

Standards of Excellence for Continuous Catholic School Improvement Self-Study Report



Western Catholic Educational Association

Copyright 2020 ©

A Self-Study for

St. John School

120 N 70th St.

Seattle, WA 98103

WCEA School Code: E695

Visit Dates: February 13-15, 2023

CHAPTER 1 – Introduction to the School

A. Introduction

St. John School
120 N 79th St.
Seattle, WA 98103

E695

**School Year of Accreditation
Visit**

Year of School's Inception
1923

2022-2023

Nature of the School

Ownership
Diocesan

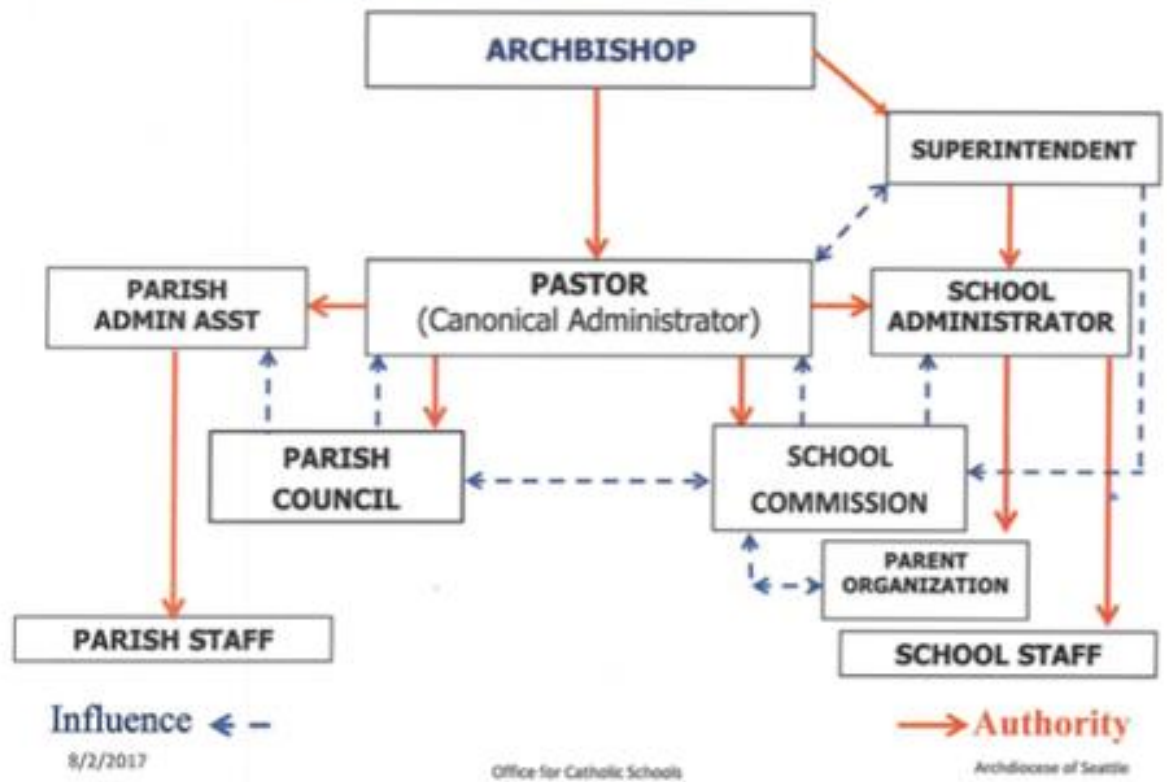
Gender
Co-educational

Governance Structure

Advisory Board/Council

INSERT a photo copy (jpg) of the school's Organizational Flow Chart (1 sheet) on the next page

Parish School Governance



Influence ← -

8/2/2017

Office for Catholic Schools

→ Authority

Archdiocese of Seattle

B. Student Demographics

	2019-2020	2020-2021	2021-2022	2022-2023
Total Enrollment	524	499	532	534
Catholic Composition	73%	69%	68%	62%
Catholic	380	343	361	333
Non-Catholic	142	156	171	201
Gender Composition				
Female	268	253	269	262
Male	254	246	263	272
Racial Composition				
Native American/ Alaska Native	13	19	12	10
Asian	57	53	50	45
Black or African American	22	22	19	12
Hispanic/ Latino	37	34	27	23
Caucasian or White	392	370	406	410
Native Hawaiian or Pacific Islander	1	0	1	1
Multi (or not reported)	37	1	17	33

