacking though is a formalized process of reviewing these assessments and providing specialized resources to the upper and lower quartile of

students. Special education needs have failed when submitted through the special education program of Show Low Unified School District. We need to create our own program for addressing the needs of these students along with providing resources to the other students that are functioning at higher levels. This will improve student achievement overall.

**2. Improve SLE integration into classrooms with an assessment process for SLE achievement.**

SLEs are posted all around the school, but teachers and students are not consistent in reviewing and assessing them in the classrooms. We need to develop ways to keep the SLEs in the forefront of their minds along with a process to assess achievement. SLEs provide the framework for accomplishing the mission and vision of our school. Our hope is that by strengthening SLE integration and assessment, we can improve student achievement in all areas of expectations at our school.

**3. A Board of Trustees that has strong by-laws, a healthy mix of board members that are actively involved and represent all shareholders of the school, meet regularly, and continue to develop the vision of the school along with short and long-term strategic plans.**

Board development is a crucial goal for our school. We have been blessed with strong leaders that have helped us reach a point where our school is functioning well. What happens when these leaders are removed from the equation? Without a well functioning Board of Trustees, the school may not survive. This is why it is imperative that we develop our Board and strengthen the vision of our school. By developing short and long-term strategic plans, we can implement protocol for any challenges that may occur in the future. A strong board will help strengthen everything we do as a school and hold us accountable for student achievement.

**4. Plan and develop opportunities for staff, student, and family faith formation.**

St. Anthony School is located in the White Mountains of Arizona and draw students and staff from a variety of areas. Students and staff also attend a variety of parishes throughout the area. Staff & students that attend St. Rita Catholic Church have many opportunities for faith formation as parishioners and can get involved in a variety of activities. What we need are opportunities for all of our staff, students, and families to come together in faith formation. Some activities that we offer like the Lantern Walk are very popular, but we need to do more. We really need some faith formation activities for our staff too. By implementing things like retreats, special guest speakers, field trips, and other faith formation activities, we can improve student achievement in the area of our faith.

## 5. Build a new school facility.

The current school enrollment is 150 students. Even though we can accommodate 172 students in the school, we do not have bathroom facilities that are adequate enough for that enrollment. We have three grade levels that are maxed out for enrollment. It gets very difficult to fill the last open spots for enrollment when there is only one spot here or two there. Our facility is old and is always in need of repair. Our two portable classrooms were purchased used and we do what we can to maintain them for our use. Basically, we make do with what we have. Building a new school facility is high on our priority list. We would like to build a school that can accommodate all of our needs and allow us to provide the type of programs that will help us increase student achievement. The capital campaign that we started a couple of years ago is essential. God willing, we need to continue development of the campaign to raise the money necessary to complete the project.

### Action Plan

**Goal #1: Chapter 3F & 3G: Create and implement a well-developed plan and process to assess student performance, identify upper & lower quartile students, and provide resources to them for student achievement.**

#### Rationale for this goal:

Our school has effective assessments, but we need a way to use results from this data to identify performance of all students and adjust instruction appropriately. Current curriculum is effective in targeting growth and performance of most of our students, but we need enrichment and remediation for the upper and lower quartile students. Creating a plan and process to assess, identify, and apply instructional techniques to every student no matter which performance level they are at will allow us to improve overall student achievement at our school.

#### Alignment with Mission, philosophy, and SLE's:

Achieving this goal will help us to work together as a cooperative community and prepare each child for secondary and higher education as our mission states. Our school philosophy is to develop a child's mind, body, and soul. This goal helps us to accomplish our philosophy with each and every student. It will also help us to provide every student that attends our school a framework to persevere in their academic studies (SLE.4.A.).

