Improving Student Learning for Catholic Schools

WCEA
Western Catholic Educational Association
Catholic Schools Accrediting Commission

Appendix F-1

Action Plan Template: Used for Every Action Plan

Action Plan for Annunciation Catholic School   **School Code** E837

Goal #1 (from Chapter 3A, 3C): To strengthen the faith and moral development of students and teachers.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

As a Catholic school, ACS's first priority is the faith and moral development of the students, which is greatly impacted by the faith and moral development of the teachers. By accomplishing this goal, ACS will strengthen students' ability to live lives rooted in their faith and guided by the teachings of the Gospels and Catechism of the Catholic Church.

Alignment with mission, philosophy, SLEs: High achievement of students is not limited to academic performance, but also includes spiritual and moral development, as stated in the mission statement. One of the four SLEs is "Active Christian," which is aligned with this goal.

Strategy 1.1	Better prepare teachers to be catechetical leaders and models of the faith to their students

Activities	● Provide catechetical training for teachers onsite ● Implement an annual staff retreat focused on spiritual renewal and faith formation ● Develop K-8 curriculum maps for Religion/Faith Formation that align classroom instruction with Diocesan Religion Standards and SLEs. ● Formal assessment using the NCEA ACRE - Assessment of Catechesis/Religious Education for adults.
Cost or **Resources &** **Sources**	● Kino Institute at Diocese of Phoenix ● Franciscan University online catechetical training ● NCEA ACRE cost: $6.00 per teacher for online survey + $1.10 for report + $10.00 for group report = $130.70 total
Person(s) **Responsible** **For** **Implementation**	Principal, teachers, Catholic Identity Committee chair
Process **For** **Monitoring**	● Calendar and/or teacher PD logs provide evidence that onsite training took place. Certificate of completed training kept in teachers' personnel files and submitted to diocese. ● Calendar and/or teacher PD logs provide evidence that retreat took place ● Annual curriculum map review ● Annual results of NCEA ACRE
Baseline Assessment	Results of the initial ACRE for teachers
Ongoing Assessment	● Catechist certificate. Informal teacher dialogue regarding the impact of the training on personal faith formation and how it translates to student faith formation ● Teacher written reflection of retreat's impact on personal faith formation and how it translates to student faith formation ● Trimester review of maps during development in 2018-19. Annual review of maps to modify/improve. ● Annual results of ACRE for teachers, analyze growth
Timeline **Start/Stop**	● Begin 2018-19 school year; continue annually ● Initial retreat by June 1, 2019; continue annually ● Begin Fall 2019 mapping the religion standards across the year. Add resources and assessments throughout school year and complete maps by June 1, 2020.

	● Administer initial ACRE for teachers in the fall of 2019. Continue annually.
Process for **Communicating** **to** **Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)
Progress	All activities have been completed and the implementation of the ACRE assessment has initiated

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Alignment with mission, philosophy, SLEs: High achievement of students is not limited to academic performance, but also includes spiritual and moral development, as stated in the mission statement. One of the four SLEs is "Active Christian," which is aligned with this goal.

Strategy 1.2	Increase the visibility and participation of religious (priests, deacons, sisters, seminarians) in school life.
Activities	● Identify local Religious personnel willing to be involved in student and staff faith formation at ACS ● Create an annual schedule for participation of Religious personnel with students and staff
Cost or Resources & Sources	● Vocations office at the diocese ● Our Lady of Joy
Person(s) Responsible For Implementation	● Catholic Identity Committee ● Principal

Process For Monitoring	● Catholic Identity Committee meeting minutes ● Calendar of religious visitors
Baseline Assessment	Currently one day per year has focused on vocations and included visits by a priest, sister or seminarian
Ongoing Assessment	Evidence of increase participation of religious men and woman at ACS. Informal classroom discussion and/or student journal reflections
Timeline Start/Stop	● Begin identification of interested/willing religious personnel in January 2019. Complete initial list by June 1, 2019. ● Schedule at least one religious visitor per trimester during 2019-2020 school year and continue annually.
Process for Communicating to Shareholders	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)
Progress	CIC will meet on September 13th and will send an update