C. School Personnel Demographics

	Position	FTE	Religion	Ethnicity	Teach Cert	Years at STJ	Years Teaching	Years in Admin	Degree
Administrative Staff									
O'Leary, Bernadette	Principal	1	Catholic	Caucasian	281811J	11	42	23	MA
Kelley, Paul	Assistant Principal	1	Catholic	Caucasian	382548F	21	21	11	MA
Skokan, Jonna	Director, Admissions & Development	1	Catholic	Caucasian	316216A	14	23	8	MA
Crockett, Diane	Business Manager	1	Non Catholic	Caucasian		32		32	
Marquez, Andrea	Fundraising Manager	0.75	Catholic	Caucasian		5		5	
Quevedo, Frances	Administrative Assistant, School	1	Catholic	Hispanic		26		26	
Tran, Di	Administrative Assistant, School	0.6	Catholic	Asian		5		5	MA

VandePutte, Mary	Administrative Assistant, Development	0.5	Catholic	Caucasian		11		11	
Teaching Staff									
Arreula, Maria	Teacher, Grade 3	1	Catholic	Hispanic	375818B	7	9		MA
Baber, Ali	Teacher, Preschool	0.6	Catholic	Caucasian	Preschool	3	3		BA
Bretz, Stephen	Teacher, Grade 8 Homeroom	1	Non Catholic	Caucasian	436730F	1	16		MA
Brumback, Hazel	Teacher, Grade 6 Homeroom	1	Catholic	Caucasian	392155H	21	23		MA
Castillo, Vanessa	Teacher, Preschool	1	Catholic	Hispanic	Preschool	30	31		BA
Costa, Megan	Teacher, Grade 1	1	Catholic	Caucasian	510293D	3	7		MA
Den Adel, Blanca	Teacher, Spanish Language K-8	0.9	Catholic	Hispanic	478871G	14	22		BA
Edwards, Dana	Teacher, Reading Specialist	0.6	Catholic	Caucasian	486266J	9	10		MA
Halley, Mari	Teacher, Grade 4	1	Catholic	Caucasian	249895D	34	36		MA
Jang, Kyoungmi	Teacher, Art K-8	1	Catholic	Asian	503668F	10	12		MA
Jessup, Molly	Teacher, Grade 1	1	Catholic	Caucasian	374637G	21	22		MA
Kelley, Kristine	Teacher, Grade 5	1	Catholic	Caucasian	318915F	15	15		MA
Kuypers, Margarita	Teacher, Grade 2	1	Catholic	Hispanic	555743D	2	13		MA
Longton, Lisa	Teacher, Substitute	0.5	Catholic	Caucasian	433180G	10	10		MA
Mansfield, Abbey	Teacher, Grade 8 Homeroom	1	Catholic	Caucasian	513260J	7	8		MA
Martin, Ann	Teacher, Grade 4	1	Catholic	Caucasian	328393D	6	15		MA
McCarthy, Kerri	Teacher, Reading Specialist	1	Non Catholic	Caucasian	410545H	18	18		MA
Monica, Tasha	Teacher, Preschool	1	Catholic	Caucasian	Preschool	3	3		BA
Murray, Christina	Teacher, Kindergarten	1	Catholic	Caucasian	442334R	11	12		BA
Ocampo, Adrey	Teacher, Learning Specialist	1	Catholic	Caucasian	362516G	20	21		MA
Oines, Telia	Teacher, Grade 2	1	Catholic	Caucasian	405872C	8	16		MA
Olsen, Sarah	Teacher, Math Specialist	0.5	Catholic	Caucasian	488695H	11	10		MA
Overa, Mollie	Teacher, 7/8 Middle School	1	Catholic	Caucasian	425854G	1	17		MA
Rzegocki, Gwynedd	Teacher, Grade 7 Homeroom	1	Catholic	Caucasian	501031R	6	12		MA
Sandstrom, Josh	Teacher, Grade 5	1	Catholic	Caucasian	525932J	2	11		BA
Shaw, Chloe	Counselor, K-8	1	Catholic	Caucasian	546650C	3	7		MA
Stinebrickner, Brent	Teacher, Physical Education PK-8	1	Catholic	Caucasian	358058F	3	30		MA
Sullivan, Margaret	Teacher, Grade 6 Homeroom	1	Catholic	Caucasian	510500B	11	14		MA