<b>Strategy #1</b>	Classroom teachers and administration review results from STAR and ITBS testing to identify performance quartiles of student achievement.
<b>Activities</b>	1. Create a "data crunch" day for grade level teachers to review

	<p>and discuss results.</p> <ol style="list-style-type: none"> <li>2. Each teacher will add their quartile assignment results to the portfolio box that travels with the class.</li> <li>3. Teachers will review class portfolio boxes and quartile assignments at the beginning of the new school year at the teacher in-service before school starts.</li> <li>4. Ongoing monitoring of quartile assignments and new student assignments will be carried out by the grade-level teacher using STAR testing results and in-class assessments.</li> <li>5. Grade-level teachers will update quartile assignments quarterly using shared Google sheets.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	\$100 for “data crunch” day - lunch and resources for this special session on a Friday afternoon ( <i>after school</i> ).
<b>Person(s) Responsible For Implementation</b>	Principal
<b>Process For Monitoring</b>	Principal will conduct “data crunch” session and before school in-service, then will conduct quarterly portfolio box checks to make sure reports are filed and updated.
<b>Baseline Assessment</b>	2019 ITBS test results & 1st round of STAR testing results for the 2019/20 school year.
<b>Ongoing Assessment</b>	Minimum of 3 STAR testing sessions for all classes ( <i>beginning, middle, end of school year</i> ). More testing sessions for lower quartile students to monitor student progress.
<b>Timeline Start/Stop</b>	Activities will start over next year after the 2019/20 ITBS test results are in. We will repeat this process annually.
<b>Process for Communicating to Shareholders</b>	ITBS test results are published annually in a schoolwide grade equivalency report that will be communicated staff, parents, and families. Individual reports and individual results from ITBS and STAR will be shared privately with parents in parent/teacher conferences and additional special education meetings as needed.

<b>Strategy #2</b>	Revise the current SASPED referral process to include a new plan for providing resources to the upper & lower quartile of students at our school.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Host a SASPED referral process brainstorming session at the teacher in-service before school starts for the 2019/20 school</li> </ol>

	<p>year. Create an updated process document to share with all staff.</p> <ol style="list-style-type: none"> <li>2. After the first round of STAR testing, teachers will hold a SASPED resource meeting to discuss resources for upper &amp; lower quartile students to be used throughout the school year. Resources purchased.</li> <li>3. Follow-up meeting after winter STAR Testing (<i>after Christmas break</i>) with teachers to discuss current SASPED resources and data.</li> <li>4. SASPED breakout session after “data crunch” meeting to discuss data for the year and resource effectiveness. Make recommendation for following year SASPED session at teacher in-service before school starts.</li> <li>5. Repeat activities annually.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	Unknown at this time. Cost and specific resources will be decided on at the first SASPED meeting after the first round of STAR testing is complete.
<b>Person(s) Responsible For Implementation</b>	Principal & grade level teachers
<b>Process For Monitoring</b>	Program will be monitored using activities above.
<b>Baseline Assessment</b>	2019 ITBS test results & 1st round of STAR testing results for the 2019/20 school year.
<b>Ongoing Assessment</b>	Mid-year and end-of-year SASPED meetings will analyze data.
<b>Timeline Start/Stop</b>	Start: 2019/20 school year Stop: Repeat process annually
<b>Process for Communicating to Shareholders</b>	SASPED process will be published in staff newsletter and available in shared Google Drive.

**Goal #2: Chapter 3E: Improve SLE integration into classrooms with an assessment process for SLE achievement.**

**Rationale for this goal:**

Student Learning Expectations were adopted a few years ago. The current teaching staff at that time agreed that these were the expectations that we would adopt for our students. We posted these SLEs in every classroom and have discussed them with our students every year (*usually at*

*the beginning of the year*). One year we decided to laminate the SLEs and make big posters of them for the classrooms so that teachers could use a dry-erase marker to highlight the SLEs they were focusing on throughout the year. This was a good idea, but was quickly forgot about as we progressed through the year. Our school needs a way to bring the SLEs to the forefront of every staff member and student mind. There needs to be a process for communicating SLEs, accountability for using them in the classrooms, and a way to assess whether or not the students are accomplishing these very important expectations. Our hope is that we can improve student achievement if students are held accountable to the expectations we set.

**Alignment with Mission, philosophy, and SLE’s:**

Achieving this goal will center everyone (*staff & students*) on the true expectations that we have for our students. This supports our mission of educating a child academically, physically, socially, and spiritually in a Christian context. The SLEs do just that. By holding students and staff accountable to the SLEs we can make sure that we are accomplishing our mission and philosophy.