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Strategy 1.3	To assess student growth in the area of faith formation and moral development
Activities	● Informal assessment through teacher led classroom discussions ● Informal assessment through discussions led by visiting Religious personnel ● Formal assessment using the NCEA ACRE - Assessment of Catechesis/Religious Education for students. ● Annually survey Alumni on how ACS affected the Faith
Cost or Resources & Sources	NCEA ACRE cost: $3.50 per student for online survey + $1.10 per student for report + $10.00 for group report = $470.00 total for grades 5-8.
Person(s) Responsible For Implementation	Principal, teachers

Process **For** **Monitoring**	● Teacher observation and reflection ● Feedback from the visiting religious personnel ● Annual results of NCEA ACRE
Baseline Assessment	Results of the initial ACRE for students
Ongoing Assessment	Annual results of ACRE for students; analyze growth
Timeline **Start/Stop**	Administer initial ACRE for students by November 2019. Continue annually
Process for **Communicatin g** **to Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)
Progress	Administer ACRE by November

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Strategy 1.4	Implement Theology of the Body K-8
Activities	● Provide training for teachers ● Inform parents about the program ● Implement the program
Cost or Resources & Sources	$15 per teacher for training – provided by diocese $378.97 for K-3 curriculum materials (4-8 not yet available; estimated at $380)
Person(s) Responsible For Implementation	Principal, teachers of religion
Process For Monitoring	Attendance at training Evidence of program implementation in classrooms (observation, lesson plans)
Baseline Assessment	None – new program
Ongoing Assessment	Classroom observation, lesson plans, student assessments built into the program
Timeline Start/Stop	K-3 teachers train Sept 2018 (or Oct. 26) -Feb 2019 Implement K-3 in classrooms in spring of 2019, continue annually 4th-8th program in development phase
Process for Communicating	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

to Shareholders	
Progress	Program has been implemented in grades 1-4 We are following the Diocesan plan in order to implemt the program for grades 5-8

Goal #2 (from Chapter 3C, 3E): Articulate and expand the STREAM (Science, Technology, Religion, Engineering, Arts and Mathematics) program to better meet the academic needs of all students.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

The twenty-first century requires new approaches to learning, approaches that incorporate rigor, problem-solving, designing and teamwork.

Alignment with mission, philosophy, SLEs: The STREAM program is aligned with the school's mission to develop the whole child and focuses on the SLEs: strong communicator, thoughtful citizen, active Christian, and resourceful learner.

Strategy 2.1	ement 3 Project Based Learning units per grade, per year by 2021
Activities	- Provide teacher training & planning time - Implement 1 PBL unit per grade in 2018-19 - Increase to 2 PBL units per grade in 2019-20 - Increase to 3 PBL units per grade in 2020-21
Cost or Resources & Sources	Minimal cost, many free online resources for training webinars and PBL units PBL Playbook -- $17
Person(s) Responsible For Implementation	STREAM coordinator, principal, teachers
Process For Monitoring	- Calendar and/or teacher PD logs provide evidence that training took place - Teachers submit PBL unit plans to STREAM coordinator prior to implementation in the classroom. STREAM Coordinator provides feedback/suggestions for improvement. Teachers provide reflection/self-evaluation following implementation.

	● Lesson plans
Baseline Assessment	Current number of teachers who have implemented a PBL unit in the classroom (2)
Ongoing Assessment	● Teacher written reflection of training's impact on instruction ● Student achievement of each PBL objective; student feedback ● Teacher reflection/self-assessment of each PBL after implementation
Timeline **Start/Stop**	● Initial PBL training in fall 2018; continue as needed ● Complete goal of 3 PBL units per grade level by June 2021
Process for **Communicating** **to** **Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

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Strategy 2.2	Finalize and implement a scope and sequence of STREAM standards/expectations for each grade level
Activities	- Gather teacher feedback on draft of scope and sequence - Annually review the goals and purposes of the STREAM program with teachers - Implement a trimester teacher checklist to demonstrate progress toward the STREAM standards
Cost or Resources & Sources	Teacher time, STREAM coordinator time
Person(s) Responsible For Implementation	STREAM coordinator, teachers, principal
Process For	Annual review will be indicated on agenda for August staff days each year. Trimester checklists by grade level

