

St. Michael the Archangel
Catholic School
Profile - Standards
2013 - 2018

Michael J. Cullinan

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Introduction

St. Michael the Archangel Catholic School has approximately 550 students in grades K-8. These students are served by 35 full time licensed teachers. 3 full time and 2 part-time paraprofessionals also serve this school. The school reviews its mission/vision statement each August at faculty meetings, in classrooms, and through the parent newsletter.

Teachers participate in the school improvement process in a variety of ways. The following are identified as our Steering Committee and AdvancED Committee Chairs:

- Beth Solet, Steering Committee Chair
- Holly Nelson & Julie Rise, Math Committee Chairs
- Stephanie Deatherage & Elaine Glenski, Reading Committee Chairs
- Beth Moore, Profile Committee Chair
- Mackenzie Heble, Results Based Staff Development Committee Chair
- Jen Christensen, Public Relations Chair

The school improvement timeline for our school is:

- Year 1, update profile by standards, review mission, environmental scan. Surveys as chosen. Communicate with stakeholders. **(2013-2104)**
- Year 2, identify school improvement goals, write school improvement plan Complete Annual Progress, Implement data-driven decision-making. Communicate with stakeholders. **(2014-2105).**
- Year 3, implement SIP, update profile as needed, continue professional development activities. Communicate with stakeholders. **(2015-2016)**
- Year 4, continue implementation, professional development, updates, communicate with stakeholders. **(2016-2017)**
- Year 5, host AdvancED visit. **(2017-2018)**

The mission of St. Michael the Archangel Catholic School is to ***Live. Love, Learn and Go Forth to serve Like Jesus.*** This mission impacts all that we do at our school. We communicate with all stakeholders so that they fully understand our mission. Our stakeholders include our parish/church community, our parents, our students, and our faculty.

The community characteristics of St. Michael the Archangel Catholic School are as follows:

Archdiocese

St. Michael the Archangel Catholic School is a Catholic elementary school in Leawood, Kansas, located within the Archdiocese of Kansas City in Kansas.

The Archdiocese has a school system of thirty-eight (38) grade schools and seven (7) high schools, headed by a superintendent. The ultimate governance of the school is the responsibility of the Archbishop. He delegates authority to the superintendent and each individual parish pastor, who in turn delegates responsibility to the principal for the day-to-day operation of the school.

Each school has an appointed committee of parishioners. This group of parishioners, known as the School Advisory Committee, serves as an advisory group to the pastor and school administration in ensuring the highest possible religious and academic education for the students attending St. Michael the Archangel Catholic School.

Parishes

St. Michael the Archangel Catholic School is financed by St. Michael the Archangel Parish at 14201 Nall Ave., located in Leawood, Kansas. An annual budget is prepared by Michael J. Cullinan, Principal and submitted to the St. Michael the Archangel Parish Finance Council for approval. Most capital expenditures are excluded and are assumed by the church since the building serves many parish groups and their activities.

School

St. Michael the Archangel Catholic School opened its doors in August of 2003 to 293 students. Currently, St. Michael the Archangel Catholic School has three sections of full-day kindergarten and three classes each of grades one, two, three, four, five, six, seven, and eight. Our current enrollment is 551 students. We will increase/decrease the number of sections each year, per need. Capacity is 725.

On January 30, 2012, the third St. Michael the Archangel Parent Survey was distributed to the parents of our school. The survey consisted of 32 statements revolving around Academics and Curriculum, Faculty/Staff/Administration/General Services, Support Services and Overall Catholic School Environment. Parents were asked to Strongly Agree, Agree, Neutral, Disagree or Strongly Disagree with each statement on the survey. The results have been used by our administration, faculty, and School Advisory Committee to revise and implement an updated strategic plan.

The Face of Our Community

Saint Michael the Archangel Catholic School is located at the western border of Leawood, Kansas. Its students reside in Leawood and Overland Park, both suburbs of the metropolitan Kansas City area. As of 2010, Leawood's current population is approximately 32,389. At 176,185, Overland Park is the second largest city in Kansas. The median age in Leawood is 41.

St. Michael the Archangel Parish is an affluent community. The median annual household income for Leawood is \$129,109; for Overland Park, \$71,612. Based on the 2010 census, 56.6% of Overland Park's population over the age of 45 holds a Bachelor's degree or higher and 74.7% of Leawood's population over the age of 45 holds a Bachelor's degree or higher.

The chart below describes the ethnicity of Leawood and Overland Park, based on the U.S. Census Bureau, 2010 American Community Survey.

	<u>Leawood</u>	<u>Overland Park</u>
Caucasian	92.3%	84.4%
African American	1.9%	4.3%
Asian	3.8%	6.3%
Hispanic or Latino	2.2%	6.3%
Other	0.1%	0.1%

Our daily attendance rate is 96.8 %.

The St. Michael the Archangel Catholic School staff is committed to the mission of St. Michael the Archangel Parish to provide a Catholic education inspiring all members of the school community to live, love, learn and go forth to serve like Jesus. The staff includes 50 teachers and support staff. 65% of our teachers hold an advanced degree. All teachers are highly qualified by the state of Kansas. In total, there are 429 years of teaching experience among the teaching staff. The school has continually added activities to enhance the education of their students. Activities include 7th Grade Service Ambassadors, Faith Families, Band, Choir, Chess Club, Theater of the Imagination, a School Newspaper, Mad Science, after school art classes and school theater productions.

St. Michael the Archangel Catholic School is one of 44 schools in the Archdiocese of Kansas City in Kansas. It is fully accredited by both AdvancED and the Kansas Assessment testing program. The Catholic parish community is very important to the sustainability of St. Michael the Archangel Catholic School. The following characteristics of the parish community and neighborhood community impact student learning.

Standard 1: Purpose and Direction

St. Michael the Archangel is committed to our school purpose. We firmly believe in the statement of purpose established by our Archdiocese. *Be in known to all who enter here that Christ is the reason for this school, the unseen but ever present teacher in our classes, the model of our faculty, the inspiration of our students.* We also have a local statement of purpose. St. Michael the Archangel's purpose is to *provide a Catholic education inspiring all members of the school community to Live, Love, Learn and Go Forth to Serve like Jesus.* The statements clearly reflect what we believe our students need to succeed.

We review this statement and communicate it to our stakeholders in a variety of ways. At the School Advisory Committee meeting, they evaluate our purpose statement and discuss revisions needed. We also review and provide updates on the progress of action items in our Strategic Plan. Our staff discusses our purpose statement at the beginning of each accreditation cycle. The minutes of the meetings are kept and maintained for stakeholder availability. The statements are visible throughout St. Michael the Archangel. It is on the School website, student/parent handbook, School newsletters and teacher newsletters. We continue to look for ways to increase communication of our purpose to our stakeholders through a variety of medium that vary according to needs and availabilities.

Our school staff shares a commitment to shared values and beliefs about teaching and learning. We are here for the betterment of our students and believe that each child can and will have success. Our staff members spend many hours over the summer preparing new lessons as well as looking for ways to engage the students at every level of learning. We exemplify the importance of our faith as we start each morning gathering for prayer as a staff. Our whole school opens its day with prayer on the intercom. Individual classrooms also pray throughout their day and our middle school classes start each new class period with a prayer. Teachers also participate in School of Faith classes growing in our own faith and knowledge of the Catechism so we can better instruct our students. Our students participate in a variety of service projects sharing their gifts with others. Finally, to create a positive learning environment, our all school positive behavioral management system, "What Would Jesus Do?" is implemented in every classroom.

We offer challenging educational programs enabling all students to achieve success. We have enrichment program for qualifying students in grades K – 8. Kindergarten- Third Grade students participate in the Multi-Tiered Systems of Support (MTSS) program. In this program students are placed according to reading and/or math levels. Students develop literacy skills. The student's groupings are fluid in their placements and are evaluated to measure growth. Each classroom teacher offers differentiated instruction for students. This allows for flexible groupings in math and reading. Our seventh and eighth grade students are divided into Math classes that are paced appropriately for their educational needs. Placement is based on classroom performance, Kansas Assessments and ITBS scores. SMART board technology using SMART Slates and projectors in every classroom has changed the way teachers present and engage students in their learning. We can quickly and effectively assess student understanding. When choosing our strategies for the new AdvancED School Improvement Plan, we reviewed 21st century learning skills to focus our staff discussion. Currently, we are transitioning to the common core standards in planning our lessons. These standards focus on even more critical thinking skills.

Our staff is held accountable for student learning. School leadership evaluates each teacher through random informal classroom observations. Veteran teachers receive a formal observation once a year while new teachers receive formal observations twice a year. Outcomes are reviewed monthly and midterm reports as well as quarterly report cards are examined by the administration. To help students transition to the next grade level, the staff prepares transition forms to inform their future teachers what individual strategies and interventions were used with students during the year. With transition forms, the staff starts each year with best practices that enable student success. As a staff we evaluate our Kansas Assessment and Measures of Academic Progress (MAP) scores to identify areas of strength and weakness. As a grade level team we use this information to prepare for instruction throughout the year. Also available for staff is our Student Improvement Team (SIT) to assist teachers in developing interventions for those students who need support for improved student learning. The SIT Team which includes the school counselor, principal, assistant principal, resource teachers and teachers from other grade levels meets weekly. Teachers identify individual students and collect data before presenting specific areas of concern with the team. The team then meets with the individual teacher to create interventions to help the student. Next, the classroom teacher implements interventions and documents progress. Finally, they meet with the team to analyze data about how the student has progressed with the interventions every 4 to 6 weeks.

St. Michael the Archangel School staff systematically collects current and comprehensive data regarding the school and assessments. We have results for ITBS (until fall 2012) given annually to 3rd and 5th graders, our MAP scores (beginning fall 2013) and our Kansas Assessment scores. They are maintained in a file cabinet in the office to be used as a reference and results can be found in our school profile. Parents and students are given individual results from all assessments and are informed about school performance through letters. As a staff, these scores are also analyzed and distributed to all staff members prior to the beginning of the year to identify areas of strength and areas for improvement. At the beginning of the AdvancED cycle, this information was used to create a school improvement plan. After establishing our goals, we researched strategies ensuring there was evidence that it positively impacted student learning. Our school improvement plan also notes performance targets, strategies, measureable objectives, resources and timelines. The accountability for these are listed on our school improvement plan as well. Teachers document examples of student work that show implementation and progress of students through the use of our AdvancED binder. Each year, our continuous improvement process is reviewed with all stakeholders. We communicate this information to parents in multiple ways: the parish and school websites, the school newsletters, classroom newsletters and Back to School Night information.

We will sustain these areas of strength by continuing to work toward the school's mission by helping students to embrace their Catholic faith, working collaboratively with our stakeholders and supporting our teachers with their pedagogy in the classroom.

As educators and stakeholders in our school, we are pursuing ways to improve. An area of improvement that was noted is to improve staff development in all areas especially with data interpretation by allocating more funds the school budget to spend for professional development.

Standard 2: Governance and Leadership

The governing body of St. Michael the Archangel establishes policies and support practices that ensure effective administration. The governing body includes our principal Michael Cullinan, our assistant principal Janet O'Connell and our pastor Father Brian Schieber.

The administration clearly explains expectations about the purpose and direction of the school with the staff that are accountable through various means. In August, the staff receives a binder with the teacher handbook, outcomes, schedules, assessment results, job responsibilities, teacher performance evaluations, etc. The administration reviews the policies/handbook to ensure our purpose and direction is effective. Also the teacher handbook including the Archdiocesan Employee Policies and the St. Michael the Archangel Staff Handbook are discussed. Staff reviews the technology and Virtus policy and sign/return documentation that they understand and comply with the policies. The staff members complete monthly bulletins for Virtus. Teachers turn in their lesson plans to administration and grades are examined online bi-monthly. Teacher websites are reviewed for current information. Staff members are evaluated yearly including walk throughs, formal & informal observations, and a conference with the administration.

The governing body provides opportunities for professional growth that support innovation, collaboration and shared leadership. Professional Development days for the whole staff have included School of Faith, Kansas Assessments, AdvancED, SMART Board Slate and projector technology, Common Core, Differentiation, and how to support students with special needs. Individual opportunities are facilitated from our limited resources and have included Down Syndrome workshop and Student Improvement Team training. Finally, teachers also have a weekly plan time with their teaching partner to address educational ideas or concerns.

St. Michael the Archangel's administration operates responsibly and functions effectively using clearly defined roles explicit in the Archdiocesan handbook for principals. The superintendent and assistant superintendent are available as a resource for the principal at any time. The St. Michael the Archangel Staff Handbook lists the Statement of accountability defining expectations for all stakeholders. Monthly principal meetings occur to discuss issues and concerns in the Archdiocese. Our principal informs us regarding issues that relate to our school following their meetings. The Archdiocese has a legal team to advise in any matters necessary. Principals have a variety of reports for accountability required in the Archdiocese and the state of Kansas.

The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-date operations effectively. Fiscal policies promote transparency and accountability. Teachers complete request forms, receipts are submitted and each classroom may have a budget based on availability of overall school/parish resources. Reimbursement forms are signed by the principal, documented by the secretary and verified by the parish bookkeeper. Any money is collected by the teachers, is given to the secretary and verified by the parish bookkeeper. The school budget is the principal's responsibility with the oversight of the pastor and the parish finance council. State guidelines are met by conducting monthly fire drills, tornado drills and annually reviewing the crisis plan. Also, St. Michael the Archangel's governing body consistently protects, supports, and respects the independence of our staff. They communicate with the school administration about their classroom needs and extra-curricular organizations. Teachers choose resources and plan appropriate lessons to each the outcomes ensuring student mastery. Staff members implement their own classroom management plans after reviewing expectations of the school wide plan, "What Would Jesus Do?" with the administration. Teachers are often given positions of leadership. Examples include our AdvancED Steering Committee, leadership on our AdvancED committees, Spelling Bee Coordinator, Athletics Coordinator, Geography Bee Coordinator, and SIT members. Teachers have also started several new extra-curricular after school programs that include art classes, book clubs and math activities. Our music teacher assists with our band while organizing a middle school choir program. Public Relations implementation, Catholic Schools Week planning, staff social community building, reading, Math and liturgical planning are committees staff members lead to facilitate activities throughout the year.

