

REPORT OF FINDINGS

ST. ALOYSIUS GONZAGA CATHOLIC SCHOOL: E725

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SPOKANE, WA 99202

DIOCESE OF SPOKANE



IMPROVING STUDENT LEARNING 2012

A SELF STUDY PROCESS

FOR CATHOLIC ELEMENTARY SCHOOLS

MARCH 6-8, 2019

for

St. Aloysius Gonzaga Catholic School: E725

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PREFACE



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

The team found our three days at St. Aloysius Gonzaga Catholic School professionally rich and personally rewarding. We experienced a strong community where everyone is striving to provide a Catholic environment where quality education is a priority. The school's mission - "Leaders in action modeled on Christ" - was evident throughout our visit, and we particularly enjoyed participating in the school's Tuesday (Monday) Morning Prayer and celebrating Ash Wednesday Mass with you. The school's Catholic Identity is supported by both the mission and SLEs, Respect, Responsibility and Reflection, which also contribute to the school being a family as described by several students.

We thank all of you - pastor, principal, faculty, staff, parents and students - for your warm and gracious hospitality.

We commend you for working toward high achievement for all students. May the Christ we serve bless you with every success as you journey into your future.



Chapter 1: Introduction

A. How the Self Study was Conducted

St. Aloysius Gonzaga Catholic School began its Self Study process in August 2017 under the Leadership Team of Angie Krauss, Principal, Dawn Manfred, Assistant Principal and Amanda Holland, Middle School Lead Teacher. The Leadership Team outlined a schedule for the 2017-2018 School Year, and involved the faculty in completing the Self-Study. The previous pastor of St. Aloysius Catholic Church, members of the Parent Advisory Council (PAC) and parents participated in the process by completing surveys. The Self Study was completed during three inservice days and one monthly staff meeting over the 2017-2018 School Year.

The faculty reviewed the school's mission, philosophy and schoolwide learning expectations (SLEs), and felt that no changes were necessary. Each section of Chapter 3 - Quality of the School's Program - was answered by a representative faculty group from St. Aloysius Gonzaga Catholic School and then shared with the entire faculty for feedback. The PAC was apprised of the school's progress during the Self Study.

Between March and May 2018, St. Aloysius Gonzaga Catholic School surveyed its previous pastor, PAC, parents, students and teachers.

In Fall 2018, St. Aloysius Gonzaga Catholic School identified its significant accomplishments and critical goals and created its Action Plan. In addition, the school finalized its In-Depth Study in Mathematics.

St. Aloysius Gonzaga Catholic School did not indicate any obstacles in completing the Self Study.

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

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

St. Aloysius Gonzaga Catholic School is effective in involving and collaborating with shareholders to complete the Self Study. The faculty participated in completing the Self Study, and other shareholders were involved through surveys, meetings and giving feedback. The principal informed all shareholders - the pastor, PAC and parents - of the Self Study process at the beginning of the 2017-2018 School, and utilized the school's *Monday News* to communicate both the school's progress and findings.

The mission statement, philosophy and SLEs were reviewed by St. Aloysius Gonzaga Catholic School's faculty in Fall 2017. The faculty participated by serving on the Leadership Team and/or individual committees. The committees met to review the discussion prompts, write narratives and review the accomplishments, goals and evidence. The PAC was apprised of the school's work, and involved in the process of data analysis and reviewing the school's mission, philosophy and SLEs. Parents and students gave input through completing surveys.

St. Aloysius Gonzaga Catholic School was intentional in completion of the Self Study in a faith environment with ongoing systemic analysis. Through discussion and observation, it is evident that the school has embraced the process of Improving Students Learning. Progress of the school's Action Plan will be shared regularly with the PAC and school families throughout the next six years by way of newsletters, email and meetings.

Chapter 2: Context of the School

A. School Profile

St. Aloysius Gonzaga Catholic School was established in 1916. The school was under the care of the Sisters of the Holy Names of Jesus and Mary until 1940 with male and female students attending classes at separate locations. In 1940 the first section of the present school was completed.

St. Aloysius Gonzaga Catholic School educates approximately 300 students, grades Kindergarten through 8th Grade, with a modern curriculum and enriching religious program. In February 2018, the school completed construction of a separate building that houses students enrolled in the Early Learning Center (ELC), which serves nearly 150 children, infant through preschool-age. Within the ELC building is a large multipurpose room/gymnasium along with an unfinished second floor for further expansion. Prior to building, the school purchased an adjacent piece of property in order for the students to have access to a large outdoor footprint.

The founding charism of the Holy Names of Jesus and Mary is intentionally incorporated and evident at St. Aloysius Gonzaga Catholic School. The charism calls for the full development of the human person, education in the faith, hospitality, dedication to women and children, dedication to justice, service to people who are poor or marginalized, commitment to liberating actions and love for the name of Jesus and Mary. Coupled with the Jesuit charism, the administration, faculty and staff see their role as partners in the evangelizing mission of the Church.

St. Aloysius Gonzaga Catholic School has shown stable enrollment over the last six (6) years, which can be attributed to academic changes (leveled coursework) at upper grades, extending the ELC in February 2018 and its strong connections to St. Aloysius Parish, Gonzaga Preparatory School and Gonzaga University. Due to its central location, the school draws from many areas within Spokane, resulting in both socioeconomic and ethnic diversity.