Tice, Sven	Teacher, Grade 7 Homeroom	1	Catholic	Caucasian	305704R	21	31		MA
Traywick, Campbell	Teacher, Grade 3	1	Catholic	Caucasian	561797B	3	6		MA
Villanueva, Meghan	Teacher, Music K-8	1	Catholic	Caucasian	Conditional	1	1		MA
Williamson, Anna	Teacher, Kindergarten	1	Catholic	Caucasian	543497B	3	3		BA
Teaching Assistants									
Brito-Bugge, Sarah	Grade 1	0.6	Catholic	Hispanic		11	11		
Dahlgren, Catherine	Preschool	0.2	Catholic	Caucasian		18	26		
Franco, Maria	Grade 1	1	Catholic	Hispanic		3	3		
Gleeson, Susan	Grade 2	0.3	Catholic	Caucasian		6	6		
Kimsey, Alicia	Preschool	0.2	Catholic	Hispanic		0	0		
Manley, Shannon	Intermediate 3-5	0.50	Catholic	Caucasian		8	8		
Metcalfe, Ted	Grade 2	0.4	Catholic	African American		1	1		
Morris, Amy	Intermediate 3-5	0.5	Catholic	Caucasian		5	5		
Seaver, Cara	Kindergarten	0.6	Catholic	Caucasian		1	1		
Suarez, Kris	Kindergarten	0.6	Catholic	Caucasian		18	18		
Swan, Maria	Preschool	1	Catholic	Hispanic		0	0		
Sylvester, Kevin	Physical Education	0.7	Catholic	Caucasian		4	4		
Other									
Benefiel, David	Kitchen	0.6	Catholic	Caucasian		5	5		
Gerling, Mark	Kitchen	0.4	Catholic	Caucasian		5	5		
Hall, Dora	Student Health Services	0.4	Catholic	Caucasian		0	0		MA
Lawrence, Matthew	Kitchen	0.6	Catholic	Caucasian		0	0		
Lee, Julie	Kitchen	0.4	Catholic	Caucasian		10	10		
Strimban, Michael	Kitchen	0.6	Jewish	Caucasian		6	6		

Board/ Council

The School Commission membership includes administration, selected current parents and an alumni parent. School Commission meets monthly to act as an advisory board and provide guidance in all aspects of the School. It allows parents an opportunity to work with administration and be leaders in the community. School Commission provides feedback on governance-level policies. Members are selected by administration based on talents and approved by the Pastor.

St. John School utilizes a consultative/advisory model for its governing body. The School Commission, which meets monthly during the academic year, represents the gender, cultural and ethnic diversity of the School community. There is not an articulated policy in place to fill membership. Rather, the School

Leadership Team nominates members based on needed skillsets to help achieve the mission of the School, maintain strong operational vitality, while preserving a board that is representative of the parish school community. Members represent students in almost all grade levels, including some who have graduates now attending local high schools. The pastoral leader approves all new members, and constituents serve 3-year terms. During the publication of the School's most recent Strategic Plan (2019) and during the pandemic, some members were asked to serve additional terms.

At the first meeting each year, the Chair leads a training, based on the School Commission Guidebook from the Office for Catholic Schools, explaining the Chain of Care/Command in Catholic Schools, the role of the School Commission and the expectations for each member. The St. John mission and philosophy are also reviewed as the foundation for all policy, strategic planning and programming decisions that may result from the work of the Commission. The Commission's adherence to this governing document results in a board that contributes greatly to the success of the School and its vitality. The major goals for the year are discussed, and members align themselves in sub-committees to support the unique academic, finance and facility domains of the School. At subsequent meetings, each sub-committee reports.

The members of the School Commission are prepared to be competent stewards of the School's mission and resources. Formational activities are presented at the beginning of each academic year for all members of the Commission. School leadership and the School Commission Chair review bylaws, governing documentation and discuss in detail the Commission's advisory role in regard to school policy.