Administration creates a culture deliberately and consistently aligned with the school's purpose and direction. They encourage, support and expect all students to be held to high standards in all courses of study. Differentiated learning is used throughout St. Michael the Archangel to meet all the students' needs. We also have enrichment groups and resource room assistance. The Student Improvement Team meets weekly to support teachers with interventions that focus on individual student needs. Mrs. Solet and Mrs. Gibson lead our Student Improvement Team and keep the administration informed about individual student's needs. To ensure we are meeting the needs of our students, we use a variety of assessments. We assess reading and math skills with MAP three times each year in kindergarten through eighth grade. Kansas Assessments are taken in 3rd through 8th grade. During in-service, staff meetings, and team meetings these assessments are discussed and staff members document how to help students better succeed. During the year, teachers use Kansas formative assessments to plan and evaluate their student's understanding of the outcomes. When necessary they re-teach outcomes to the entire class or individuals. After state assessments are given, teachers analyze the results to create a plan on how to improve instruction. The results of our assessments are shared with

the governing body and stakeholders represented by the Volunteer and Service League (VSL) and the School Advisory Committee.

Our stakeholders are collectively accountable for student learning. Parents sign the planners for students, the weekly reading log, and the weekly Friday Folders. Third through eighth grade parents can view grades on-line. Stakeholders volunteer in classrooms as Mystery Readers, practicing math facts, listening to prayer recitation, supporting individual reading skills, and helping center time. Parents are very involved in their child's education and attend conferences twice a year. Also, parents volunteer as room parents, on field trips, leading extra-curricular clubs, in the lunchroom, in the library and participate in an extremely active VSL.

St. Michael the Archangel's governing body strives to maintain a very active relationship with its stakeholders. They work closely with VSL and with the School Advisory Committee. Another key to success is communication with its stakeholders. This consists of the school handbook, email blasts, school website, the weekly newsletter, and classroom newsletters. Also, the administration surveys the parents yearly. Because of the great communication between the governing body and the stakeholders, St. Michael the Archangel has high parent involvement. Throughout the year St. Michael the Archangel has activities such as Orientation Day, Popsicle Party, Back to School Night, Conferences, Book Fair Family Night, Trunk or Treat, Battle of the Books, Near and Dear Day, Kindergarten Mothers' Tea, Catholic Schools Week, Cultural Arts, Staff Appreciation Week which are always met with an overwhelmingly positive response by the stakeholders. This promotes the positive engagement, strong sense of community, and ownership for the St. Michael the Archangel governing body and stakeholders.

We will sustain these areas of strength by continuing to work toward the school's mission by helping students to embrace their Catholic faith, working collaboratively with our stakeholders and supporting our teachers with their pedagogy in the classroom.

As educators and stakeholders in our school, we are pursuing ways to improve. An area of improvement that was noted is to improve staff development in all areas especially with data interpretation and the need to continue to explore new technology by allocating more funds to the school budget to spend for and new technology and professional development.

Standard 3: Teaching and Learning

The curriculum provides equitable and challenging learning experiences. These experiences ensure that all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. Teachers use the Archdiocesan outcomes, which are aligned with the state standards for each subject area and grade level, to formulate lessons. Numerous resources are provided for teachers to create learning experiences that address the needs of all students beyond the textbook, including subscriptions to educational websites, classroom magazines, technology, and manipulatives. Our staff excels at utilizing differentiated instruction. For those students who need additional support, St. Michael the Archangel has an enrichment program and a resource room. Another important part of our school's purpose is helping students develop their faith. This is infused not only throughout our curriculum and daily activities but also in the Religion outcomes taught at each grade level and by our service events throughout the year. Staff members serve on a Liturgical committee that plans events during the various liturgical seasons to enrich student's understanding of their Catholic faith. Further, the staff participates in School of Faith inservices, for continued personal enrichment and to deepen their own faith.

The staff and its leadership monitor the curriculum, instruction, and assessment systematically in response to data to meet the unique learning needs of students. There are multiple assessments of student learning: DIBELS, Kansas Assessments, MAP, pre/post grade level tests, phonics screeners, such as The Phonological Awareness Test, Key Math, Qualitative Reading Inventory (QRI), individualized reading and math tests, formative assessments, unit tests at each grade level and more. These assessments are used in a variety of ways. For example, MAP and Kansas Assessment scores may be used to determine placement in math classes for seventh and eighth grades and/or participation in our enrichment and resource programs; DIBELS, phonics screeners, and individual reading tests may be used to determine flex grouping, placement in MTSS reading groups; chapter/unit testing may be used to determine grouping for differentiation. Teachers in fourth through eighth grade regularly look at Kansas Assessment scores, MAP scores, formative assessments, and yearly pretest scores to identify needs of students and implement the necessary lessons to meet their individual needs. Staff members in kindergarten through seventh grade complete transition forms for students for the next grade level, so that their educational needs may be met. As we monitor changes in the curriculum, our staff continues to align resources and instruction with the new Common Core Standards for English Language Arts and Math, as we transition to the standards over the next two years in all grade levels.

The teachers implement the school's instructional process in support of student learning through the use of various instructional strategies. Group projects, think pair share, reading and math buddies, science experiments, and art projects are examples of strategies used to enhance student collaboration. Students are given opportunities for self-reflection by the use of rubrics that include self-assessment, journaling, Mass reflections, exit tickets, and current event reactions. Critical thinking skills in students are developed by the use of Math MAPS+ strategies, QAR strategies and enrichment programs. With the help of Student Improvement Team (SIT), teachers personalize instructional strategies and interventions in the classroom to meet more specific needs of their students. Teachers also utilize technology through power point, SMART technology, and online learning activities, such as BAIP, completed both at home and school, in order to engage students and ensure students have a variety of methods to apply knowledge and skills while integrating content across the curriculum. Integrating content with other disciplines can clearly be seen by how religion takes a prominent role in all subjects. Saint projects in sixth grade encompass reading, writing, drama and research. Art projects often follow the liturgical calendar. Our seventh and eighth graders develop leadership skills by assisting with the Stations of the Cross for the school during Lent. Students of all grade levels lead and minister at Mass and first through eighth graders lead the Living Rosary. Seventh and eighth graders create power points about Saints in computer class, developing computer and research skills.

The administrators monitor and support the improvement of instructional practices of teachers. This ensures each student's success because the administration is diligent in these areas. All teachers choose performance goals each school year for personal and professional development and submit them to our principal. Teachers are evaluated annually with opportunities to conference with the principal and assistant principal. The administration uses informal and formal observations as well. They review monthly outcomes, midterms, report cards, and online grades. Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge. Skills are consistent across grade levels and courses. We use common grading policies, processes and procedures. Kindergarten through second grade is evaluated on an outcome-based scale appropriate for their grade level. Third through eighth grade teachers use the same grading scale. These policies are regularly evaluated. The administration continues to participate in the SIT process. Scheduled in-services give staff opportunities to learn best practices to implement. In-services include topics like classroom management, CPR/First Aid, differentiation, MTSS, DIBELS, Kansas College, Career and Heaven Ready Standards Common Core, Kansas Assessment data review, working with children with special needs, (specifically Down Syndrome), and collaborating with the Archdiocesan Perfect Wings professionals. All full-time teachers and administration attend a year-long religious continuing education program called School of Faith. This religious program aligns

with our purpose of living, learning, and loving as Jesus taught. The in-services are followed by informal or formal evaluation by the teachers.

The teachers participate in collaborative learning communities to improve instruction and student learning. The meetings include staff meetings every Monday, weekly grade-level meetings, and partner meetings during common plan times. It is evident that the teachers collaborate when you see the work produced by the students. The teachers also collaborate on an informal basis when the need arises. The SIT serves as a resource for teachers who need help with individual students, addressing issues ranging from academic to emotional concerns. The SIT meets every week to devise plans for students in need and to review modifications to make adjustments if necessary. Within our school, the new teachers participate in a mentoring program to support instructional improvement. New teachers are assigned to fellow teachers as their mentor. This mentor helps to explain school procedures or policies consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning.

Families are engaged in meaningful ways in their children's education. The school does an outstanding job of informing them of their children's learning progress. There is consistent communication between parent and teacher through newsletters, conferences, online grades, midterm reports, Educonnect, and the text message/email/voice alert procedure. The school offers opportunities to engage families. Parents can participate in service projects, classroom activities, and field trips.

School personnel at St. Michael the Archangel participate in an informal structure that gives them long-term interaction with individual students. This allows them to build strong relationships over time with the student and related adults. It begins with our leadership who know each student. It continues with the classroom teachers who build relationships with their current students. Many students visit their teacher from previous years in the hallway at the beginning of each day. Our graduates who are in high school often come back and visit the teachers, and many volunteer in the classroom. Some other ways the school maintains these strengths are through the SIT process, as well as cross-grade grouping such as reading buddies, math buddies, and Mass ambassadors. The same teacher has students from Kindergarten to eighth grade for physical education, music, art, computer, library, and Spanish. Students with academic needs also work with the same teachers throughout the grades, Mrs. Solet, our resource teacher, Mrs. Gibson, our enrichment instructor, and Mrs. Cobb, the school counselor. All of the teachers utilize the structure of the school's transition forms to allow consistency among teachers and to ensure the success for our students.

We will sustain these strengths by continuing to implement the school's instructional process to support students' success in the classroom. We continue to schedule Faith Family activities four times per year in order to continue building relationships with children in all grade levels. Another area of strength we continue to sustain is our effective communication with parents through weekly newsletters, surveys and Educonnect, our online school resource.

As educators and stakeholders, we are pursuing ways to improve. An area of improvement that was noted was analyzing and interpreting data. We would like to incorporate Common Core instructional practices into the professional development program and find resources to enhance those practices. We will look for continued training and professional development in these areas.

Standard 4: Resources and Support Systems

St. Michael the Archangel has resources and services in place that support our purpose and direction. These resources have been established to ensure success for all students. Policies, processes, and procedures exist to hire, place, and retain staff at St. Michael the Archangel. This is shown by the highly qualified staff and low turnover ratios each year. The principal has a formal, established evaluation process that holds all teachers to the highest standards. In addition, the administration has a walk-through component which enables more frequent classroom visits and ongoing feedback throughout the year. When hiring new teachers, school and parish administrators work in partnership to take into consideration the needs of all stakeholders to create a well-rounded staff that collaboratively works to fulfill our mission statement. The administration reviews all policies, processes, and procedures each year clearly defining all expectations for the staff. Our administration has created an open door policy in which all teachers understand they can communicate any question, concern, or idea to improve our school community.

Fiscal resources, instructional time, and material resources are focused on supporting the purpose and direction of the school. Fiscal resources are acquired annually through tithing, parish subsidization and school fees. These funds are used for the needs of the school and most of its critical positions. The administration creates a balanced calendar designed to meet state regulations, curriculum, and staff development needs for the continued success of our school. Emphasis is put on instructional time by adding minutes to the school day. Administration and staff create classroom schedules that allow for instructional time, planning time, and other

programs as needed. Students and staff at St. Michael the Archangel have access to many forms of media and information resources to enhance educational instruction, including SMART technology, projectors, laptops, and student computers. Teachers also have access to educational websites and videos, subscriptions to websites, and classroom magazine subscriptions. The staff is given unlimited access to multilevel resources available throughout the school, as well as a budget to build on existing classroom materials. We take advantage of additional community resources through Box Tops and Campbell's Soup Labels.

Efforts are made toward providing opportunities for furthering professional development needs. These opportunities focus on improving instruction and achieving the school's purpose and direction. Speakers are brought in so our teachers can continue learning as educators and to maintain the high expectations of our school.

St. Michael the Archangel has a facilities committee established to maintain clear definitions and expectations for safety, cleanliness, and a healthy environment. Recently, the facilities committee was proactive in cleaning and replacing soiled carpet. All classrooms post documentation of safety plans for emergency evacuation procedures that are reviewed and practiced frequently throughout the school year. All students and staff are committed to and take pride in maintaining a clean and safe learning environment. This is evident in the rules established in the classrooms, and the consequential behaviors students and staff display. The staff members are given classroom inventory and repair lists to address the needs of each classroom during the summer. The principal and parish administrator do annual walk-throughs to determine where paint needs to be updated. The facilities committee also does a walk-through of each classroom to evaluate the state of the building. The facilities committee addresses any additional needs of the school as they arise.

School personnel provide and coordinate programs to meet the needs of all students by staffing two part-time school nurses who not only meet the health needs of our students, but also provide health education per teacher requests. Topics range from healthy eating to personal hygiene. We have a part-time counselor provided by Catholic Charities who teams with the teachers and administration to address emotional, educational, and social needs. She does this through Virtus class instruction, small groups and individual sessions. She collaborates with parents to address any family needs as well. The counselor organizes and leads informational sessions outside of school hours to discuss current, relevant topics with parents. To maintain the safety and positive learning environment for our students, she has implemented the Sunburst Visual Media Character Education/Anti-bullying Education Program. For the safety of the

students, all school personnel and volunteers are required to complete and continue Virtus training and education.

School personnel implement a process to determine and meet the needs of all students. We accomplish this through the Student Improvement Team (SIT). Teachers use a request form to refer students to SIT. The team then works with the teacher to develop interventions that target the student's needs for success. Teachers document the strategies and meet with the team at a later date to discuss the response to intervention. Any adjustments necessary are made at this time. The team continues to meet with the teacher periodically throughout the year to maintain interventions. If minimal progress is made after researched based interventions have been implemented, the student is referred to the Blue Valley School District Private School Team. The team continues to problem solve and generate further interventions. If needed, the team will proceed with an educational evaluation to determine eligibility for special education services. At the end of the year, our SIT assists staff members to complete transition forms. These forms ensure that interventions are communicated to future classroom teachers.

School personnel provide and coordinate programs necessary to meet the needs of all students by providing multi-tiered instruction, enrichment, and resource support. Our decisions for these services are driven by data from individual assessments. Program effectiveness is determined through continual student assessments and progress monitoring. Changes and adaptations are implemented as necessary to ensure student improvement and success.

We will sustain these areas of strength by continuing professional development, on-going classroom evaluations and collaboration among staff. We will ensure the continued success of the established programs through annual evaluation and assessment by stakeholders.