St. Aloysius Gonzaga Catholic School's annual tuition for the 2018-2019 School Year is approximately \$6000. The school utilizes a Fair Share program with the administration working to help Catholic families understand the relationship between stewardship and faith formation. In addition, the school is financially supported by the Garco Scholarship Endowment Fund, the Robert Luger Memorial Endowment Fund and the Mary Hare Endowment. The Nazareth Guild also offers Tuition Assistance Program (TAP) grants to help families offset the cost of tuition.

St. Aloysius Gonzaga recognizes that parents are the primary educators of their children. Eighty-seven (87) parents completed the survey, representing 46% of the 190 families. Of the surveys completed, 96% believe the school is highly effective in its religious instruction, 89% believe that the academic demands are about right and 91% believe that most of the students and teachers respect each other and have good working relationships. Approximately 90% of the parents read the *Monday News* (weekly school newsletter) and feel it keeps them informed of the school's activities.

From the students' perspective, the majority feel their teacher cares about them/they are treated with respect by teachers and the administration. In grades 4-8, 76% of the students felt that class time is spent answering questions from a book or worksheet. The school has identified this data point as a need to be further explored as teachers analyze assessments and instructional strategies through curricular mapping.

With respect to the Teacher Survey, almost 100% indicated that Catholic Identity is a priority amongst the administration and faculty and 93% feel they have a clear, written job description. Only 65% of the teachers feel they have access to the technology they need to effectively prepare students for high school and beyond. While St. Aloysius Gonzaga Catholic School added a multimedia lab since its last Self Study and has implemented Google for Education, one of the school's critical goals is to continue promoting and seeking professional development opportunities for best practices in technology integration across all grade levels and effective instructional strategies. At the time of the WCEA Visit, St. Aloysius Gonzaga Catholic School had received a grant from the Nazareth Guild for a classroom set of Chromebooks to be used shared schoolwide.

Both the pastor and PAC view St. Aloysius Gonzaga Catholic School as an important extension of parish ministry. While the PAC is actively involved in the budgeting process, results from the survey indicate that members are not in agreement with respect to their role in supporting high achievement of all students. In Fall 2018, the administration clarified the PAC's role and responsibilities. The PAC believes that parental involvement is the key to the students' and teachers' success at St. Aloysius Gonzaga Catholic School.

Since its last Self Study, the administration, faculty, students and community have worked to improve the overall school culture. Results from the surveys show up to a 20% rise in satisfaction with 94% of the community indicating that the school's reputation is highly effective. Through observation and discussion, the Visiting Team found St. Aloysius Gonzaga Catholic School to have an especially strong, supportive community of learners. Reverend Fr. Tom Lamanna, Pastor, shared that "community" is one of St. Aloysius Gonzaga Catholic School's strengths. Both the administration and faculty are commended for their efforts in this area.

Parents are expected to contribute at least twenty hours of volunteer time annually. Their leadership as members of the PAC, working in classrooms and helping with fundraisers and/or community service demonstrate how their time, talent and treasure is shared with St. Aloysius Gonzaga Catholic School.

Overall, the support and dedication of all constituents in developing faith within an environment of strong academics contributes to high achievement of all student learning at St. Aloysius Gonzaga Catholic School.

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

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

St. Aloysius Gonzaga Catholic School is highly effective in its use of prior accreditation findings to support high achievement of all students. The school has focused on student learning in relation to faith and academic development since its last Self Study, and continues to make growth in the following critical goals:

Goal #1: Continuation of curricular mapping in all curricular areas. St. Aloysius Gonzaga Catholic School has completed curricular maps in many subject areas. The maps are updated annually. The administration and faculty recognize that curriculum mapping is ongoing, and will continue this annually.

Goal #2: Continuation to find the integration of technology into all curriculum areas to support high achievement of all students. St. Aloysius Gonzaga has utilized its technology budget and auction funds to update its infrastructure, create a multimedia lab and purchase iPads and Chromebooks for student use. The teachers have participated in Google for Education professional development with the goal of utilizing Google Classroom. In addition, students, grades 3-7, complete MAP testing three times per year, which gives the teachers instant feedback on student learning.

Goal #3: Revise localization of Common Core standards of Math curriculum. Over the last six years, St. Aloysius Gonzaga Catholic School has worked to create a curriculum map that is aligned to the Diocesan Mathematical Standards and ensures that 8th Grade students are ready to be successful in area high schools. This process led to ability grouping in math for students, grades 5-8, to meet the needs of a variety of learners. In addition, BRIDGES, a comprehensive PK-5 curriculum based on Common Core State Standards was adopted for grades K-4.

Goal #4: To continue to see growth in the areas of integration of our Catholic faith and our daily choices in our overall school culture. St. Aloysius Gonzaga Catholic School has worked to increase its Catholic Identity in partnership with parents and its total school program. One specific area is the school's Monday Morning Prayer, which is designed to provide stronger spiritual support and more opportunities for student leadership. In addition, students and parents have opportunities to participate in a variety of liturgies and social justice projects.

Goal #5: Gather and analyze more data in regard to student achievement in all curricular areas. In 2015, St. Aloysius Gonzaga Catholic School moved from the Iowa Test of Basic Skills (ITBS) to Measurement of Academic Progress (MAP). Students, grades 3-7 are assessed in English Language Arts, Math and Reading. 5th Grade began using MAP for Science in the 2018-2019 School Year. MAP is administered three times per year (Fall, Winter and Spring) and gives teachers immediate data, which is used to drive instruction. Students, grades K-2, are

assessed with DIBELS and the Phonological and Print Awareness Scale (PPA) three times per year in partnership with Eastern Washington University.