Parent Organization

All parents are members of Parent Association. Parent Association meets monthly. Their main function is to support and build community. They provide education, participate in fundraisers and welcome new families. They support staff with room parent coordination and teacher appreciation activities.

Alumni Organization

The Director of Admissions and Development has an alumni data base and organizes yearly class reunions. NewsViews, a weekly e-newsletter emailed to the community, often celebrates graduates' accomplishments, and the School Annual Report also features distinguished alumni.

D. Brief History of the School

St. John Parish School is one of 75 schools that comprise the Archdiocese of Seattle Catholic Schools. The School was dedicated “to the service of God and country” by Bishop Edward O’Dea on Sunday, September 4, 1923. Built to accommodate 400 students, 220 enrolled on opening day. The School was opened under the direction of the Sisters of the Blessed Virgin Mary of Dubuque, Iowa, with Sister Mary Francis serving as the first principal. Education was the charism of the order which continues to be the charism of the School today, despite the lack of BVM presence on faculty and staff. Presently, Fr. Crispin Okoth is the Pastor serving both St. John Parish and School. He is the only religious currently serving the community. St. John School educates students in grades kindergarten through eight, with two classrooms per grade, along with onsite daycare and three- and five-day preschool options. St. John School is currently operating at 100% capacity. The physical plant of the School has grown throughout the years to meet the demands of increasing enrollment. Expansion of school facilities occurred in both 1949 and 1952, and the portable classrooms were added in 1993. The gym and Egan Hall were added in 1963 with renovations completed in the summer of 2013, 2015 and 2016. Renovations to the portables took place in the summer of 2009. A major capital campaign was held in 2017; three campus buildings were renovated and repurposed. All classrooms are now in the main school buildings, and the Quigley House became an early learning center, housing both Preschool and the Extended Day Care. The portables were reallocated to a new maker space, an art room, tutoring space and storage. During the COVID-19 pandemic, St. John adjusted classroom spaces throughout the campus to accommodate the changing demands brought on by social distancing. Much energy was devoted to keeping the School open and safe for in-person instruction. The start of 2022-23 school year was marked by numerous centennial events to commemorate *100 Years of Faith, Academics and Community*.

E. Most Significant Developments in School Life Since the Last Self-Study

- Maker Space and STEM Fellowship
- Capital Campaign and repurposing of three buildings
- Navigating COVID-19 instruction and protocols
- Hot Lunch Program
- Increased counseling hours and student support hours
- Further development of Student Support Team
- Measured and sustained academic growth during remote and hybrid instruction (COVID-19 pandemic)

CHAPTER II – School Purpose

Mission/Philosophy/Vision Statements

Mission

St. John School is a welcoming Catholic community, committed to celebrating diversity and inspiring moral development, academic excellence and the courage to act for the common good.

Our School Philosophy

St. John School is committed to:

Providing an excellent Catholic education based on:

- Serving the mission of the Church
- Curriculum and instruction informed by standards that emphasize critical thinking and moral discernment
- Fostering a love of learning through engaging academic and faith-based content, social-emotional learning and co-curricular programs
- Affirming that all God's children are created in His image
- Practices that promote and nurture physical, emotional and social well-being while developing empathy for others

Keeping the school accessible to all by:

- Welcoming all families who value Catholic education
- Providing assistance for families with financial need through Fair Share
- Supporting students with diverse needs
- Planning for long-term school and professional improvement

Empowering our children for missionary discipleship by:

- Serving the marginalized in society and celebrating the diversity of our school, city-wide, and global communities
- Inviting active involvement in the mission and ministries of the Parish and School
- Offering leadership opportunities
- Promoting social responsibility and environmental stewardship

The mission and philosophy statements were reviewed by departments to gain feedback. Administration presented the updated statements to the School Commission. A parent shareholder night was held on November 16. Students in sixth and seventh grades participated in a similar mission statement review during religion class. Feedback was gathered and presented back to the faculty on December 2. Two final versions of the mission statement were given out to faculty for consideration. The new mission statement was presented to all stakeholders in the spring of 2022. New mission statement and SLE posters are part of the community landscape. The mission statement is recited each Monday over the school intercom and was shared with parents during the fall Curriculum Nights.