As educators and stakeholders in our school, we are pursuing ways to improve. Areas noted by staff are the need to improve technology and to maximize the efficiency of personnel to better address the needs of all students. The administration has a technology plan in place to improve these services for students and staff. We also plan to better inform stakeholders of the SIT process and restructure scheduling of personnel to address specific needs.

Standard 5: Using Results for Continuous Improvement

St. Michael the Archangel uses multiple standardized tests as part of its comprehensive assessment system to measure student learning and improve instruction. This system of assessment ensures consistent measurement across classrooms and courses. Teachers in grades K through 8 give the Measures of Academic Progress tests 3 times per year in the fall, winter and spring. The Kansas Assessment, given annually, measures student proficiency in Math and Reading in grades 3 through 8, Science in grades 4 and 7, and Social Studies in grades 6 and 8. In the weeks leading to the Kansas Assessment, teachers in these grades give students practice tests to measure their proficiency with assessed skills. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) provides measurement of literacy skills in kindergarten through grade 2 three times a year. The Iowa Tests of Basic Skills (ITBS), given annually, measures skills in various curricular areas in grades 3 & 5. Beginning in 2011, St. Michael the Archangel administers the ITBS in grades 3 and 5 only. In addition to standardized tests, local pre- and posttests measure proficiency and track growth in math and reading across all grade levels. Teachers at all grade levels also use various informal and formal assessments, as both pre- and posttests, to measure learning and determine grade level readiness.

The assessment system is regularly evaluated for reliability and effectiveness. Standardized tests, such as the Kansas Assessment, ITBS and MAP Testing results are regularly evaluated by their creators and are proven reliable and bias free. Data gathered from assessments results are consistent and/or show growth each year. These results are also used to help teachers differentiate lessons within their classrooms. Additionally, when results do not provide sufficient information on a learner, supplemental screeners such as Key Math, Phonological Awareness Test and Qualitative Reading Inventory (QRI) are given to pinpoint that learner's specific needs.

When selecting strategies for the school improvement process, teachers used data gathered from the assessment system to determine which strategies would best meet students' needs. During the current accreditation cycle, all professional staff was trained in the use of strategies chosen as interventions, the format for gathering data and documenting student work, and the interpretation of data from pre- and posttests and student work. This is reviewed with all staff members annually. Throughout the improvement process, all students take pre- and posttests to measure proficiency in math and reading, track growth, and determine grade level readiness. Additionally, scores are collected and recorded monthly or quarterly for strategies

used in the school improvement process. Teachers use these scores to guide instruction for individual students and the whole class.

The state of Kansas provides assessment data for review. Teachers are provided with previous year's data at the beginning of each school year, allowing them to track individual learners and adapt instruction. Teachers group students by assessment scores and tag high and low scoring indicators. Analysis of this data helps teachers determine what instructional practices work best and which need revision. Assessment data also plays a role in determining classroom groups, enrichment groups, resource groups, and grade level readiness. Additionally, in the weeks leading to the Kansas Assessment, teachers in grades 3 through 8 give students practice tests through Kansas Computerized Assessment (KCA) to measure proficiency of assessed skills. The results provide teachers with data about the students' mastery of concepts, which allows them to change the instruction as needed. Teachers regularly provide school leadership with records of student performance on practice tests. By implementing these practices, students consistently score well above state target scores.

MAP and DIBELS data are also used. MAP data gives an enhanced picture of individual learners. MAP scores may be utilized to determine placement in enrichment programs and are tools used by both the student improvement team and Blue Valley School District to determine placement in various programs. DIBELS provides a measurement of literacy skills. DIBELS results may be used to determine students' placement in flexible groups as well as the skills students focus on. Teachers were trained on administering DIBELS and analyzing data to determine student placement and the skills to teach. Data is also collected to progress monitor students at Tier 2.

The student improvement team (SIT) regularly evaluates and uses data to improve student performance. SIT gathers data from informal, local, and standardized assessments to determine a student's strengths, needs, and grade level readiness. Based on this data, SIT implements individualized learning strategies and continuously collects and analyzes data to document student growth. Strategies are reevaluated as needed. At the end of the year, our SIT assists staff members to complete transition forms. These forms ensure that interventions are communicated to future classroom teachers to support continual student improvement. Each year, SIT members review the process with staff members.

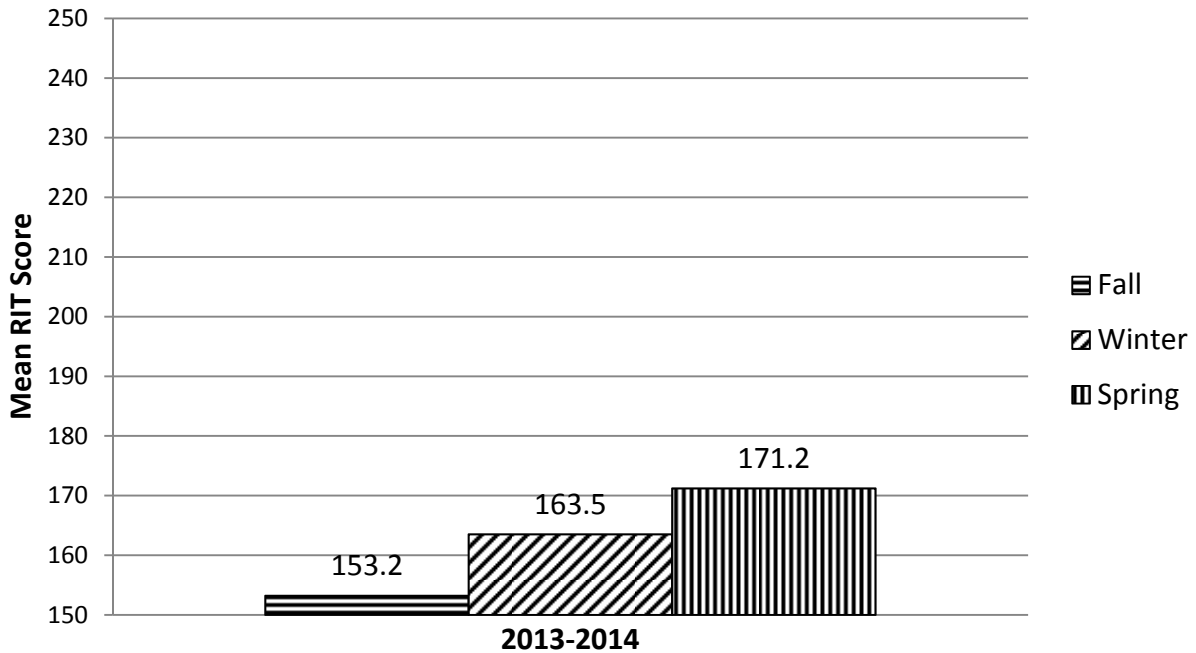
School leadership continuously monitors and communicates students' learning and the achievement of improvement goals. Leadership also reviews midterm reports and grade cards, which are sent home to communicate student learning and grade level readiness to parents and students. Leadership regularly communicates to staff members and other stakeholders about student achievement on various assessments. Parents and students receive information about student learning and achievement via class and school newsletters, school website, email, Back to School Night presentations and school assemblies. Parents and students are sent online grade reports regularly and receive individual student reports about standardized test performance. Additionally, leadership communicates with other stakeholder groups about achievement and learning via plaques in the office, the parish bulletin and monthly newsletter.

In addition to analyzing assessment data, the overall building environment and conditions that support learning are evaluated. Administration and school personnel, with input from stakeholder groups, develop and implement plans for building improvement. The condition of the school building is assessed annually and improvements are made as needed. The presence and use of technology resources have increased based on needs presented by stakeholder groups. Classrooms are equipped with projectors and SMART technology, and laptops are available for classroom use.

We will sustain areas of strength by continuing to use multiple assessment procedures and results to direct our instructional practices across grade levels. We will ensure the continued success of the established programs through annual evaluation and assessment by stakeholders.

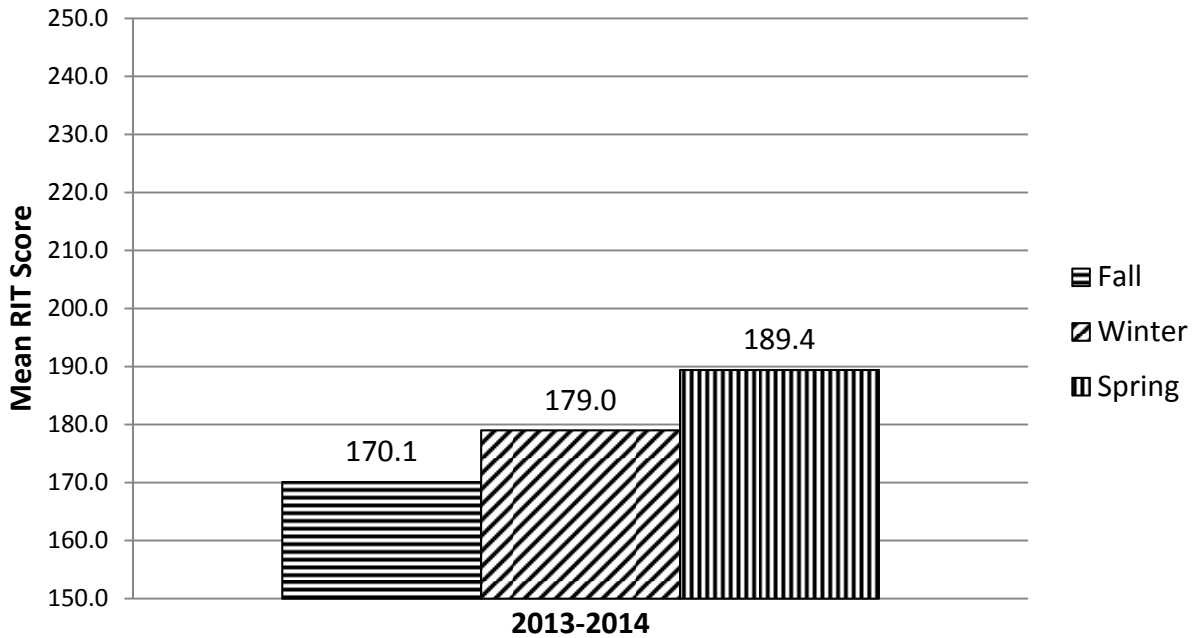
As educators and stakeholders in our school, we have implemented many new ways to improve. We have provided additional training in analysis of data to guide instruction. We budgeted for additional training in data analysis, the redesign of local pre- and post-tests and the expansion of Measures of Academic Progress (MAP) to ensure continuous improvement,

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade Kindergarten



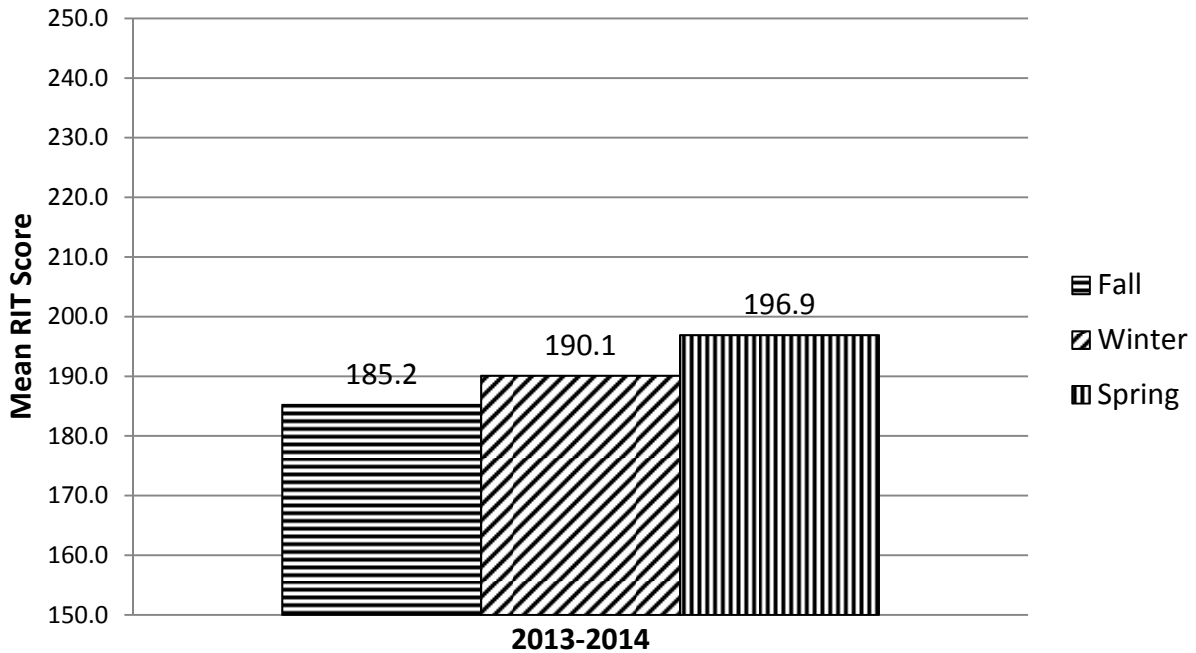
The MAP reading results for fall of 2013 indicate Kindergarten students tested a 153.2 Mean RIT score. The students' score increased 18 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 1