<b>Strategy #1</b>	SLE update, revision, and communication plan
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Staff will examine current SLEs and update them at the teacher in-service beginning the 2019/20 school year.</li> <li>2. Staff will also develop a new communication plan for SLE integration into the classrooms and to all shareholders.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	Unknown cost until plan is developed ( <i>most likely minimal - printing costs, etc.</i> ). Current SLEs.
<b>Person(s) Responsible For Implementation</b>	Principal and Grade Level Teachers
<b>Process For Monitoring</b>	Principal will look for SLE integration during classroom walkthroughs throughout the year and conference with teachers on a quarterly basis about their progress with it.
<b>Baseline Assessment</b>	Current SLEs
<b>Ongoing Assessment</b>	Staff & student surveys conducted semiannually on the new SLEs for the 2019/20 school year.
<b>Timeline Start/Stop</b>	Start with the 2019/20 school year. Stop - annually with revision, update, and then repeated
<b>Process for Communicating to</b>	Updated SLEs will be communicated to all shareholders through email, on the school website, and in the school monthly newsletter.

<b>Shareholders</b>	
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<b>Strategy #2</b>	SLE rubrics for assessment.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Collect rubric/SLE assessment ideas from other schools in the Diocese of Gallup.</li> <li>2. During the SLE session at the teacher in-service for 2019/20, teachers will analyze collected resources and develop our own rubric/assessment process for SLEs at our school.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	No additional costs. Resources gathered from other schools in the Diocese of Gallup.
<b>Person(s) Responsible For Implementation</b>	Principal & Grade Level Teachers
<b>Process For Monitoring</b>	Teachers will deliver rubric assessments to their classes twice a year. mid year & end of year. Results will be discussed at “data crunch” session at the end of the year.
<b>Baseline Assessment</b>	Mid year
<b>Ongoing Assessment</b>	End of year - repeated annually
<b>Timeline /Start/Stop</b>	Start - 2019/20 school year Stop - “data crunch” meeting at the end of the year. Then repeated annually.
<b>Process for Communicating to Shareholders</b>	End of the year results will be communicated annually in school newsletters.

**Goal #3: Chapter 3C: A Board of Trustees that has strong by-laws, a healthy mix of board members that are actively involved and represent all shareholders of the school, meet regularly, and continue to develop the vision of the school along with short and long-term strategic plans.**

**Rationale for this goal:**

This is the first accreditation self-study that St. Anthony School has participated in. The process has been fruitful for us by examining our school and identifying areas that are in need of

improvement for student achievement. We have never completed a formalized In-Depth study and we plan on starting that process annually beginning with the 2019/20 school year. In the past, we have made changes when needed and worked collaboratively as a team to update, revise, and improve our programs. Through this process of conducting a self-study, we have seen the benefits of a more formalized process that is data driven and results in a more comprehensive plan that can improve student achievement. Therefore, for our third action plan goal, instead of using data from an in-depth study, we would like to focus on another critical element that we believe will have a great impact on student achievement. That goal is board development. We would like to have a more developed Board of Trustees that includes representatives from all of our shareholders, meets regularly, has effective by-laws, and can continue to develop the vision of the school along with short and long term strategic plans. This will strengthen everything we do as a school and ensure a bright future while always seeking improved student achievement.

**Alignment with Mission, philosophy, and SLE’s:**

Board development can improve our mission and vision by making sure that it is aligned with the intent of our founders. It will help guarantee the future of our school. The leadership benefits of board development can also be instrumental in supporting all of our student learning expectations. A strong board leads to a strong staff which results in a strong learning community that can offer the best opportunities to seek out student achievement for all students.

<b>Strategy #1</b>	Identify current board by-laws, review, and update if necessary.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Meet with Board President, Bob Higgins to get a copy of current by-laws or ask him to create new ones if they cannot be found.</li> <li>2. Review by-laws at next board meeting.</li> <li>3. Ask board to approve existing or updated by-laws.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	None at this time.
<b>Person(s) Responsible For Implementation</b>	Principal & Board of Trustees President
<b>Process For Monitoring</b>	Board meeting minutes
<b>Baseline Assessment</b>	Board meeting minutes & by-laws
<b>Ongoing Assessment</b>	Board asked to annually review by-laws

<b>Timeline Start/Stop</b>	Start - As soon as possible Stop - Ongoing
<b>Process for Communicating to Shareholders</b>	Review procedure for communicating with Board President.