Statement of Student Outcomes (ISOs/SLEs)
Schoolwide Learning Expectations

We are Christ-Centered People Who:

- Pray with intention and reverence
- Know and live out the teachings of the Catholic Church
- Participate actively in liturgy and faith traditions
- Demonstrate love for our neighbors

We are Active Learners Who:

- Meet or exceed National and Archdiocesan academic standards
- Share ideas clearly, creatively and effectively
- Think critically and solve problems
- Work independently and collaboratively

We are Empowered Disciples Who:

- Embody Gospel values, Catholic social teachings and the mission of the Church
- Value *all* of God's children
- Serve those in need
- Act as stewards of our natural environment
- Commit to a healthy body, mind and spirit

During a faculty meeting in the fall of 2021, faculty reviewed and made changes to the Schoolwide Learning Expectations (SLEs) within their departments. The Leadership Team reviewed and consolidated the changes and shared them with faculty. New SLEs were shared in a School Commission meeting, and feedback was delivered to the Leadership Team for consideration. The final version of the SLEs was presented to faculty. The SLEs are integrated into school life through posters on walls, middle school students write the SLE on assignments and SLE language is incorporated into progress reports and report cards.

CHAPTER III – QUALITY OF THE SCHOOL’S EDUCATIONAL PROGRAM

Domain 1: Mission and Catholic Identity

Standard 1 - An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence, and service.

1.1 The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.	3
1.2 The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.	3
1.3 The school leader/leadership team regularly calls together the school’s various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae) to clarify, review and renew the school’s mission statement.	2.5
1.4 The mission statement is visible in public places and contained in official documents.	3
1.5 All constituents know and understand the mission.	2.5
Average of all Benchmarks – Standard 1	2.8

St. John School is guided by a mission statement that clearly asserts the School’s commitment to Catholic identity and Gospel values. The statement opens with the unequivocal words, “St. John School is a welcoming Catholic Community,” prioritizing Catholic identity and faith. The mission also speaks to the importance of diversity, moral development and the courage to act for the common good.

The Leadership Team uses the mission as the foundation and guiding reference for all planning. Long range strategic plans, academic planning, financial plans, development and enrollment are guided by the commitment to Catholic identity. The St. John Fair Share program epitomizes the mission in action, using resources for the common good, making Catholic education accessible to all.

The Leadership Team led a review of the mission statement, which included surveying stakeholders, hosting a workshop to discuss potential revisions, followed by faculty gatherings to discern the final version. In preparation for this accreditation cycle it was determined that the lived experience, by and large, matched the mission, but to incorporate all the School’s values, the mission needed some revision to reflect a commitment to diversity. The School also acknowledges a need to review the mission statement with more frequency and not just during accreditation cycles.

The mission statement is posted in entryways, hallways and all classrooms. The Schoolwide Learning Expectations (SLEs), based on the mission, are also posted in every classroom. The mission statement is clearly stated in public documents, such as family and middle school handbooks, report cards, marketing brochures and the School website. The mission statement is further promulgated through the annual

theme. Faculty and staff collaborate on the theme, which is usually a Biblical quotation and based on the mission statement. The music teacher composes a song for the theme and teach the School community. The theme is celebrated in song at all Masses and liturgies.

Student ambassadors lead the student body in reciting the mission statement every Monday morning as part of the prayer service. Graduates recite the mission statement for their parents at the commencement ceremony. Most school presentations begin with prayer and the mission statement. Students, parents, guardians and community members are constantly reminded of the mission as administration explains tuition planning, policies, COVID mitigation strategies and service projects. Students in the upper grades and parents know the mission statement; however, the School realizes the need to condense the heart of the mission statement for younger students and acknowledges not all constituents fully comprehend and integrate the message with regularity.

Key Strengths for Standard 1

- The mission statement clearly communicates the commitment to Catholic identity and to Gospel values.
- The Leadership Team uses the mission as the foundation and reference point for planning and decision making.