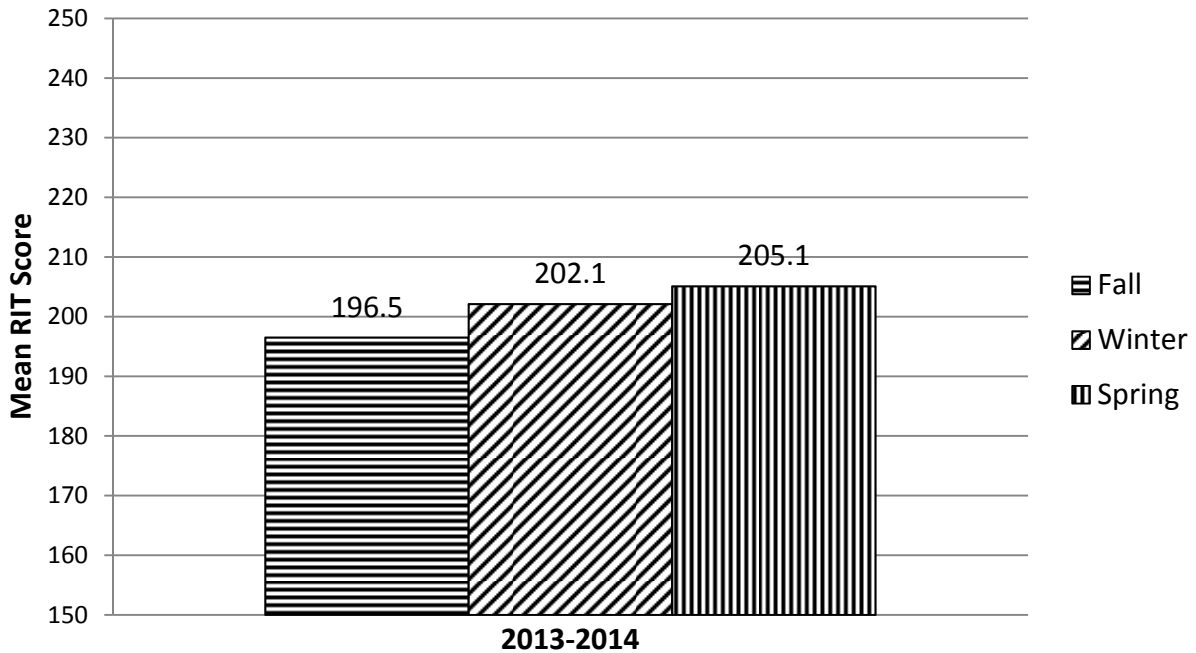
The MAP reading results for fall of 2013 indicate first grade students tested a 170.1 Mean RIT score. The students' score increased 19.3 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 2



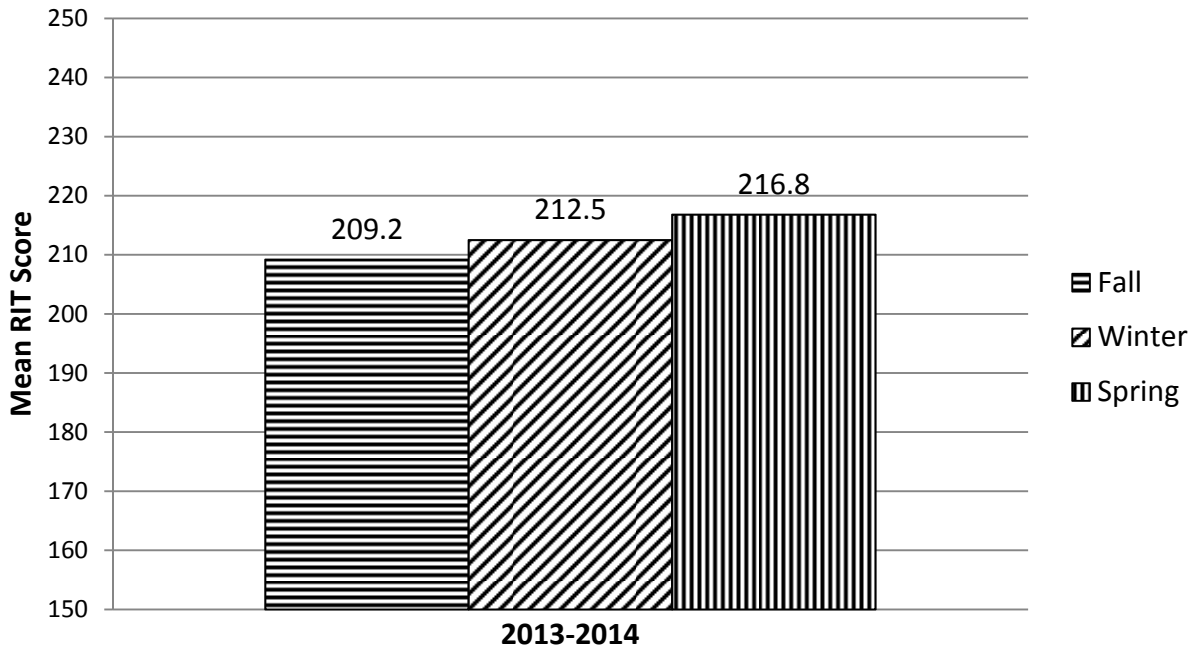
The MAP reading results for fall of 2013 indicate second grade students tested a 185.2 Mean RIT score. The students' score increased 11.7 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 3



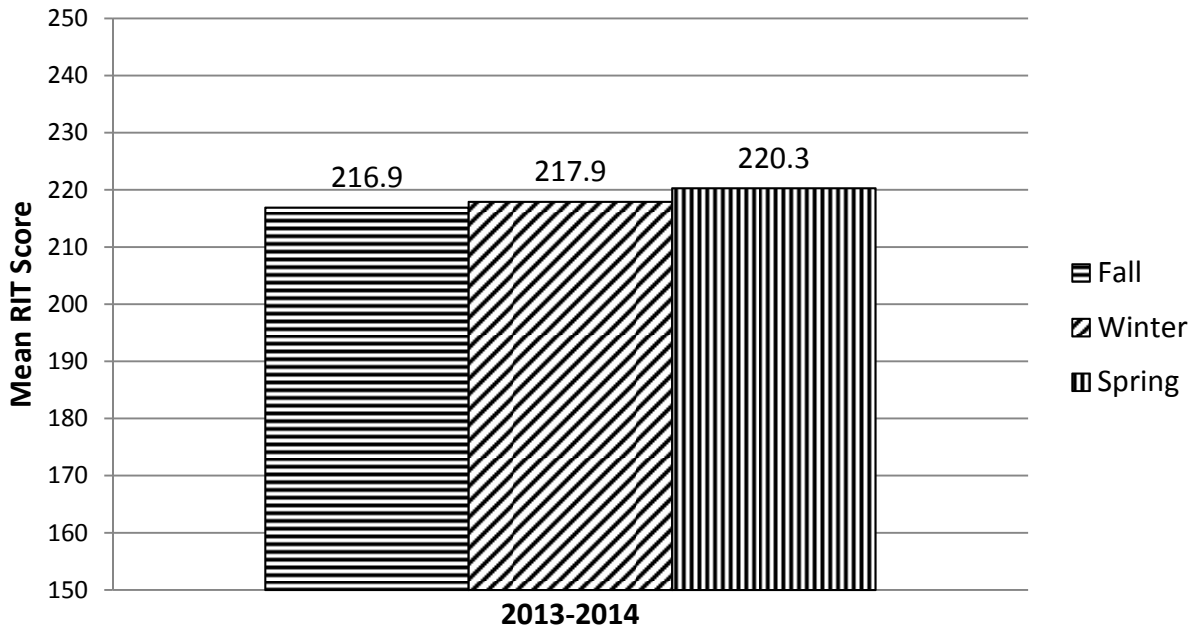
The MAP reading results for fall of 2013 indicate third grade students tested a 196.5 Mean RIT score. The students' score increased 8.6 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 4



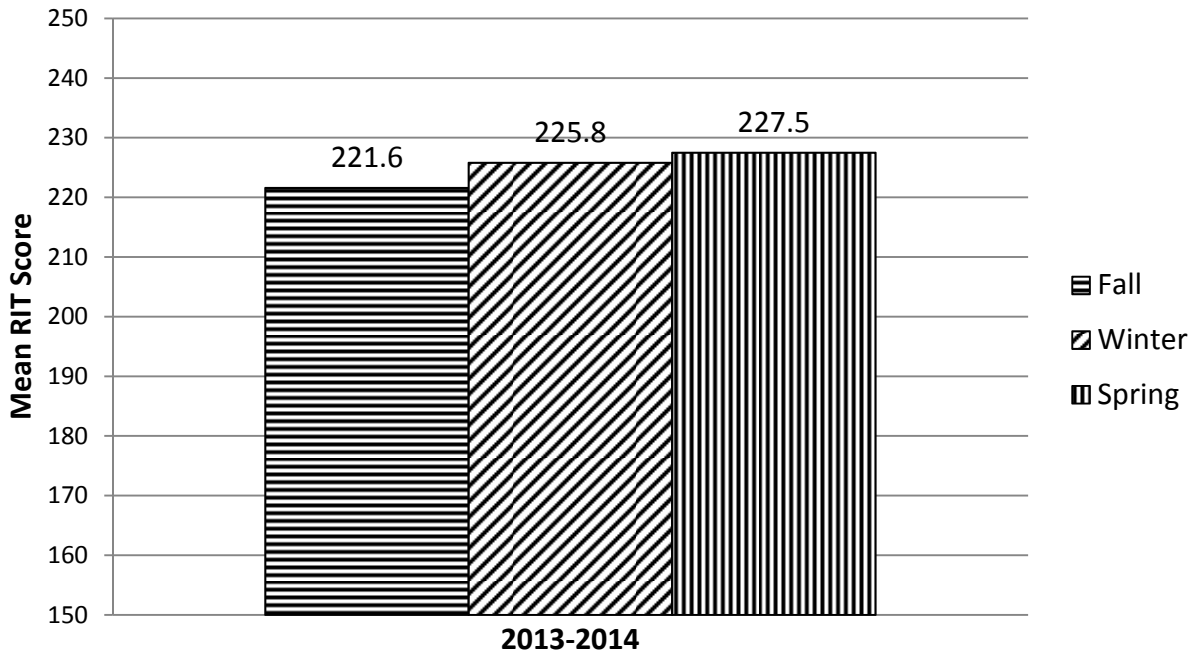
The MAP reading results for fall of 2013 indicate fourth grade students tested a 209.2 Mean RIT score. The students' score increased 7.6 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 5



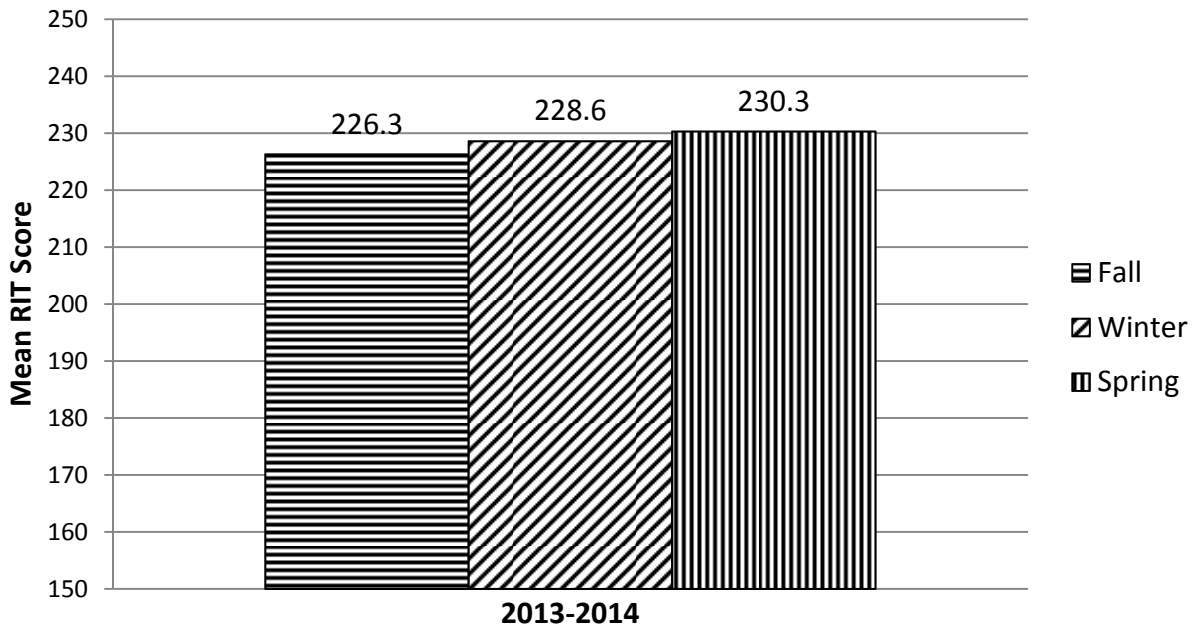
The MAP reading results for fall of 2013 indicate fifth grade students tested a 216.9 Mean RIT score. The students' score increased 3.4 points when the test was administrated in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 6



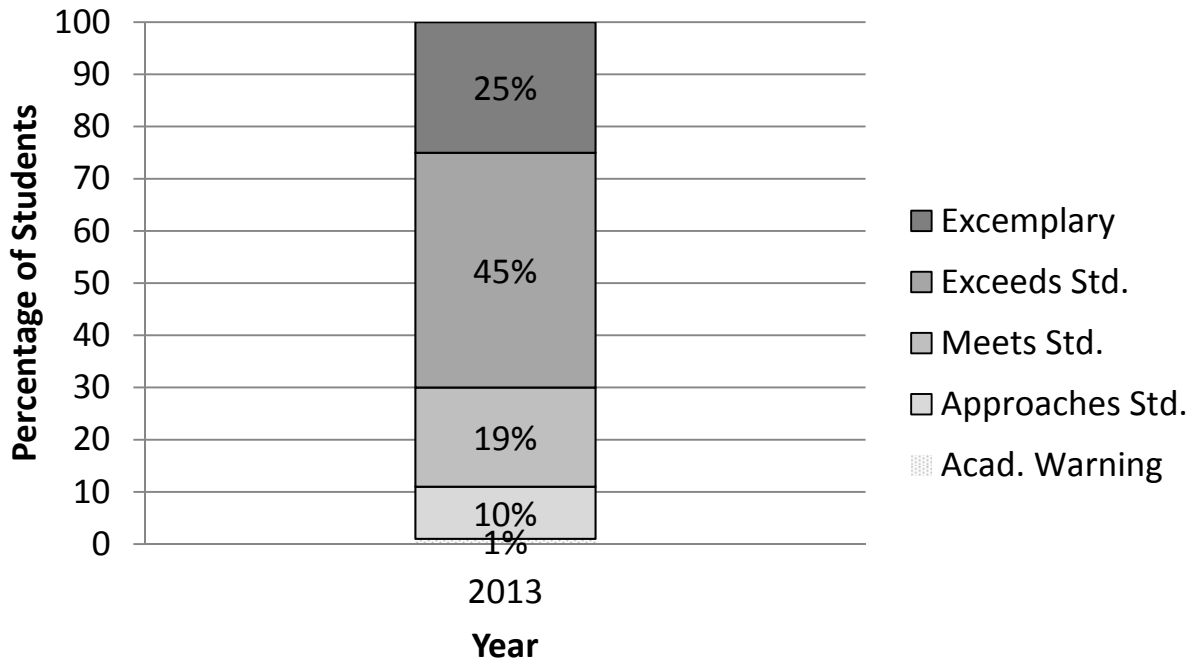
The MAP reading results for fall of 2013 indicate sixth grade students tested a 221.6 Mean RIT score. The students' score increased 5.9 points when the test was administrated in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Reading Grade 7