The Visiting Team commends St. Aloysius Gonzaga Catholic School's administration and faculty for its commitment in making progress towards the identified critical goals to support high achievement for all students.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

St. Aloysius Gonzaga Catholic School is highly effective in Catholic Identity. The school promotes opportunities for community worship and participation in the Sacraments, and is committed to evangelization and service to the community. Respect, Responsibility, and Reflection, St. Aloysius Gonzaga Catholic School's SLEs, actively support the school's faith in action.

The Visiting Team observed the staff, teachers, students, and parents bringing the Good News to the school community in the joyful way they greet each other and operate throughout the day. The students shared that the school feels like a big family, one where they feel accepted and comfortable being their true self. The students understand the SLEs and regularly call upon them to support their achievement and overall success. It is abundantly evident the students and staff hold true to the school mission and are "leaders in action, modeled on Christ."

The school has placed a strong focus on the improvement of spiritual formation of students, faculty, and parents in its daily routine. Each morning, the school community prays together over the intercom, and students participate in a variety of additional classroom prayer experiences. Every Monday, the school gathers in the activity center for its Monday Morning Prayer Service, a communal spiritual experience that focuses on the Gospel message. All grades are responsible for leading Monday Morning Prayer Service, and are encouraged to bring vibrancy to the spiritual experience by performing skits, drawing posters and creating videos. Students also participate in other classroom prayer experiences related to the liturgical calendar, Catholic traditions, and Gospel teachings, including but not limited to, Washing of the Feet, the Living Rosary and Jesse Tree activities. The school's spiritual retreats focus on respect for God and one another.

The faculty view the principal as a living model of the Catholic faith. Her servant leadership is evident to all stakeholders. Faculty members have the opportunity for spiritual growth in their unique connection with the Jesuit community of St. Aloysius Parish. The faculty is encouraged to celebrate the successes of the day and reflect on improvements for tomorrow by praying the Examen. Opportunities for spiritual growth, such as the Spiritual Exercises of Everyday Life (SEEL), conferences, book studies and retreats, are also available to the faculty.

The school collaborates with parents, as stated in its mission, to support the spiritual formation of students. They are encouraged to actively participate in the annual Social Justice Projects (Blessings Under the Bridge and Kira's Closet, for example) during the Lenten season, which focus on action and reflection of Catholic Social Teachings. Both Catholic and non-Catholic families are supportive and participatory in this faith formation experience. The school's mission is also expressed in liturgical celebrations, including Masses, prayer services and

Reconciliation services. Parents are encouraged to join the community for these special celebrations.

St. Aloysius Gonzaga Catholic School adopted a new Religion resource, *Christ Our Life*, by Loyola Press. The resource supports the school's Jesuit charism and is aligned with Diocesan Standards. The school has implemented the Diocesan curriculum on Vocations and believes it is beneficial in expanding the scope of its Catholic faith.

Further work has been done to promote the need for Social Justice through interactions with the poor and vulnerable. These include class projects and field trips to local agencies such as The Academy Retirement Home, Second Harvest, and Operation Christmas Child. The 2017-2018 parent survey indicated that 96% of parents feel the religion program is effective.

St. Aloysius Gonzaga Catholic School has identified a need to strengthen its annual retreat experiences for all students, grades K-8, to include its new parish priest, and therefore, strengthen Catholic Identity and continue to build community within the parish. The school also has a goal of encouraging active participation in parish life for families and staff.

B. Defining the School's Purpose

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

St. Aloysius Gonzaga Catholic School is highly effective in defining the school's purpose, including Catholic Identity and faith, curriculum and governing authority expectations in its mission and philosophy.

The mission identifies the school as “an integral part of a Jesuit parish community” and its “ultimate goal is to graduate students who are leaders in action, modeled on Christ.” The last sentence of the philosophy statement explains that the school provides an understanding of Catholic beliefs. Parents are the primary educators of their children, and St. Aloysius Gonzaga Catholic School's faculty is in partnership with them to foster students' faith formation. The nature of Catholic Identity as written in the mission and philosophy of the school is clear. On a daily basis, the administration and faculty encourage the students to be leaders in action, practice their faith, work for justice, and participate in service in the Jesuit tradition for others. Students and faculty recite the mission statement daily. The Visiting Committee observed the mission statement, philosophy and SLEs communicated through the Parent-Student Handbook, posted on the walls and referenced during classroom lessons. The administration also utilizes the SLEs in school discipline. During parent and student interviews, it was clear that the mission and SLEs are a large part of the identity of St. Aloysius Gonzaga Catholic School.

The faculty and PAC annually review the school's mission and philosophy. St. Aloysius Gonzaga Catholic School believes that by keeping the mission at the forefront, and encouraging students to strive towards the SLEs, students can accomplish the goal of its mission - “leaders in action modeled on Christ”. The students clearly indicate how the SLEs support the school's mission, promote a positive school culture and reflect the best version of themselves.

The school's SLEs are intended to look at the development of the whole child, while the curriculum standards focus on academic needs. The SLEs allow students to take ownership in their daily spiritual and academic endeavors, and are aligned with the school's Catholic Identity and Jesuit charism. The students are called to be reflective in order to discern best choices that demonstrate responsibility and respect for self, others and the world. Teachers analyze the SLEs and how they are met with curricular standards. Student progress toward achievement of the SLEs is measured through informal assessments, including observation of behavior and attitudes, degree of participation, anecdotal records, and accountability grades. The school's current report cards include an assessment of the SLEs.

Other governing expectations include accountability to parish authority, the Bishop and Diocesan guidelines. Progress toward meeting the expectations of these governing bodies is measured through parent and pastor surveys, student/parent conferences, community events, ongoing religion assessments, and student reflections and conversations. During the course of the survey period, 46% of families responded, giving an accurate reflection of stakeholder input.