Monitoring	
Baseline Assessment	Scope and Sequence will be new. Once developed, each teacher can use the checklist to assess previous year STREAM level in his/her classroom
Ongoing Assessment	Trimester checklists, observation, teacher informal discussions
Timeline **Start/Stop**	Begin annual review of STREAM goals and purposes during August 2018 staff days; continue annually. Develop scope and sequence Sept-Nov 2018. Begin use of trimester checklists Dec 2018, Feb 2019, May 2019; continue annually.
Process for **Communicatin g** **to Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

Goal #3: (from Chapter 3C, 3G): Increase student achievement of diocesan technology competencies through systematic skill development and integration of technology to support 21st century learning.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

Technology has become an integral part of everyday life, at home, at work and at play. In schools, technology integration revolutionizes the learning process. Research shows that technology integration improves students' learning processes and outcomes. Computers and other technology tools provide instant access to information while also providing a means for collaboration, problems solving and communication. Technology seamlessly integrated prepares students to be life-long learners and productive, contributing and responsible digital citizens in an ever-changing world.

Alignment with mission, philosophy, SLEs: The responsible and competent use of technology is a necessity in all aspects of life and will continue to expand its impact in students' lifetimes. Preparing students in the use of technology helps achieve the school's mission to develop children intellectually, morally and socially and contributes to their growth as strong communicators, thoughtful citizens and resourceful learners.

Strategy 3.1	Train every teacher to use existing and emerging technology to communicate, collaborate, and support student achievement.
Activities	● Develop a teacher survey to assess each teacher's competency with the current technology. ● Administer the survey ● Identify technological training needs of each teacher. ● Provide each teacher with access to the appropriate training to meet his/her needs ● Increase IT Coordinator position to full-time
Cost or Resources & Sources	No cost for the survey Cost of training will vary. Some training will be provided by members of the ACS staff, some through online webinars, and some through third party trainers (e.g. GCU, AZ Dept of Ed, CCUSD, etc.)
Person(s) Responsible	Principal, STREAM coordinator, IT Coordinator

For Implementation	
Process For Monitoring	Teacher professional development logs
Baseline Assessment	Initial Teacher survey
Ongoing Assessment	Re-administer the survey annually and with all new teachers at time of hire
Timeline Start/Stop	Create survey by April 30, 2019

Administer Survey by May 31, 2019

Identify areas of needed training per teacher by Jan. 1, 2020

Begin providing training May 20, 2020

All teachers competent to use current and emerging technology by June 2022 |
| **Process for Communicating to Shareholders** | Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School) |

Goal #3: (from Chapter 3C, 3G) Increase student achievement of diocesan technology competencies through systematic skill development and integration of technology to support 21st century learning.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

Technology has become an integral part of everyday life, at home, at work and at play. In schools, technology integration revolutionizes the learning process. Research shows that technology integration improves students' learning processes and outcomes. Computers and other technology tools provide instant access to information while also providing a means for collaboration, problems solving and communication. Technology seamlessly integrated prepares students to be life-long learners and productive, contributing and responsible digital citizens in an ever-changing world.

Alignment with mission, philosophy, SLEs: The responsible and competent use of technology is a necessity in all aspects of life and will continue to expand its impact in students' lifetimes. Preparing students in the use of technology helps the school achieve its mission to develop children intellectually, morally and socially and contributes to their growth as strong communicators, thoughtful citizens and resourceful learners.

Strategy 3.2	Train every student to use existing and emerging technology.
Activities	- Use the Diocesan Minimum Technology Competencies to determine current achievement levels. - Provide articulation time for teachers to collaborate about activities to develop the competencies. - Survey local Catholic high school and ACS alumni regarding technology expectations for incoming freshman. - Identify the gaps/needs in current student technology knowledge and use. - Provide student training to meet the identified needs. - Increase IT Coordinator position to full-time
Cost or Resources & Sources	No cost Resource: teacher time, STREAM coordinator time, IT coordinator time Source: Diocesan Technology Standards & Minimum Competencies scope and sequence

Person(s) Responsible For Implementation	Teachers, STREAM coordinator, principal, IT coordinator
Process For Monitoring	Completed technology competencies checklist for each grade Survey results from high schools Technology lesson plans
Baseline Assessment	Initial technology competencies checklist for each grade
Ongoing Assessment	Complete technology competencies checklist annually
Timeline Start/Stop	Survey high schools and alumni by June 2019 Teachers complete grade level technology competencies checklist by August 2019. Begin student training by Fall 2019 All graduates leave ACS with mastery of technology competencies by 2022 Assess and train annually
Process for Communicating to Shareholders	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

Goal #3 (from Chapter 3C, 3G): Increase student achievement of diocesan technology competencies through systematic skill development and integration of technology to support 21st century learning.