The MAP reading results for fall of 2013 indicate seventh grade students tested a 226.3 Mean RIT score. The students' score increased 4 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

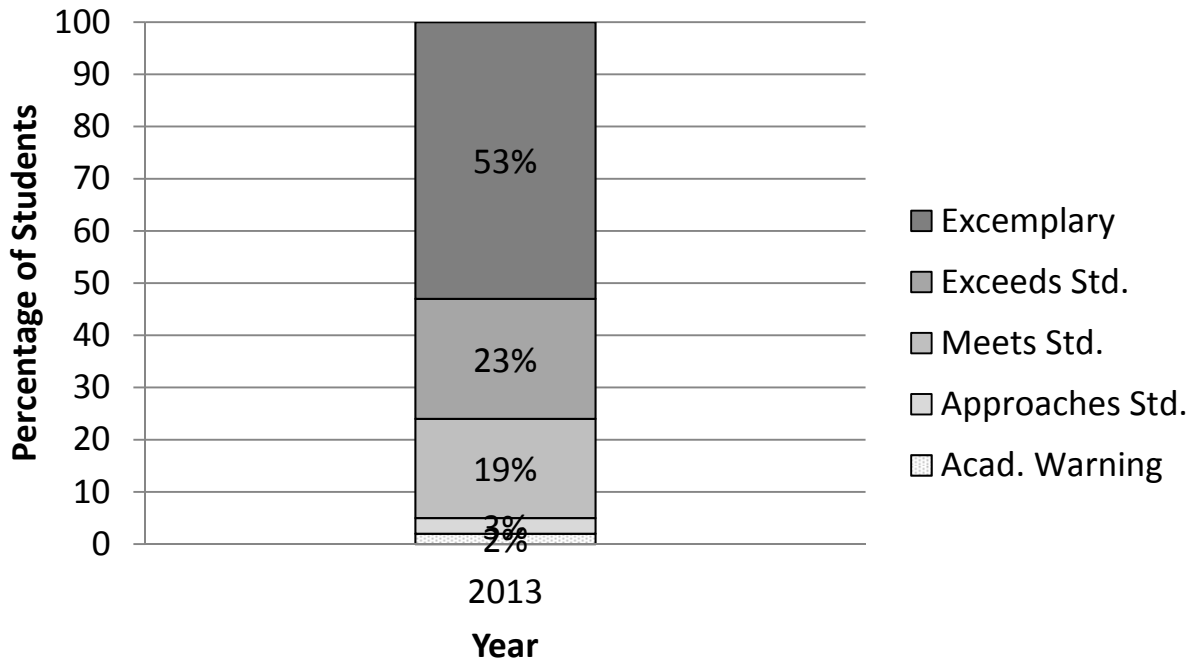
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 3



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade three indicated 89% of students at Meets Standard and above and 11% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

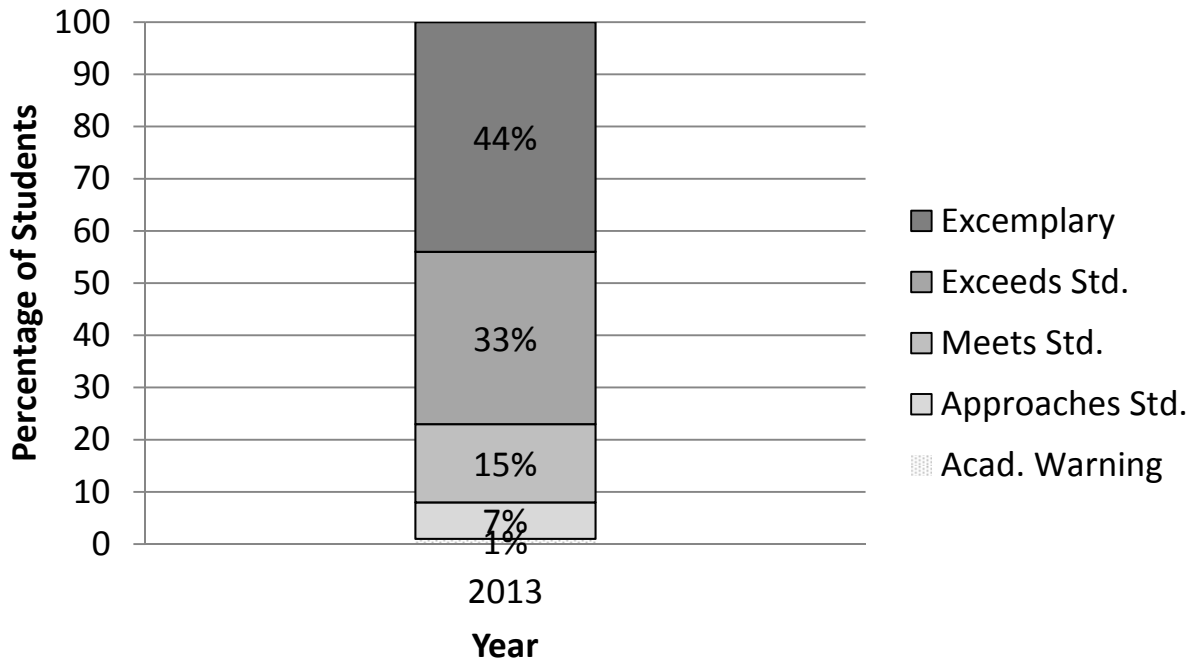
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 4



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade four indicated 95% of students at Meets Standard and above and 5% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

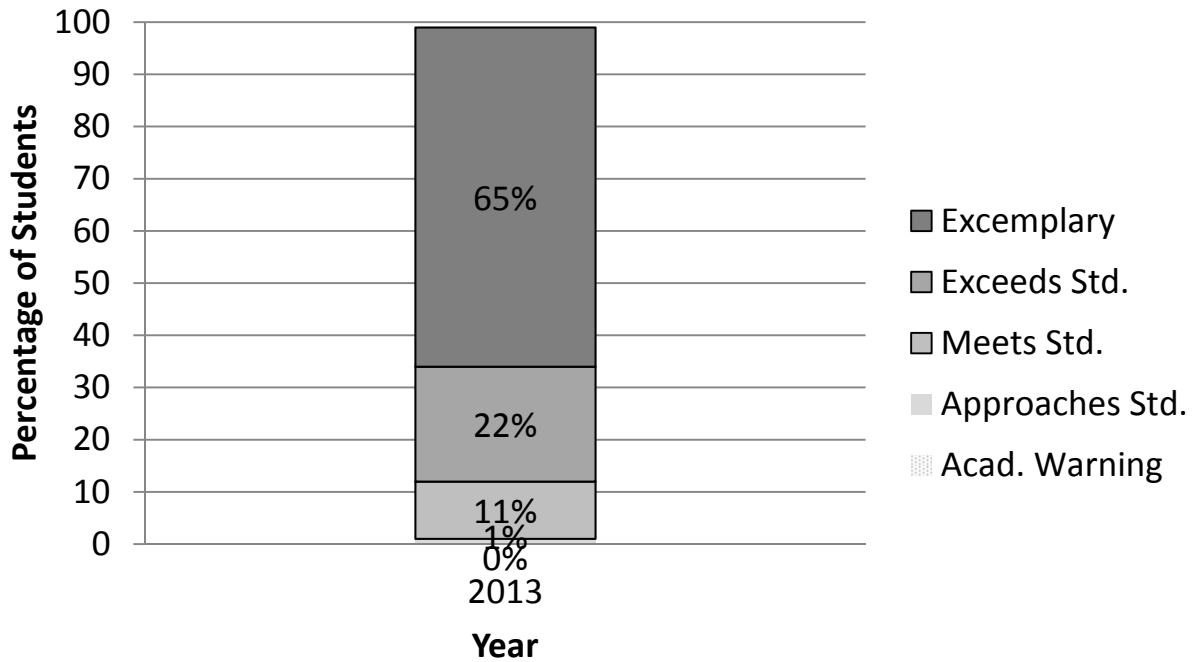
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 5



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade five indicated 92% of students at Meets Standard and above and 8% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

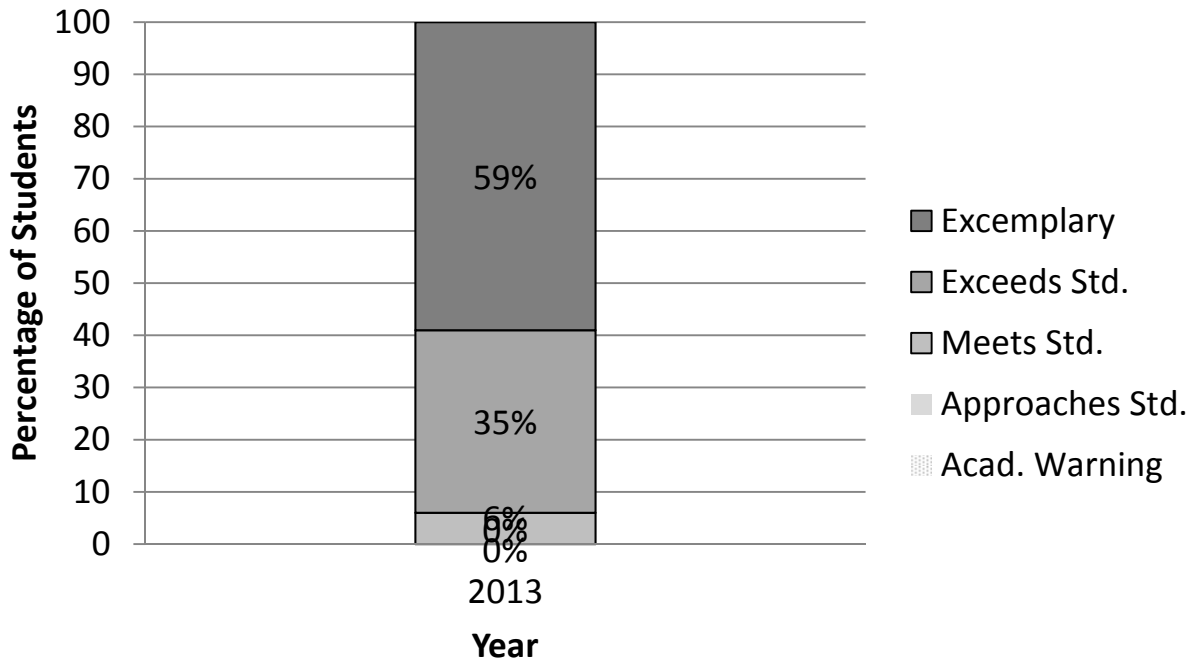
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 6



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade six indicated 98% of students at Meets Standard and above and 1% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

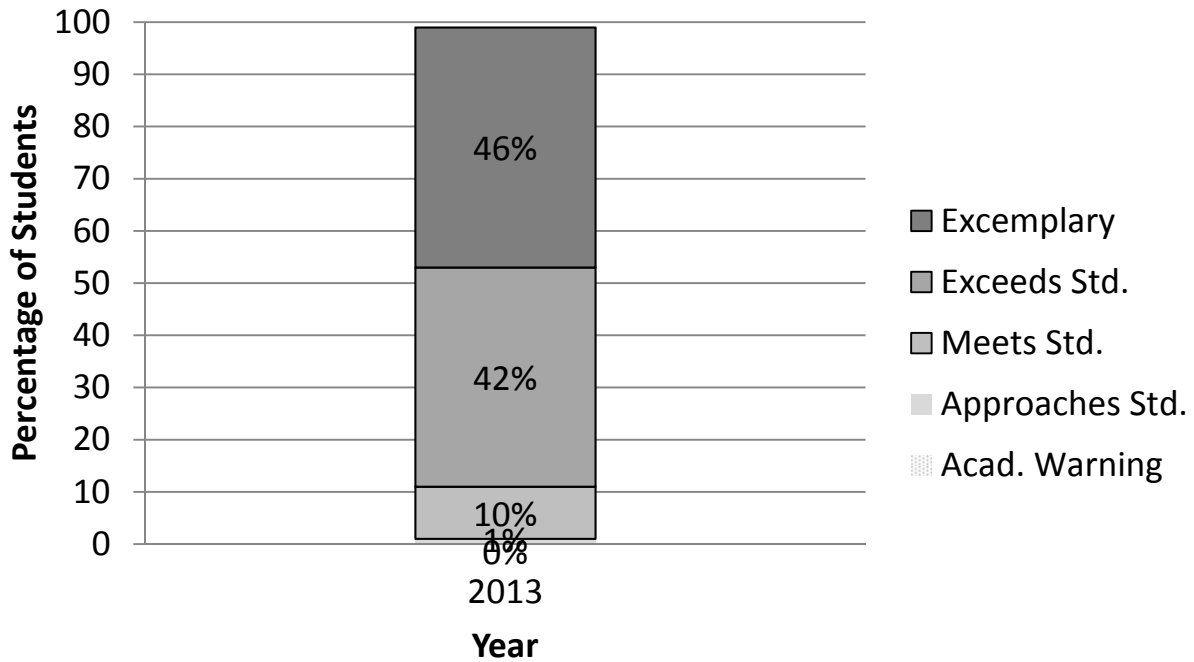
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 7



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade seven indicated 100% of students at Meets Standard and above and 0% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