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

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

St. Aloysius Gonzaga Catholic School is highly effective in the organizational structures of the school to focus on high achievement of all students, and communicate student progress to all shareholders.

In supporting and promoting Catholic Identity, the school focuses on taking care of the child academically, as well as spiritually and emotionally. Sacramental prep and social justice opportunities are offered by the Parish in conjunction with the school. Reconciliation is offered twice each year during Advent and Lent. The Knights of Columbus offers a variety of services throughout the year to support the community. When students in need are identified, St. Aloysius Gonzaga Catholic School provides access to parish resources and/or referrals to outside professional resources.

The organizational structures are highly effective in creating an environment that focuses on student learning. St. Aloysius Gonzaga Catholic School provides remediation support for struggling learners through a certified special education teacher for students, grades K-8. The school also coordinates service learning students from Gonzaga University and Gonzaga Preparatory High School to provide additional support for individual and small group instruction. St. Aloysius receives Title funds through Spokane Public Schools to provide additional services to the primary students, such as speech intervention services. Eastern Washington University conducts the DIBELS assessment, and provides literacy centers and interventions for grades K-2 annually. In addition, St. Aloysius utilizes Title funds to provide access for teachers to obtain research based professional development. For example, teachers have attended MAP training to help analyze data to increase student progress and several teachers are certified in GLAD, a standards based instructional model that promotes high levels of academic language and achievement for students at all levels.

The school identified a need for a consistent math resource in grades K-4 during its last Self Study. Primary teachers attended the annual NCTM conference and purchased BRIDGES after determining it would best meet the students' needs. Teachers have attended trainings to implement BRIDGE and worked to align the curriculum maps with the Diocesan math standards. Teachers, grades 5-8, continue to differentiate course work and the curriculum is aligned with the math program at Gonzaga Preparatory School. Placement in differentiated academic coursework is based upon report cards, year end MAP scores, classroom assessments and teacher observations. Teachers have also added a day of collaboration in May to work on transitions and class placement of students for the upcoming year.

St. Aloysius Gonzaga Catholic Schools is effective in creating a safe environment to support the basic needs of students to promote security and high academic achievement of all students. The school has worked with local fire, police, and community leaders to establish efficient safety protocols that are reviewed with all stakeholders. A new fire alarm system was installed in 2016

and multiple evacuation routes were ensured in the new building. Safety reminders and information are posted in the *Monday News* for parents. The PAC joined the Safety Committee and raised over \$50,000 at its auction in February 2019 for security purposes.

The organizational structures of St. Aloysius Gonzaga Catholic School are highly effective in communicating high achievement by all students to the shareholders. Individual parent communication is made through regular emails, phone calls, and conferences to ensure parents are informed of their child's progress. The administration expects teachers to communicate with parents through weekly newsletters to provide general information and reminders of upcoming projects. The special services teacher is responsible for creating and updating 504 Plans, and has regular contact with the parents to update them on their child's progress. The information collected from the Eastern Washington University is shared with teachers and each child's family. In grades 5-8, students utilize TeacherEase, an electronic grading and communication system. Report cards are provided each trimester for grades K-8. Formal parent/teacher conferences are held in the fall and spring each school year to allow for parents and teachers to discuss student progress.

St. Aloysius Gonzaga Catholic School is highly effective in analyzing its governance structures to improve support for student learning. St. Aloysius Gonzaga Catholic Schools identified a need for specialized training to assist students and families with difficult life experiences as students are coming to school with more social and emotional needs that impact learning. The school will continue to seek professional development opportunities in assessment and effective instructional strategies to support student learning. St. Aloysius also determined that a new student/parent reunification plan needs to be developed in order to improve the safety procedures.

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

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

St. Aloysius Gonzaga Catholic School is effective in using data analysis to support high achievement of all students. The school uses data analysis to choose curriculum and guide instruction.

In 2015, the school moved from using ITBS (Iowa Test of Basic Skills) to MAP (Measure of Academic Progress). MAP provides data in the areas of Language Usage, Reading and Math, and is administered to students, grades 3-7, three times per year (Fall, Winter and Spring). MAP provides immediate feedback to teachers, who use the results for modification of instruction and differentiation in order to meet the needs of students.

Additional ongoing, educationally sound, research-based assessments are administered to students at St. Aloysius Gonzaga Catholic School. Students, grades K-2, are assessed using DIBELS and Phonological and Print Awareness Scale (PPA) in partnership with Eastern Washington University. In addition, Running Records are used in grades K-3 as an ongoing means of monitoring student progress in reading.

Following each testing period, teachers analyze, disaggregate and discuss assessment data. This information is used in curriculum planning, differentiating instruction and student ability grouping. In addition, results from MAP, DIBELS, PPA, and Running Records are shared with parents during conferences.

St. Aloysius Gonzaga Catholic School is effective in the analysis of data trends to drive curricular change and instructional improvement. This has been particularly evident in the area of Mathematics. After identifying a trend in the 3rd and 4th Grade MAP scores, which fell below the national norm, St. Aloysius Gonzaga Catholic School focused on making improvements in the Math curriculum for grades K-3. To begin research on curriculum resources, several teachers attended an NCTM conference in Fall 2016, and during that 2016-2017 School Year, the K-3 teachers collaborated to identify a Math resource to better fit the school's curriculum and needs of the students. St. Aloysius Gonzaga Catholic School adopted BRIDGES, grades K-3, during the 2017-2018 School Year and implemented it in 4th Grade in the 2018-2019. The school will continue to analyze the students' MAP scores to ensure that BRIDGES is meeting the Math curriculum standards. Following analysis of the 5th & 6th Grade MAP scores, St. Aloysius Gonzaga Catholic School added Foundations of Middle School Math. This course combines 5th and 6th Graders identified as needing additional reinforcement of basic math skills and operations. This model gives math class placement options for the 5th and 6th Graders which mirrors the options for 7th and 8th Graders that was introduced in 2012.