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Strategy 3.3	Provide appropriate, up-to-date hardware needed to support the identified learning needs of all students.
Activities	● Assess current inventory ● Prioritize a list of needed hardware ● Provide funding for new hardware in operating budget ● Seek additional funding to provide hardware upgrades as needed ● Purchase
Cost or Resources & Sources	Cost of hardware will depend on inventory assessment. Minimum of $10,000 in annual budget. Additional fund sources: current STREAM donor, Kiwanis of Carefree, OLJ Outreach,
Person(s)	Principal, IT coordinator, STREAM coordinator, Finance Committee chair, Development Committee chair

Responsible For Implementation	
Process For Monitoring	Completed inventory, completed prioritized list of need hardware, budgeted expenses
Baseline Assessment	Initial inventory
Ongoing Assessment	Repeat process annually
Timeline Start/Stop	Complete inventory of all current hardware by January 1, 2019 Prioritized list by June 1, 2019 Budget for hardware expense in 2019-20 budget by June 1, 2019. Repeat annually
Process for Communicatin g to Shareholders	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

Goal #3 (from Chapter 3C, 3G): Increase student achievement of diocesan technology competencies through systematic skill development and integration of technology to support 21st century learning.

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Alignment with mission, philosophy, SLEs: The responsible and competent use of technology is a necessity in all aspects of life and will continue to expand its impact in students' lifetimes. Preparing students in the use of technology helps the school achieve its mission to develop children intellectually, morally and socially and contributes to their growth as strong communicators, thoughtful citizens and resourceful learners.

Strategy 3.4	Provide appropriate access to existing and emerging educational software.
Activities	● Assess current software in use ● Prioritize a list of needed software ● Provide funding for new software in operating budget ● Seek additional funding to provide software upgrades as needed ● Purchase
Cost or Resources & Sources	Cost of software will depend on inventory assessment. Minimum of $5,000 in annual budget. Additional fund sources: current STREAM donor, Kiwanis of Carefree, OLJ Outreach,
Person(s) Responsible For Implementation	Principal, IT coordinator, STREAM coordinator, Finance Committee chair, Development Committee chair
Process For Monitoring	Completed inventory, completed prioritized list of need software, budgeted expenses
Baseline Assessment	Initial inventory
Ongoing Assessment	Repeat process annually

Timeline **Start/Stop**	Complete inventory of all current software by January 2019 Prioritized list by June 1, 2019 Budget for software expense in 2019-20. Repeat annually
Process for **Communicatin g** **to Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

Goal #4 (from Chapter 3C, 3G): Use data analysis to support the high achievement of all students.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

Analysis of student assessment data serves several educational purposes – to determine student ability, to measure current achievement, and to identify students who may remedial or accelerated instruction. Using several forms of assessment data helps teachers tailor instruction to students' individual needs, which will result in high achievement of all students according to their potential.

Alignment with mission, philosophy, SLEs: This goal is aligned with the intellectual component of the school mission statement. It is also aligned with the school's philosophy, which states, "We shall strive to optimize these talents and meet these individual needs in a caring and nurturing environment." Finally, achievement of this goal is aligned with the fourth ACS SLE -- Resourceful Learner.

Strategy 4.1	Provide differentiated instruction to support high achievement of students at all learning levels.
Activities	• Utilize the 3rd and 6th grade CogAT scores to identify the potential ability levels of students • Teachers provide additional formal and informal data to identify students who are not achieving to their fullest ability level • Develop instructional strategies to meet those students' learning needs
Cost or Resources & Sources	Cost to score tests for grades 3 and 6 annually = $11 per student, approx. $550 per year Book: *Best Practices in Gifted Education: An Evidence-Based Guide* Diocesan *Guidelines for Diversified Learners* Online sources
Person(s) Responsible For	Principal, teachers, CogAT/ITBS consultant