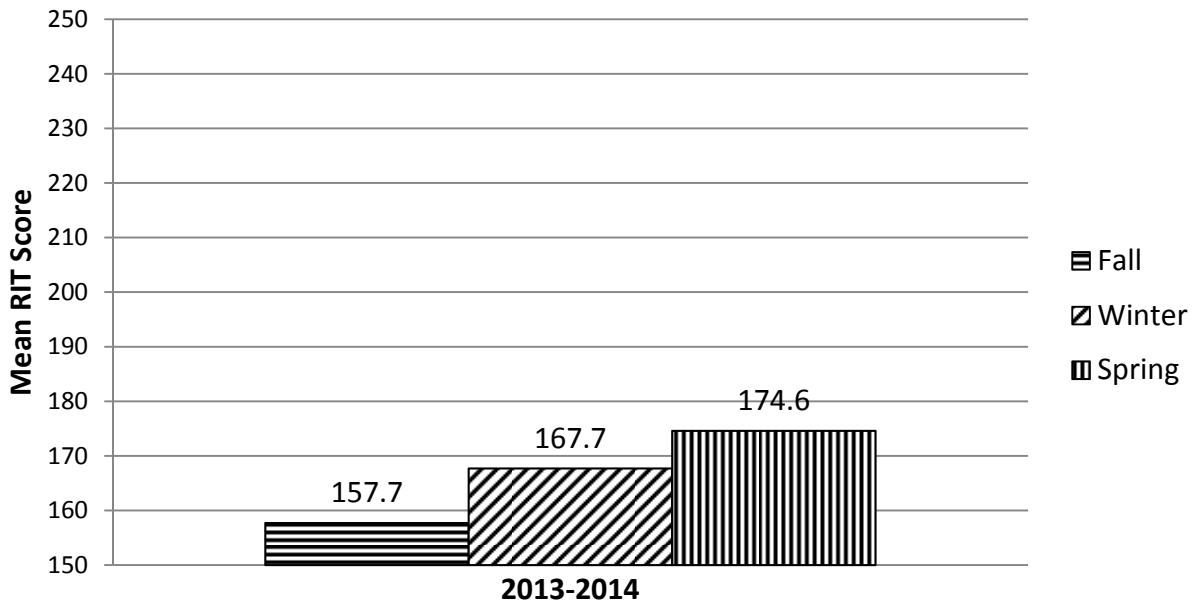
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Reading Assessment
Grade 8



The Kansas Reading Assessment 2013 results for St. Michael the Archangel School in grade eight indicated 98% of students at Meets Standard and above and 1% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

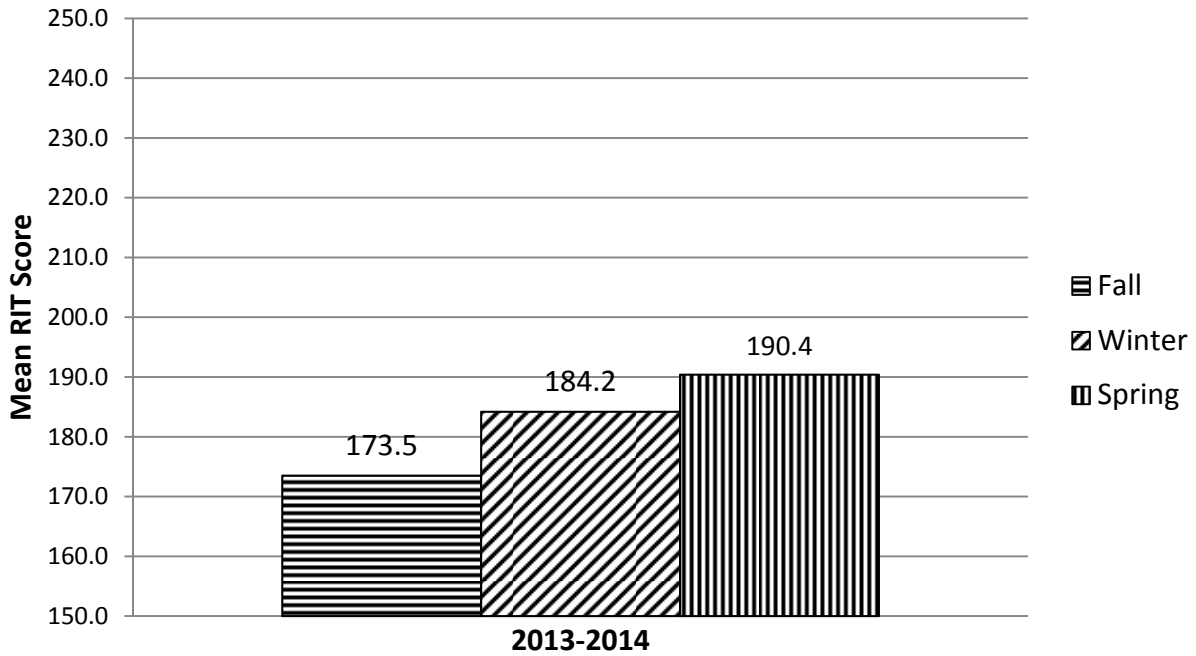
In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade Kindergarten



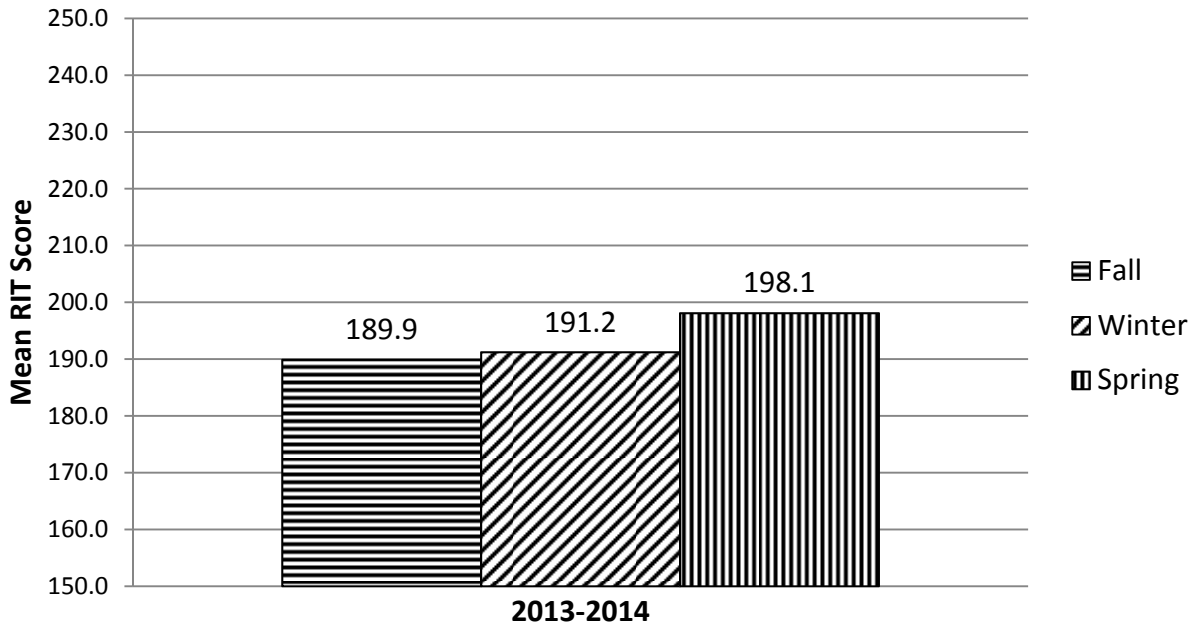
The MAP math results for fall of 2013 indicate kindergarten students tested a 157.7 Mean RIT score. The students' score increased 16.9 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 1



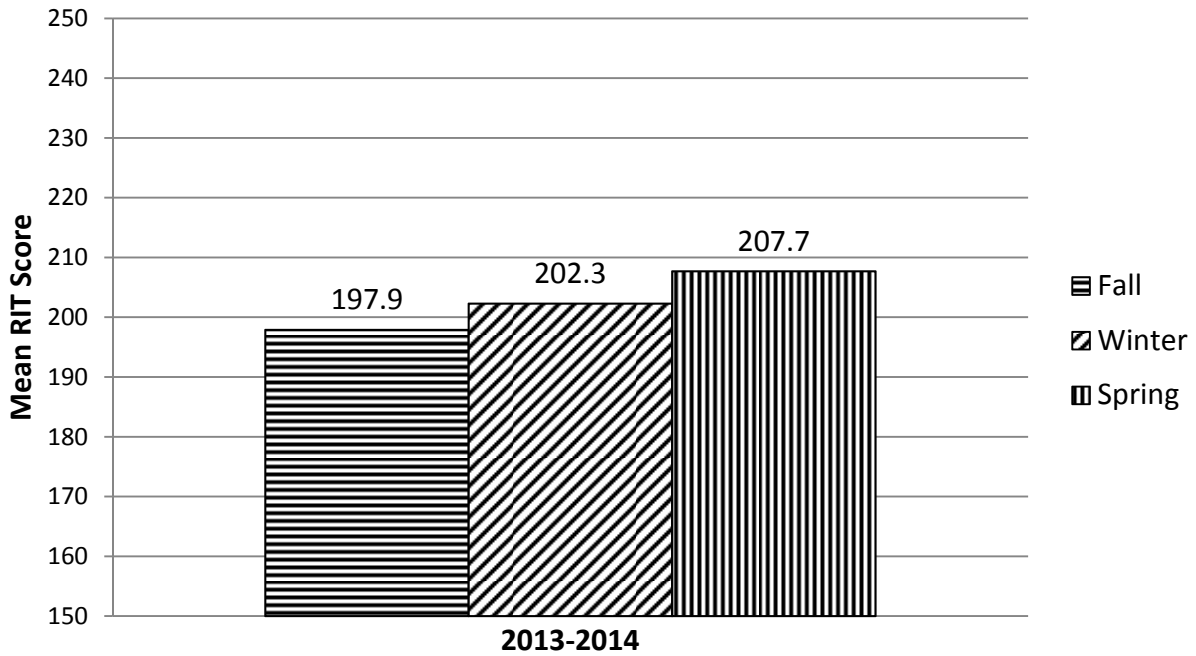
The MAP math results for fall of 2013 indicate first grade students tested a 173.5 Mean RIT score. The students' score increased 16.9 points when the test was administered in winter of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 2



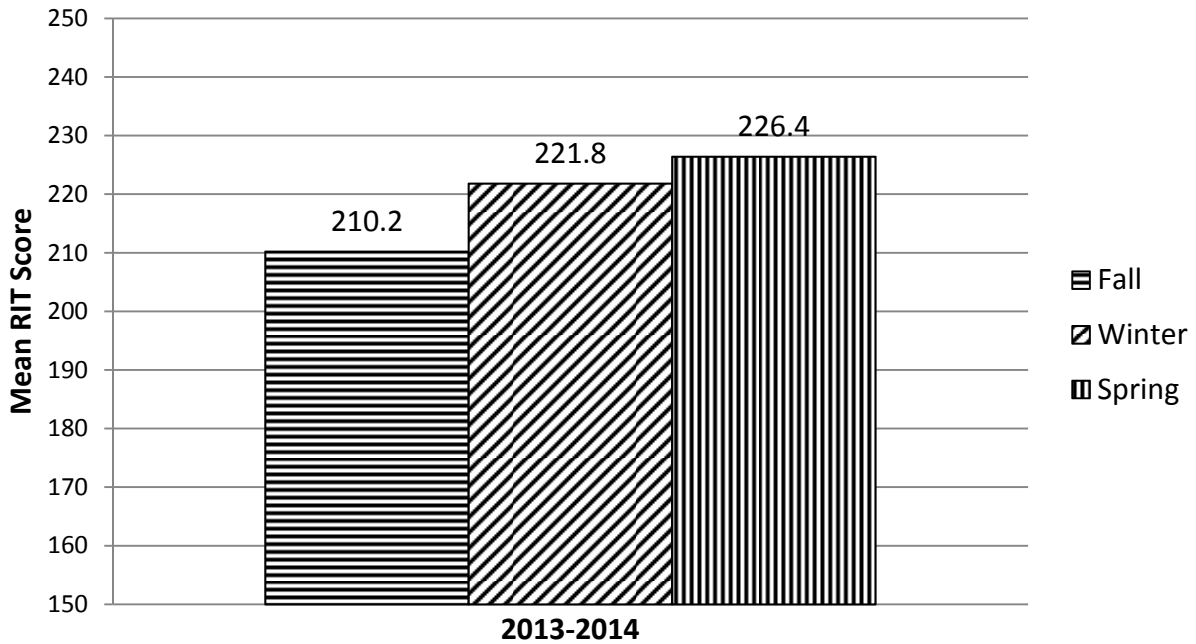
The MAP math results for fall of 2013 indicate second grade students tested a 189.9 Mean RIT score. The students' score increased 8.2 points when the test was administrated in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 3



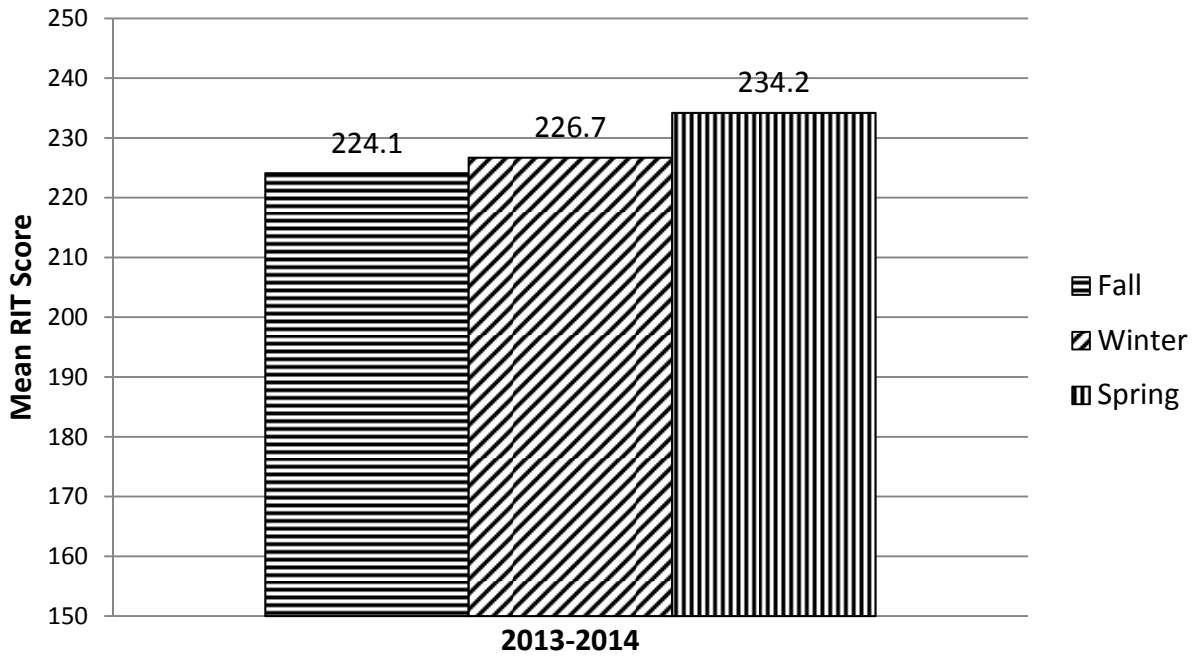
The MAP math results for fall of 2013 indicate third grade students tested a 197.9 Mean RIT score. The students' score increased 9.8 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 4