After analyzing MAP Reading and Language Usage assessments, St. Aloysius Gonzaga Catholic School created a “Book Room” which contains leveled guided reading texts. These resources are used by teachers to differentiate instruction. In 2016-2017, the school started a Humanities course for students, grades 5-6 that combines Reading and Social Studies. In addition, students, grades 5-8 are placed into grammar and literature classes based on MAP scores and academic performance in previous grades. Data from Gonzaga Preparatory High School shows that students from St. Aloysius Catholic School are placed in honors classes, which is a result of the ability grouping in grades 5-8.

At the end of 2017-2018, St. Aloysius Gonzaga Catholic School’s teachers, grades K-4, updated a “Year End” data card which includes end of school year assessment results to share with the teacher for the following school year. In Fall 2018, teachers used these cards to determine baseline assessment starting points.

St. Aloysius Gonzaga Catholic School’s teachers have attended a multitude of professional development opportunities that focus on assessment and data. In addition, the school utilizes its partnership with Eastern Washington University, Gonzaga University and Gonzaga Preparatory School, its Special Services teachers, teacher aides and volunteers to offer additional learning support for students in the first quartile of MAP assessments.

St. Aloysius Gonzaga Catholic School had identified two of its critical goals in this area:

- Continue to analyze data for student placement, create curricular maps in all core subject areas, selecting curricular resources, and professional development opportunities.
- Continue to analyze data and continue with transition conversations in the area of math.

St. Aloysius Gonzaga Catholic School is committed to using data in supporting high achievement for all students.

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

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

St. Aloysius Gonzaga Catholic School is highly effective in measuring progress towards clearly define SLEs and curriculum standards. The relevant curriculum and integration of Catholic values result in the achievement of the SLEs, and is clearly evident in both daily classroom experiences and schoolwide procedures and activities.

St. Aloysius Gonzaga Catholic School's SLEs are student friendly, measurable and align with the school's mission statement. St. Aloysius' SLEs, Respect, Responsibility, and Reflection, help guide students to be leaders in action, modeled on Christ. They are visible throughout the school in classrooms and in the hallways, on the website, and in the Parent Student Handbook. Students, teachers, administration, and parents demonstrate an understanding of a belief in the Three Rs. Students, teachers, and administration reflect upon the SLEs daily, and foster their growth as individuals. Students attend all school Mass once per month at St. Aloysius Catholic Church, and grades 3-8 attend additional Masses each month in their campus chapel. Second Grade begin attending Mass in the chapel in February after they receive the Sacrament of Confirmation. In addition to Monday Morning Prayer Services, prayers are read each morning over the intercom, special intentions are offered within classrooms, and religion is taught daily.

The administration and teachers are dedicated to modeling the SLEs for students. St. Aloysius adopts a spiritual focus yearly, such as, the Fruits of the Holy Spirit, the Beatitudes, etc.. Social Justice and service are emphasized for all stakeholders. Guest speakers on social justice and service experiences are integral to student formation. Students participate in multiple outreach programs such as Blessings Under the Bridge, Kira's Kloset, Generation Alive, Catholic Relief Services Rice Bowls, St. Margaret's Homeless Shelter, Operation Christmas Child and Catholic Charities Hygiene Drive.

Additionally, St. Aloysius Gonzaga Catholic School incorporated the SLEs into their grading system for the 2018-2019 school year and new systems for assessing faith formation are being implemented and revised. Student progress is communicated to parents through report cards, parent-teacher conferences, emails, TeacherEase online grades, communication folders, and personal contact. Back to School Night and Math Night also serve to communicate curriculum standards to parents.

St. Aloysius Gonzaga Catholic School ensures that the curriculum standards are challenging, comprehensive, and relevant for all students. St. Aloysius Gonzaga Catholic School's educators have participated in the diocesan annual curriculum committees to revise curricular standards each year. Diocesan curriculum is then localized by the staff to ensure content areas are vertically aligned, and spiraled throughout grade bands. Curriculum maps for each subject area are created and updated annually by teachers to review progress.

St. Aloysius Gonzaga Catholic School has a long range curricular plan to ensure continuity of learning for all students. Keeping materials updated and relevant to curriculum is a priority. Since the last Self Study, St. Aloysius Gonzaga Catholic School adopted BRIDGES to support instruction of the K-4 math curriculum. In 2017-2018, the *Christ Our Life* materials were adopted to better align with Religion standards and the school's SLEs. Finally, the addition of a STEM lab, and performing arts and fine arts classrooms, is planned as part of the final phase of their capital campaign.

St. Aloysius Gonzaga Catholic School is effective in monitoring student progress towards curriculum standards utilizing formative and summative assessments. MAP testing is conducted for students, grades 3-7, three times each year. The administration and faculty review MAP data to revise instruction, monitor student progress and place students in appropriate classes. The data is also used to make modify instruction and differentiate for students. Multiple offerings of core classes are offered to meet the needs of learners at individual ability levels in grades 5-8. Through a partnership with Eastern Washington University, DIBELS and PPA assessments are given in grades K-2 by Eastern Education students to monitor progress and identify struggling students. Eastern students then work with these identified students to meet high curricular standards. In partnership with Spokane Public Schools, St. Aloysius Gonzaga Catholic School has a part time speech and language pathologist and Title 1 teacher. The Title 1 teacher works with students in small groups to reinforce classroom skills on site two hours each day for half of the school year. Teachers have attended workshops on differentiation, brain research, and strategies for reaching all learners.