Implementation	
Process **For** **Monitoring**	Annual review of CogAT/ITBS scores, teacher observation, grade transcripts – meeting minutes, teacher notes. Teachers will provide differentiated instruction for students in need of specialized curriculum and instruction, both remedial and accelerated.
Baseline Assessment	Previous year CogAT and ITBS scores. Teacher recommendations of previous year students in need of enriched/accelerated learning opportunities or remedial instruction.
Ongoing Assessment	Student and parent surveys, teacher observations, annual review meetings to identify students and evaluate progress
Timeline **Start/Stop**	Begin in June 2019 using May test scores and current year classroom performance. Continue annually.
Process for **Communicating** **to** **Shareholders**	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

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Alignment with mission, philosophy, SLEs: This goal is aligned with the intellectual component of the school mission statement. It is also aligned with the school's philosophy, which states, "We shall strive to optimize these talents and meet these individual needs in a caring and nurturing environment." Finally, achievement of this goal is aligned with the fourth ACS SLE -- Resourceful Learner.

Strategy 4.2	ide ongoing professional development focused on assessing and improving student learning
Activities	● Institute a staff Professional Development (PD) Committee to determine needs and preferences for PD, research PD opportunities to meet the needs and preferences, and plan/schedule the PD opportunities. ● Provide at least one PD activity per year focused on the STREAM model and available resources ● Provide at least one PD activity per teacher, per year based on teachers' preferences ● Provide teachers with training in the analysis of ITBS, CogAT and DIBELS test data to determine student learning areas in need of improvement
Cost or **Resources &** **Sources**	Cost of PD activities will vary. Some trainings and webinars are free or even pay a stipend to the teacher for attendance. Resources include Diocese of Phoenix Catholic Schools Office, Diocese of Buffalo STREAM Department, Riverside Publishing (score analysis), AZ Dept of Ed, Cave Creek Unified School District; AZ Science Center
Person(s) **Responsible** **For** **Implementation**	Principal will appoint a 3-4-person PD Committee PD Committee members and the STREAM Coordinator will be responsible for determining needed/wanted PD and finding source for the training (webinars, CCUSD, area universities, etc.).
Process **For** **Monitoring**	PD Committee agendas and minutes Annual professional development program plan (appendix A-8 in WCEA protocol) Teacher PD logs
Baseline Assessment	PD logs from previous year
Ongoing Assessment	PD Committee feedback, teacher satisfaction survey regarding PD opportunities, PD logs
Timeline **Start/Stop**	Appoint PD committee members by Jan 1, 2019. Committee surveys teachers to determine needs/wants by June. 1, 2019 Committee researches and develops a professional development program plan by Aug. 1, 2019 Implement the plan Oct 2019-June 2020 Update/revise plan annually

Process for Communicating to Shareholders	Progress toward and achievement of each strategy will be monitored monthly by the Advisory Council and reported annually through school newsletters, school annual report, church bulletin and parent meetings (e.g. State of the School)

Improving Student Learning for Catholic Schools

Appendix F-2

Action Plan Timeline

The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school's financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month/year will have on staff and budgets.

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
June 2019	1	Catechetical training onsite		Principal teachers	
June 2019	1	Staff retreat		Principal	
June 2019	4	Differentiate instruction to support high achievement of students	$550	Principal teachers	
June 2019	1	Theology of the Body	$380	Principal Teachers	
June 2019	2	STREAM scope and sequence	None	STREAM Coord. teachers	
September 2019	1	ACRE assessment for teachers	$130.70	Principal	
November 2019	1	ACRE Assessment for students in 5-8	$470	Principal teachers	
June 2020	1	Involvement of Religious personnel	None	CIC Cmte	

June 2020	1	Religion curriculum maps		Teachers of religion	
June 2020	3	Provide appropriate hardware to support student tech competencies	Minimum of $10,000 per year	Principal IT Coord. Finance Cmte STREAM Coord.	
June 2020	3	Provide appropriate software to support student tech competencies	Minimum of $5,000 per year	Principal IT Coord. Finance Cmte STREAM Coord.	
June 2020	4	essional development focused on assessing and improving student learning	Minimal	Principal Members of PD Cmte	
June 2021	2	PBL – 3 per grade per year	Minimal	STREAM Coord. teachers	
June 2022	3	Technology training for teachers to meet diocesan competencies	Will vary	Principal STREAM Coord. teachers	
June 2022	3	Technology training for students to meet diocesan competencies	None	Teachers STREAM Coord.	