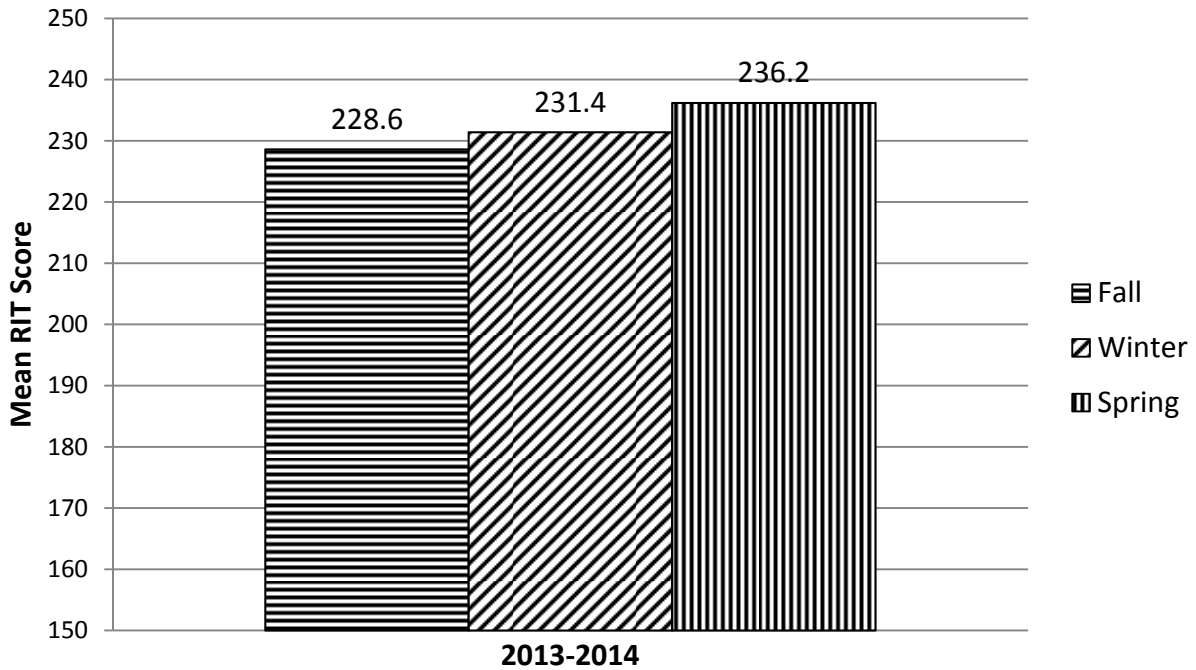
The MAP math results for fall of 2013 indicate fourth grade students tested a 210.2 Mean RIT score. The students' score increased 16.2 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 5



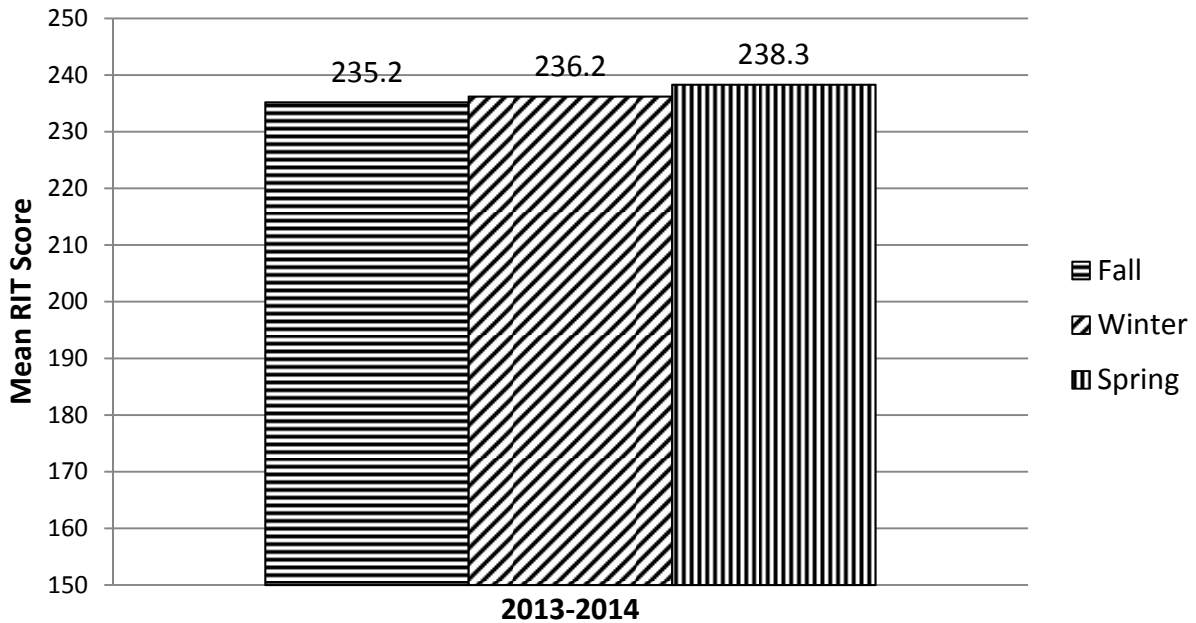
The MAP math results for fall of 2013 indicate fifth grade students tested a 224.1 Mean RIT score. The students' score increased 10.1 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 6



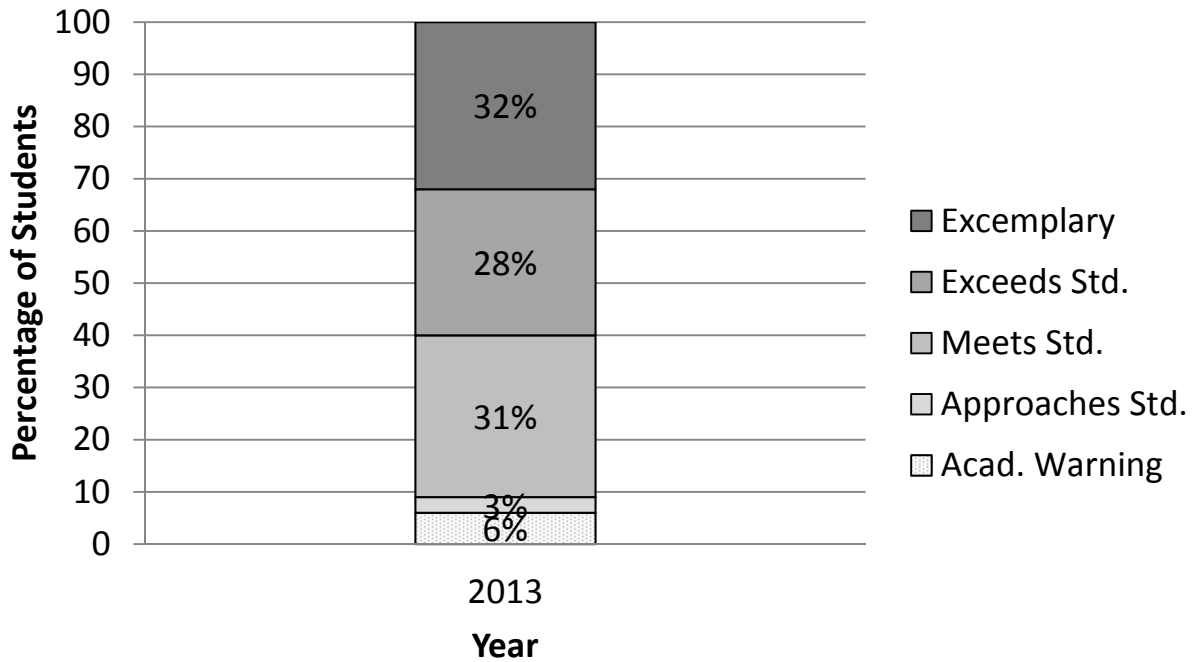
The MAP math results for fall of 2013 indicate sixth grade students tested a 228.6 Mean RIT score. The students' score increased 7.6 points when the test was administrated in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

St. Michael the Archangel Catholic School MAP Testing Mean RIT Math Grade 7



The MAP math results for fall of 2013 indicate seventh grade students tested a 235.2 Mean RIT score. The students' score increased 3.1 points when the test was administered in spring of 2014. By providing each child's academic level, the Measures of Academic Progress (MAP) gives teachers individualized information to help their students excel. The computerized assessments provide information to build curriculum and individual students' needs.

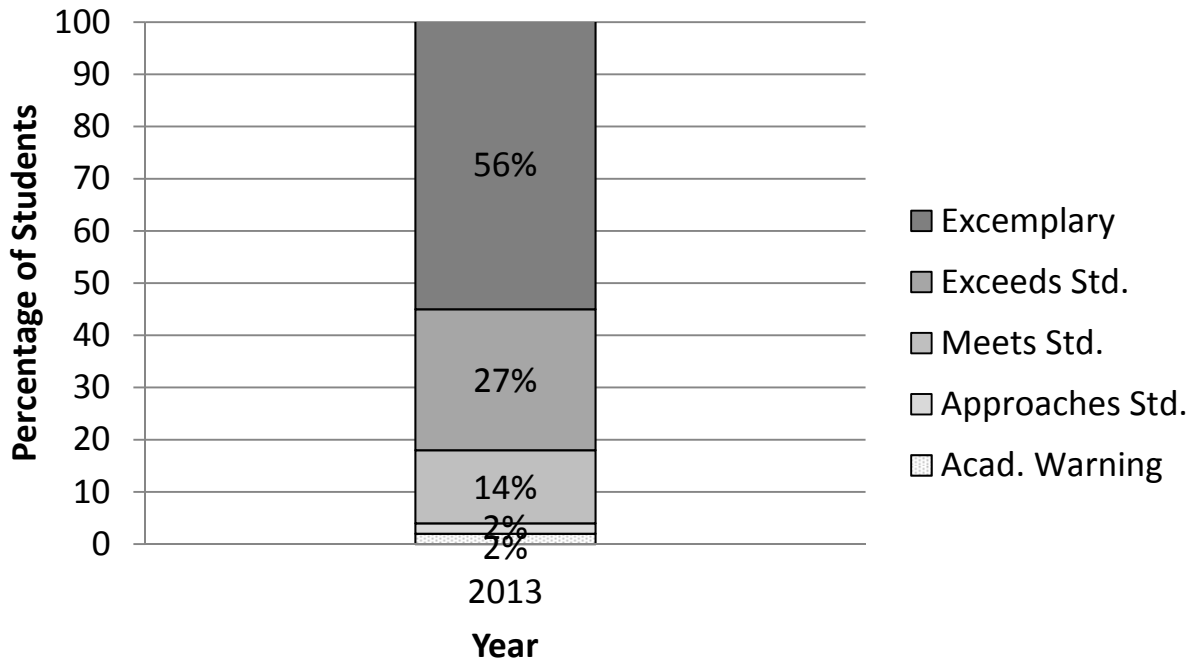
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 3



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade three indicated 91% of students at Meets Standard and above and 9% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

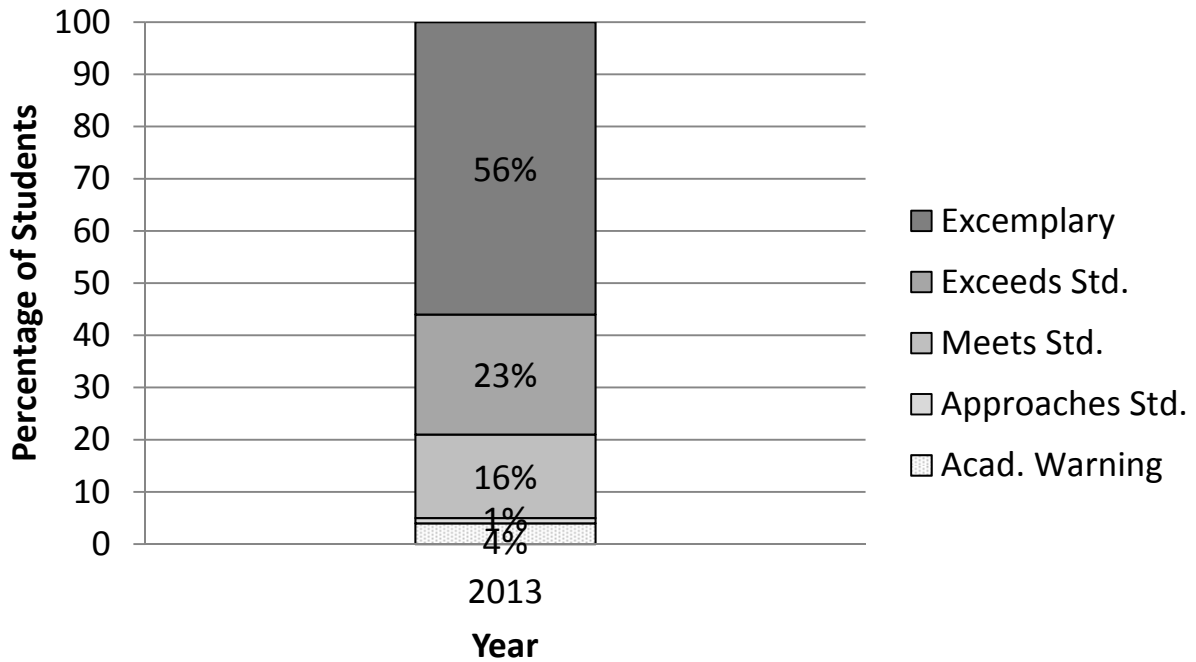
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 4