St. Aloysius Gonzaga Catholic School employs additional means of monitoring student progress. A data card for each student provides consistent information on student progress as they transition from one grade level to the next. Year end transition meetings provide data form the current teacher to the future teacher(s). The disaggregation of this data and the data from standardized testing guide curricular decisions to target areas of concern.

Since its last accreditation visit, St. Aloysius Gonzaga Catholic School has established a multimedia lab. This lab is equipped with 40 Chromebooks, a Smart projector, and flexible seating. Students have access to this room weekly and for special projects. Additionally, St. Aloysius Gonzaga Catholic School received a grant from the Nazareth Guild for another classroom set of Chromebooks that will be used schoolwide.

F. Instructional Methodology to Support High Achievement of All Students

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

St. Aloysius Gonzaga Catholic School is highly effective in instructional methodology to support high achievement of all students.

The faculty is strong in modeling Catholic values. The administration leads faculty prayer each morning, and the faculty also participates/serves in Masses and liturgical celebrations throughout the school year. Faculty share their faith journey with both students and each other in building the faith community. The staff has participated in social justice opportunities through several organizations and have encouraged students to participate as well, modeling Catholic social justice teachings. Staff members attend Mass and encourage school family attendance as well.

The school is able to provide several training opportunities for the staff in research based instructional methodologies to enhance student learning. These include GLAD, NCTM, BRIDGES, NCCE, and BEHR, which focus on high academic achievement and behavioral techniques. Teachers use a variety of instructional techniques to reach all learners and meet their needs, including but not limited to, whole group, small group, direct instruction, modeling, one-to-one instructional intervention and inquiry-based learning. The Visiting Team observed many different teaching styles and methodologies that support high achievement of student learning.

Teachers at St. Aloysius Gonzaga Catholic School use a variety of formative and summative assessments, as well as standardized (MAP) testing to measure student achievement of the curriculum standards. Teachers use the results from assessments to reteach, modify and clarify lessons and instruction. These assessments also inform students' placement in accelerated or remedial classes. In parent, staff, and student interviews, the team observed that there is an understanding of the MAP testing as a factor in classroom placement. Special services are available, including a Title I Reading teacher and a part time special services education position. This position allows flexibility to modify assessments and assignments to support student learning. Students are identified based on data from Eastern Washington University's assessments, MAP scores and teacher input at the beginning, middle and end of the year. Students are then assessed and, if applicable, a 504 Plan is put in place.

Since the last Self Study, the use of technology in the school has significantly increased at St. Aloysius Gonzaga Catholic School. Currently, there are computers in each classroom for teachers. Additionally, classrooms are equipped with iPads, document cameras, Apple TVs, and/or a projector. A media lab was implemented, which includes Chromebooks and a Smart Projector. The Visiting Team observed Chromebooks being utilized in the media lab for keyboarding and enhanced student learning. Each grade has an opportunity to use the technology lab weekly. Since the last Self Study, St. Aloysius Gonzaga Catholic School has obtained an official Google domain. Students in grades 4-8 have also been assigned Google Accounts which are used for project-based learning.

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

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

St. Aloysius Gonzaga Catholic School is highly effective in providing students with the opportunities to participate in support services and activities to assist in accessing the curricular and co-curricular programs to achieve the SLEs, Diocesan curriculum standards and other governing authority expectations.

St. Aloysius Gonzaga Catholic School is highly effective in providing support programs and service learning opportunities rooted in Catholic values. Social justice projects such as Blessings Under the Bridge and Kira's Kloset are offered to everyone. The school also emphasizes the importance of social justice and global awareness through the school-wide social justice initiatives, such as Project Pride, Generation Alive food packing day and Operation Christmas Child.

St. Aloysius Gonzaga Catholic School is highly effective in providing services, resources, and activities to help all students achieve in both curricular and non-curricular areas to promote personal growth. Fall, winter and spring athletics are offered and widely encouraged for all students. Arts-related activities have been added to the curriculum and an after-school drama program is open to students in grades 4-8. Diverse elective offerings celebrate the whole student and different styles of learning. The school has also increased access to technology through a multimedia lab in which each class has weekly time in the lab to engage in a variety of technology-based activities, such as typing programs, coding and research.

St. Aloysius Gonzaga Catholic School is highly effective in planning for emergencies. The school practices a variety of drills to ensure the students' safety. St. Aloysius has identified a need for improvements in security. The school is commended for raising over \$50,000 at its auction (February 2019) for these security improvements. The school also follows the Diocesan requirement of teaching the personal safety Virtus program in grades K-8.

St. Aloysius Gonzaga Catholic School is highly effective in using parents and community resources to assist students. The school's mission statement emphasizes the "partnership of parents" as a key aspect in supporting the spiritual growth of the child. The school encourages parents and families to participate in the spiritual activities of the school, including celebrations of the sacraments, Masses, prayer services and reconciliation. Students in 7th and 8th grade are also offered leadership and liturgy classes, which provide students the opportunities to lead and serve. The school's Monday Morning Prayer has been restructured to allow classes to lead the all-school prayer assemblies for spiritual growth. Additional resources are provided to assist all students, including onsite daily hot breakfast and lunch, a summer lunch program for the neighborhood community, and a childcare program including a before care, after care, and an Early Learning Center.