<b>Strategy #2</b>	Encourage board to recruit new board members that represent all shareholders.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Meet with Board President, Bob Higgins and ask if the board can recruit some new board members that will represent all shareholders of the school.</li> <li>2. Offer a list of parents that might be good candidates for a board member position.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	none
<b>Person(s) Responsible For Implementation</b>	Principal & Board President
<b>Process For Monitoring</b>	Board meeting minutes
<b>Baseline Assessment</b>	Current list of board members
<b>Ongoing Assessment</b>	Updated list of board members
<b>Timeline Start/Stop</b>	Start - as soon as possible Stop - ongoing and according to by-laws
<b>Process for Communicating to Shareholders</b>	Review procedure for communicating with Board President.

<b>Strategy #3</b>	Develop a board meeting calendar and encourage board to set-up regular meeting dates which include monthly meetings during the school year.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Meet with Board President, Bob Higgins and request to set-up regular meeting dates for the 2019/20 school year. Ask him for best dates for his schedule.</li> </ol>

	<ol style="list-style-type: none"> <li>2. Send out email to all current board members and ask for feedback to monthly meeting dates.</li> <li>3. Publish school calendar with board meeting dates.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	No additional costs 2019/20 School Calendar
<b>Person(s) Responsible For Implementation</b>	Principal & Board President
<b>Process For Monitoring</b>	Principal will schedule, remind, and communicate board meeting dates.
<b>Baseline Assessment</b>	Board meeting minutes
<b>Ongoing Assessment</b>	Board meeting minutes
<b>Timeline Start/Stop</b>	Start - As soon as possible Stop - Ongoing
<b>Process for Communicating to Shareholders</b>	2019/20 School Calendar will be published and communicated through school newsletters, website, and emails.

<b>Strategy #4</b>	Ask board to develop an updated vision for the school along with short and long term strategic plans.
<b>Activities</b>	<ol style="list-style-type: none"> <li>1. Meet with Board President, Bob Higgins, and ask him to work on a new draft of a school vision for the school.</li> <li>2. Ask Board President, Bob Higgins, to present the draft of an updated school vision to the board for approval.</li> <li>3. Add board meeting agenda item of short &amp; long term strategic plans and ask board to develop.</li> </ol>
<b>Cost or Resources &amp; Sources</b>	none at this time
<b>Person(s) Responsible For Implementation</b>	Principal & Board President
<b>Process For Monitoring</b>	Board meeting minutes
<b>Baseline Assessment</b>	Board meeting minutes

<b>Ongoing Assessment</b>	Board meeting minutes - review annually for revision or updates
<b>Timeline Start/Stop</b>	Start - 2019/20 Board meetings Stop - Ongoing
<b>Process for Communicating to Shareholders</b>	Published and communicated through school newsletters, website, emails, and vision posted in all classrooms and offices.

**Evidence:**

- List of Significant Accomplishments
- List of Significant Goals
- List of Critical Goals and brief narratives
- Action Plan with three goals and strategies to meet each goal

**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.*

This is the first self-study and accreditation process that St. Anthony School has participated in. As our school grew from only 3 classes (*PreK to 1st*) to 10 classes (*PreK to 8th*) now, we have evolved over time with a strong faculty that has always worked very independently for the success of the school. There were a few times over the years that there was not a principal and the teachers worked under the direction of the Board of Trustees. Because of this, many of our core teachers have taken it upon themselves to work as a team and make critical decisions for the success of our programs and school. We are now at a point where we can take on the process of accreditation and maintain an educational environment that seeks out student achievement in everything that we do. The self-study process has been very eye opening to us and has given us some direction in regards to processes for school improvement.

The goals & strategies set forth in our action plan are the result of many months of collaboration amongst the shareholders of our school. Implementation of the action plan will require organized efforts from the administration, faculty, staff, and board to be successful. Throughout implementation of the action plan we plan on receiving periodic feedback from all of our shareholders in order to maintain our progress and successful completion of our goals.