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade four indicated 97% of students at Meets Standard and above and 3% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

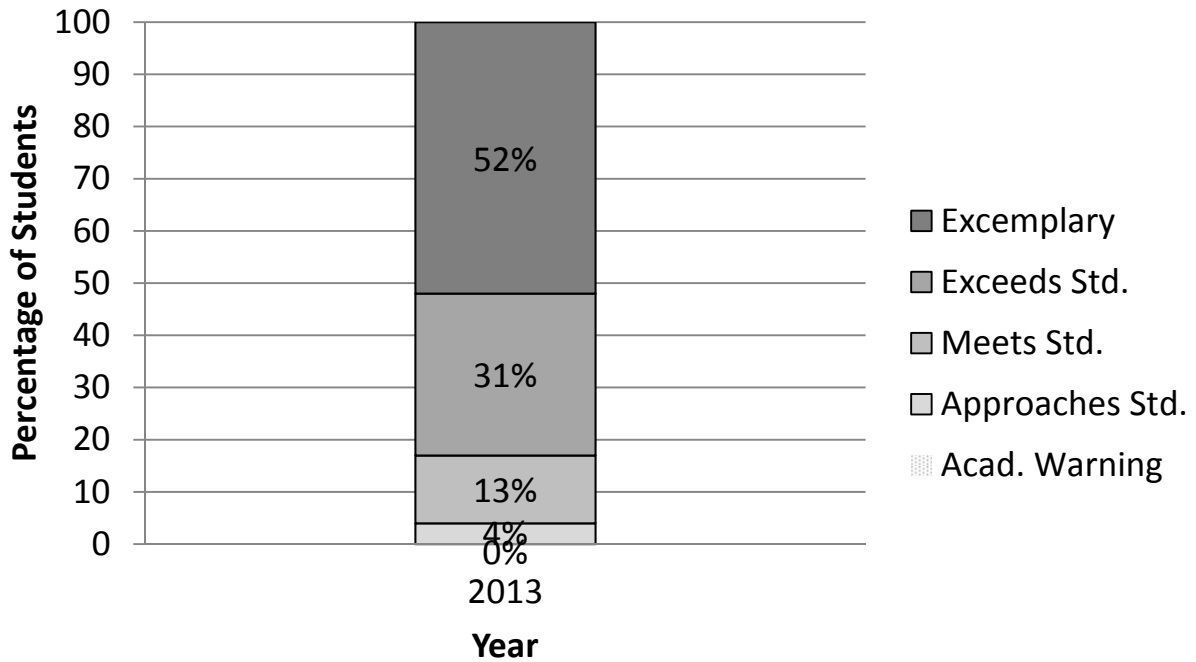
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 5



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade five indicated 95% of students at Meets Standard and above and 5% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

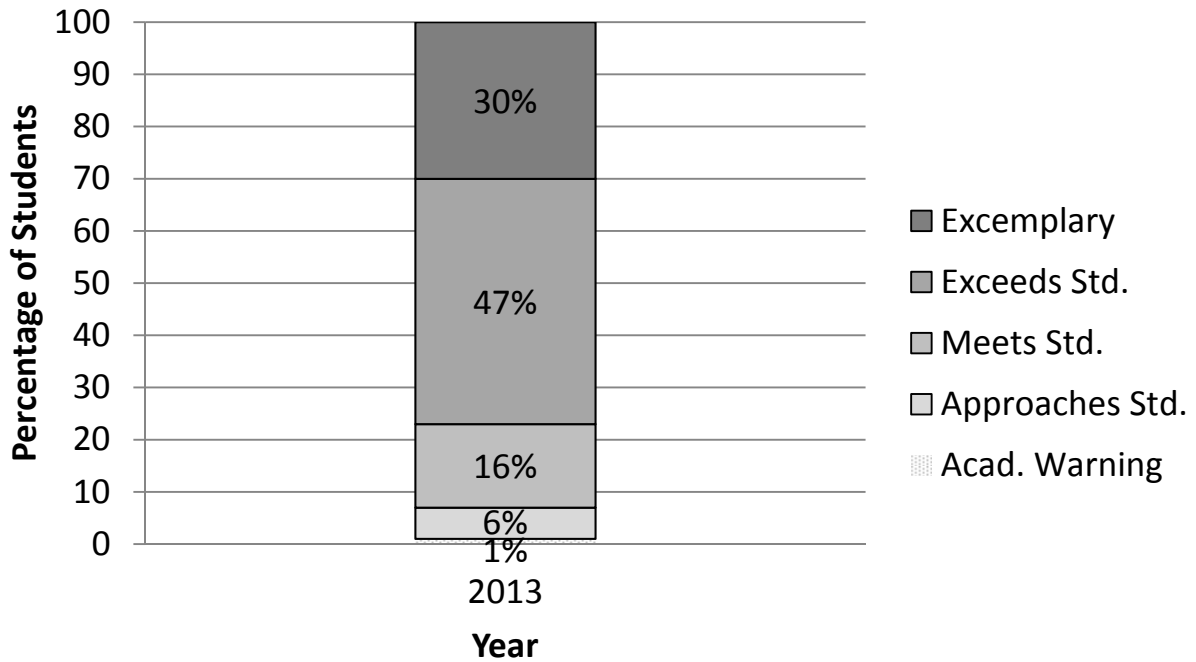
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 6



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade six indicated 96% of students at Meets Standard and above and 4% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

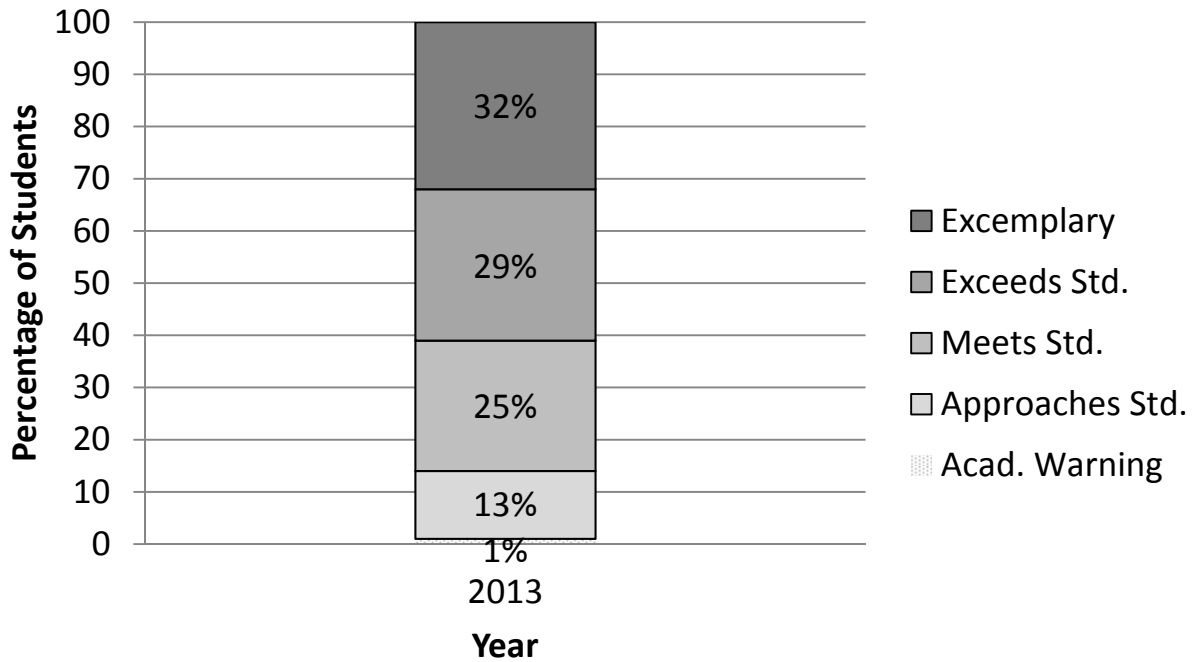
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 7



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade seven indicated 93% of students at Meets Standard and above and 7% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

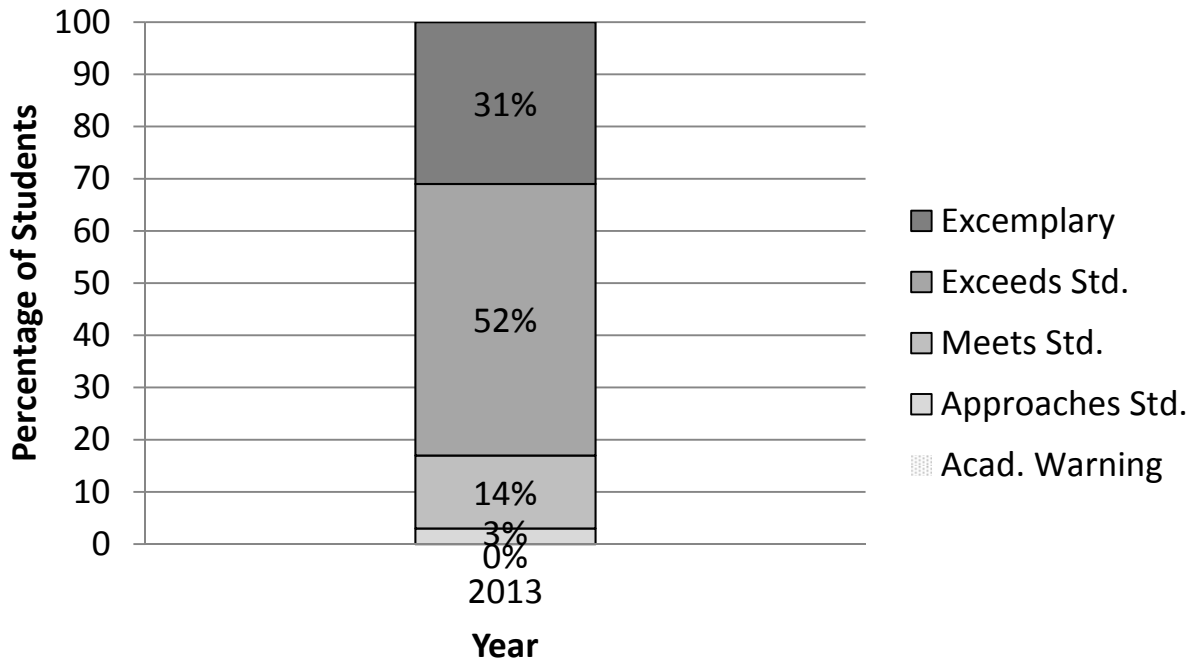
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Math Assessment
Grade 8



The Kansas Math Assessment 2013 results for St. Michael the Archangel School in grade eight indicated 86% of students at Meets Standard and above and 14% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

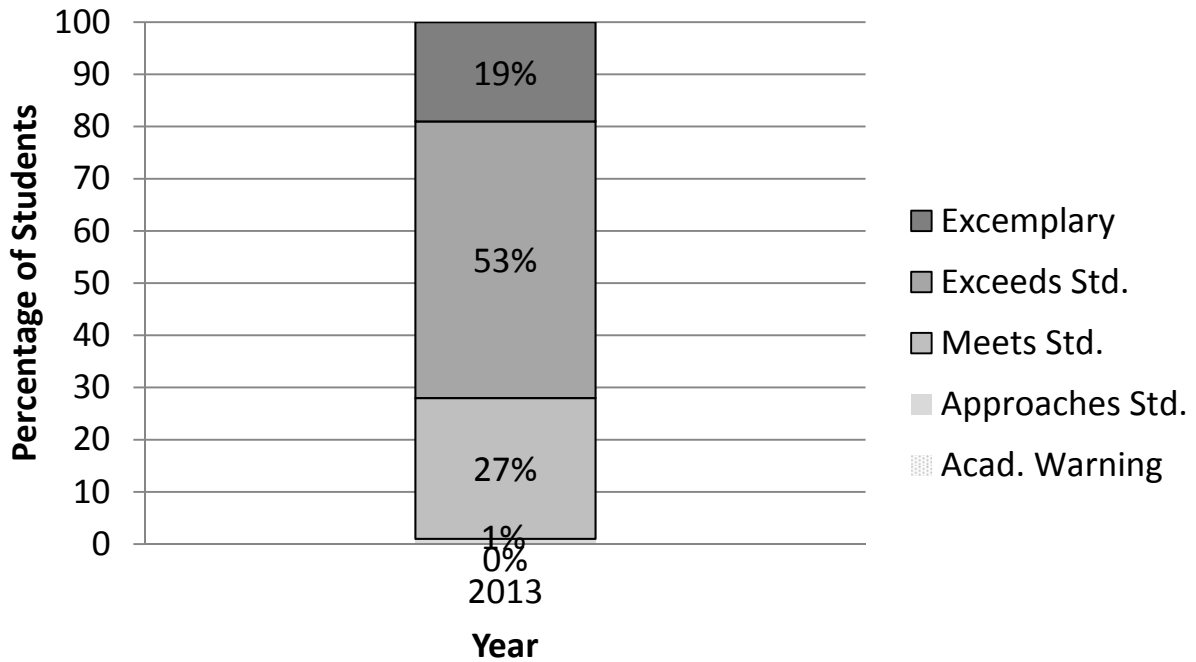
ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Science Assessment
Grade 4



The Kansas Science Assessment 2013 results for St. Michael the Archangel School in grade four indicated 97% of students at Meets Standard and above and 3% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.

ST. MICHAEL THE ARCHANGEL CATHOLIC SCHOOL
Kansas Science Assessment
Grade 7



The Kansas Science Assessment 2013 results for St. Michael the Archangel School in grade seven indicated 99% of students at Meets Standard and above and 1% below Meets Standard. The goal is 100% of students at Meets Standard and above by 2018.

In order to meet the Kansas State Standard of Excellence at least 25% of scores must be Exemplary and no more than 5% of scores may be Academic Warning. St. Michael the Archangel Catholic School has met the Kansas Standard of Excellence.