St. Aloysius Gonzaga Catholic School is highly effective in providing resources and services to help students with academic needs. In grades 5-8, students are grouped according to leveled abilities and are monitored throughout the year in the subjects of Math, Literature and Grammar. The school funds a special education certified teacher to provide special services for students in need. A partnership with Gonzaga University has been established to provide additional classroom support for at risk learners, and Gonzaga University's Special Education department is currently providing classroom support for behavioral intervention strategies. A professor from Eastern Washington University works with grades K-2 to identify at risk learners in the area of reading.

St. Aloysius Gonzaga Catholic School is highly effective in identifying support services needed to support for high achievement of all students. The school has identified a need to strengthen the annual retreat experiences for all K-8 students that are inclusive of the new parish priest. These retreats will strengthen the Catholic identity and continue to build community with the Parish.

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

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

St. Aloysius Gonzaga Catholic School is highly effective in developing, implementing, and monitoring its financial management system. St. Aloysius Gonzaga Catholic School employs sound financial practices and generally accepted accounting principles to sustain the school program and ensure SLEs are met.

St. Aloysius School Gonzaga Catholic School is highly effective in how it allocates its financial resources to support its Catholic Identity. St. Aloysius Gonzaga Catholic School offers a Fair Share Tuition program for reduced tuition pledge to practicing Catholics with a letter of good standing from the pastor of their parish.

St. Aloysius Gonzaga Catholic School is highly effective in its development, implementation, and monitoring of its financial management systems. The Finance Committee, consisting of the administration, parish leadership, PAC and parents with financial expertise, draft the school budget in February for the upcoming school year. The committee factors in enrollment, staffing, benefits, educational programs and resources, tuition, fund-raising, ELC, facility improvements, and parish subsidy to determine the upcoming budget. St. Aloysius Gonzaga Catholic School effectively reports its fiscal status to its shareholders as the bookkeeper and administrators regularly meet to monitor and discuss income and expenditures and financial reports are prepared for the PAC on an alternating monthly schedule with the Early Learning Center.

St. Aloysius Gonzaga Catholic School is highly effective in ensuring that its resources are sufficient to sustain the school's program, carrying out the school's purpose, and support high achievement for all students. Personnel costs were identified as the largest expenditure of the school. St. Aloysius ensures programs will be funded through tuition, multiple endowments, as well as revenue generated from a Fund Run, Nazareth Guild Tuition Assistance Program, parish subsidy of \$120,000, and donor contributions. The finance committee is careful to budget within its expected revenue sources.

St. Aloysius Gonzaga Catholic School is highly effective in projecting needed facilities improvements that provided opportunities for improved student learning. St. Aloysius Gonzaga Catholic School's annual school auction is dedicated to facility improvements. The Finance Committee has a savings plan for known future needs, such as a new roof. Since the last Self Study, the school has dedicated resources to create a multi-media lab complete with 40 Chromebooks, a Smart projector and flexible seating. St. Aloysius Gonzaga Catholic School recently received grant money to purchase an additional set of Chromebooks and cart to be used by teachers directly in classrooms. In February 2018, St. Aloysius Gonzaga Catholic School completed two phases of a capital campaign and completed a new building. This large building

including 5 ELC classrooms, as well as a multipurpose facility serves as an athletic hub for its extensive athletic programs. A plan is in place to complete the second story with phase 3 of the capital campaign to house a STEM lab, fine arts classroom and performing art classroom. St. Aloysius also indicates the need to enhance student well-being through improved safety protocols aligned with the expansion of the school campus.

St. Aloysius Gonzaga Catholic School is highly effective in planning for its long-term viability. Since the last Self Study the school has added a mission advancement director and marketing public relations director to its advancement program. Since 2013, St. Aloysius Gonzaga Catholic School has tripled its donor base. St. Aloysius has generated surplus revenue of \$64,000, \$84,000, and \$50,000 over the past three years. The revenue is effectively invested in a money market savings account.

Enrollment trends are another indicator to St. Aloysius Gonzaga Catholic School's sustained vitality. Its relationship with a Jesuit parish and school charism draws Catholics from a wide geographical range. Enrollment numbers are strong and there are mechanisms in place to ensure it continues. St. Aloysius Gonzaga Catholic School has an extensive ELC program serving 130 students ages one through five. It operates year round and offers hot breakfasts, lunches, and snacks; including Christmas and Spring Break. This program is one of the largest in Spokane and is an excellent enrollment feeder system. Families utilizing the ELC program, who were not previously considering Catholic education, enroll in the grade school due to positive experiences.

Volunteerism is essential to the vitality of St. Aloysius Gonzaga Catholic School, and families are asked to give 20 hours a year. St. Aloysius has developed partnerships with Gonzaga University, Gonzaga Prep, and Eastern Washington University to help carry out the school's purpose. In the 2017-2018 school year, 6,000 volunteer hours were tracked. The volunteer program is managed by a volunteer coordinator.

The visiting team commends St. Aloysius Gonzaga Catholic School for its exceptional stewardship of financial resources in promoting high achievement of all students.