The impact of our action plan on student achievement will be measured through results from STAR, ITBS, and ACRE testing along with SLE assessments that will be created. Teacher monitoring of student growth and progress throughout the year will also be a good indicator of what is and is not working so that we can adapt activities and strategies for continued student

achievement. Survey feedback from all shareholders will also give us good indicators of progress towards our goals.

To ensure ongoing assessment of the action plan, the principal will continue to add WCEA accreditation to the agenda of all faculty meetings. We will use this as an opportunity to continually monitor progress towards our action plan goals. Overall, our faculty and staff are confident in our ability to achieve the goals of our action plan. As soon as we achieve a goal, we will replace it with another and continue this valuable work. St. Anthony School is dedicated to improving student achievement.

## APPENDIX

### Appendix F-2 - Action Plan Timeline

<b>Month/Year</b>	<b>Goal</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Person Responsible</b>	<b>Other</b>
<b>May/2019 (annually)</b>	<b>#1</b>	<b>“Data Crunch” Day</b>	<b>\$100</b>	<b>Principal</b>	<b>Review ITBS &amp; STAR testing results for year</b>
<b>May/2019</b>	<b>#2</b>	<b>Collect rubric/SLE assessment ideas from other schools</b>	<b>no cost</b>	<b>Principal</b>	
<b>May/2019</b>	<b>#3</b>	<b>Find copy of current board by-laws</b>	<b>no cost</b>	<b>Principal &amp; Board President</b>	<b>Meet &amp; discuss revision or creation if needed</b>
<b>May/2019 (annually)</b>	<b>#3</b>	<b>Board Meeting</b>	<b>no cost</b>	<b>Board &amp; Principal</b>	<b>Review &amp; approve by-laws, ask board to seek out new members, create calendar for meetings &amp; publish.</b>
<b>August/2019</b>	<b>#3</b>	<b>Board Meeting</b>	<b>no cost</b>	<b>Board &amp; Principal</b>	<b>Discuss vision and ask for revised updated version. Decide how to create short and long-term strategic plans.</b>
<b>August/2019 (annually)</b>	<b>#1</b>	<b>Teacher In-Service</b>	<b>no cost</b>	<b>Principal &amp; Grade Level Teachers</b>	<b>Review portfolio boxes. SASPED brainstorming session. Create process document. SLE update, revision, &amp; comm. plan.</b>

					Create rubric/ assessment process for SLEs
<b>Sept./2019 (annually)</b>	<b>#1</b>	<b>SASPED Resource Meeting</b>	<b>Depends on programs chosen</b>	<b>Principal &amp; Grade Level Teachers</b>	<b>Discuss &amp; purchase resources for the year</b>
<b>Oct./2019 (Annually)</b>	<b>#1</b>	<b>1st Quarter quartile assignment review</b>	<b>no cost</b>	<b>Grade Level Teachers</b>	<b>Grade level teachers to update quartile assignments in Google sheets.</b>
<b>Dec./2019 (Annually)</b>	<b>#1</b>	<b>2nd Quarter quartile assignment review</b>	<b>no cost</b>	<b>Grade Level Teachers</b>	<b>Grade level teachers to update quartile assignments in Google sheets.</b>
<b>Feb./2020 (Annually)</b>	<b>#1</b>	<b>SASPED Resource Meeting</b>	<b>no cost</b>	<b>Principal &amp; Grade Level Teachers</b>	<b>Discussion of current SASPED data &amp; resources. Make changes if needed.</b>
<b>March/2020 (Annually)</b>	<b>#1</b>	<b>3rd Quarter quartile assignment review</b>	<b>no cost</b>	<b>Grade Level Teachers</b>	<b>Grade level teachers to update quartile assignments in Google sheets.</b>
<b>May/2020 (Annually)</b>	<b>#1</b>	<b>“Data Crunch” Day</b>	<b>\$100</b>	<b>Principal &amp; Grade Level Teachers</b>	<b>Grade level teachers to update quartile assignments in Google sheets. SASPED breakout annual review &amp; recomm. for following year.</b>