Chapter 4: The Action Plan

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

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

Schoolwide Lists of Significant Accomplishments and Critical Goals

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

1. St. Aloysius Gonzaga Catholic School strives to meet the mission statement: *leaders in action modeled on Christ*
2. Catholic Identity is reflected in body, mind and spirit of students
3. Reconfiguration of the weekly Monday Morning Prayer assemblies
4. Ability grouping for students, grades 5-8. (Opportunities for advanced instruction and honors course work are available in the Middle School)
5. Special Services Teacher who analyzes data to find students needing academic intervention and extra support in the classroom
6. Media lab and technology resources for students, Kindergarten - 8th Grade
7. Common Math resource (BRIDGES), grades K-4, that is aligned to the Diocesan standards
8. Implementing processes, such as the May inservice day and student data card, to focus on data analysis and student transition (data analysis used for student placement at applicable grades)

Critical Goals (identified by school)

1. Continue to analyze data for student placement, create curricular maps in all core subject areas, selecting curricular resources, and professional development opportunities.
2. Continue promoting and seeking professional development opportunities for best practices in technology integration across all grade levels and effective instructional strategies.
3. Continue to analyze data and continue with transition conversations in the area of math.
4. Explore ways to enhance student well-being through improved safety protocols aligned with the expansion of the school campus.
5. Reconfiguration of student retreats including parish staff to complement faith formation.

St. Aloysius Gonzaga Catholic School is highly effective in identifying goals that focused on improving student learning. The work that the school has completed in utilizing assessment data to modify teaching has already made a large impact on high achievement for all students. Teachers are working to identify struggling learners earlier and differentiate in order for all

students to be successful. Teachers will continue analyzing student data, to drive curricular decisions. Continuing the work of disaggregation of data and creating curriculum maps will strengthen student achievement over the next six years.

St. Aloysius Gonzaga Catholic School has made significant improvements in technology since its last Self-Study. Currently, there are computers in each classroom for teachers. Additionally, classrooms are equipped with iPads, document cameras, Apple TVs, and/or a projector. Each grade K-8 utilizes the technology lab weekly. Grades 4-8 have also been assigned Google Accounts which are used for project based learning. Technology is also utilized in other areas of the school including music, PE, drama, and Monday Morning Prayer. The school received a grant for 40 (forty) additional Chromebooks, and is committed to integrating technology into the curriculum.

While many students achieved above the National Norm on the MAP Math assessment, there is still an average drop in scores when students enter the middle grades. By continuing to analyze data, select middle grade math resources aligned to curriculum standards, and engage in grade level transition conversations, the goal is to see a reverse in the downward trend in MAP math data.

St. Aloysius Gonzaga Catholic School is committed to educating the whole child. By creating a safe, nurturing environment, students will be better able to obtain high academic achievement. Having plans and procedures in place to support basic needs of students promotes security and the high academic achievement of all students. The school has made many improvements to the current building, while including an expansion of the school campus. By improving the learning environment, student achievement increases. School security will always be a priority at St. Aloysius Gonzaga Catholic School.

In the spirit of the Ignatian philosophy of *cura personalis* (“care for the whole person”), St. Aloysius Gonzaga Catholic School provides support for student growth and development in a variety of discipline areas, i.e. spiritual, personal, and academic. The staff recognizes the need for growth in the area of student retreats that are inclusive of the parish staff. This will strengthen our Catholic Identity and allow an avenue for spiritual growth of our students to help compliment their faith formation.

The Visiting Committee commends St. Aloysius Gonzaga Catholic School in identifying critical goals that will lead to high achievement of all students. Through the school’s Self Study and the Visiting Team’s interaction with the school’s administration, faculty and staff, we recognize that the school is committed to helping the students be “leaders in action modeled on Christ” and grow in Respect, Responsibility and Reflection.

B. Capacity to Implement and Monitor the Action Plan

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

St. Aloysius Gonzaga Catholic School will be highly effective in implementing and monitoring the action plan. The Visiting Committee firmly believes that both the administration and faculty will embrace the Action Plan to support high achievement of all students. St. Aloysius Gonzaga has already implemented a transition day targeted on analyzing student data and the faculty is already working to develop and utilize curriculum maps.

The Visiting Team commends the community of St. Aloysius Catholic School for raising over \$50,000 at its February 2019 auction to improve campus safety measures. In addition, the school will work closely with local fire, police, and community leaders to establish campus efficient safety protocols, and develop a student/parent reunification plan will improve our safety procedures.

The Action Plan for the third critical goal is derived from the school's In-Depth Study in Mathematics. The activities and resource/costs outlined in the Action Plan are all achievable goals. By committing to the continual progress monitoring, the improvement of student learning to ensure high achievement for all students in the area of math will be achieved at St. Aloysius Gonzaga Catholic School.

All of the identified critical goals will improve learning for all students at St. Aloysius Gonzaga Catholic School by improving instruction, analyzing data, and/or supporting the students to be digital citizens. Progress of the school's Action Plan will be shared regularly with the PAC and school families throughout the next six years by way of newsletters, email and meetings.

Visiting Committee Summary Thoughts:

The Visiting Committee found St. Aloysius Gonzaga Catholic School to be a strong community rooted in Catholic Identity. The school's mission, "leaders in action modeled in Christ" was evident throughout our visit. From Monday (Tuesday) Morning Prayer to Ash Wednesday Mass to classroom visits, we found that all students, grades K-8, are encouraged to be leaders.

We found the principal to be a model of servant leadership for St. Aloysius Gonzaga Catholic School. Both the administration and faculty clearly support the spiritual and academic achievements of the students, and the school recognizes the areas in which it needs grow in order to provide high achievement for all students. Catholic Identity is woven throughout all curricular areas at St. Aloysius Gonzaga Catholic School, and one of the school's strength is its community. The Logan Neighborhood and beyond is blessed to have this ministry in their midst to provide a strong education rooted in Catholic values.