Key Growth Areas for Standard 1

- The Leadership Team should establish a schedule for a more frequent review of the mission statement.
- Constituents, including students, should understand and integrate the mission statement in all aspects

Evidence

[Mission and Philosophy Statements](#)

[Survey Data](#)

[School Themes](#)

[Family Handbook](#)

[State of the School](#)

[School Website](#)

Standard 2 - An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.	3.5
2.2 Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.	2.5
2.3 Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.	3

2.4 The school's Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.	3.5
2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.	3
2.6 Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.	3
2.7 The theory and practice of the Church's social teachings are essential elements of the curriculum.	3
Average of all Benchmarks – Standard 2	3

Faculty updated the St. John religion curriculum by reviewing different approved resources and choosing those based on Archdiocesan standards. Sophia Institute's *Spirit of Truth* is the main curriculum used across grade levels. Teachers use curriculum maps or syllabi for Religion planning, which is based around Church seasons, Church teachings, traditions and prayer. Religion teachers have taken approved resources available and incorporated into their daily religion lessons. All Religion teachers assess prayers, doctrine and liturgy participation. All faculty incorporate religion instruction into subject areas and topics. During the pandemic, attendance at Mass fell. The School acknowledges the need to reteach students in Catholic tradition and liturgies.

Religion teachers are certified in academic and catechetical preparation certification. All teachers have continued their certification through Symbolon, the Augustine Institute online program. They also participated in the faculty-wide *Christ in the Classroom* professional development led by the Principal.

St. John School follows Common Core standards for their core subjects and the Archdiocesan standards for religion instruction. These standards are communicated to students and parents through newsletters, *Powerschool*, class web pages, assessments and lessons. Teachers also connect their lessons to the Schoolwide Learning Expectations (SLEs), and students live the School's SLEs daily. SLEs are acknowledged through the School's positive reward program called *Soaring Eagles*. Soaring Eagle recipients are recognized during Monday announcements and at student liturgies. Excellence in academic and intellectual formation in all subjects, including religion, is articulated in the School mission statement, modeled by the School community and measured through assessments.

Scripture and Catholic traditions inform faculty teaching. Teachers and students begin the day with prayer, and students learn many forms of prayer, including prayers in Spanish, throughout their time at St. John. Each grade level experiences liturgies through class Masses throughout the year. The Pastor teaches the parts of Mass, and his homilies are focused on the age group present. Classes are encouraged to attend adoration in the church. Students are challenged to think critically about current topics, social justice issues, caring for the dignity of the human person and helping those in need. Students demonstrate knowledge of Catholic teachings through service projects, presentations and assessments. Fifth and eighth graders are formally assessed through the ACRE test.

Catholic culture and traditions are celebrated throughout the school year, which begins with the Pastor leading an all-school Blessing of the Backpacks and food drive for a local elementary school, Broadview-Thomson K-8. At Catholic Schools Week Sunday Mass, different cultures and languages are represented within the liturgy. Teachers also incorporate Catholic traditions in their curriculum such as Día de los Muertos celebrations in fourth and fifth grade Spanish classes, and Christmas Around the World in first grade. Crucifixes and altars are displayed in every classroom.

Catholic Social Teachings and Social Justice are tightly woven into the middle school curriculum, and students participate in several outreach programs. For example, through MDI, seventh graders learn about working together for the common good. Additionally, using the teachings of Jesus in the New Testament, seventh graders, along with Catholic Community Services, design and participate in programs that directly help the marginalized, such as residents at the Josephinum, the Recovery Café and the Martina Apartments. Services to others permeates the entire School. Every grade level supports an international student through Unbound. The School participates in Catholic Relief Service's Rice Bowl. Many grades have organized food, clothing, hygiene kit and diaper drives and fundraisers for various causes, both local and global. All classes and the Parish incorporate a Saint of the Month that is connected to a specific Catholic Social Justice teaching and social-emotional learning.

Key Strengths for Standard 2

- Incorporating Catholic Social Justice Teachings within classrooms, curriculum and service projects.

Key Growth Areas for Standard 2

- Prioritize our Catholic Religion lessons in equal standing with other core academic subjects across the grade levels.
- Create an awareness with parents that the School is integrating social justice teaching in all subject areas.

Evidence

[Religion Curriculum Maps](#)

[Religion Lesson Plans](#)

[Catechetical Certification](#)

[School Service](#)

[School Mass](#)

[AM Prayers](#)

[ACRE Data](#)

[Survey Data](#)

Standard 3 - An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.	3
3.2 Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.	2
3.3 Every student participates in Christian service programs to promote the lived reality of action in service of social justice.	3

3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.	3
Average of all Benchmarks – Standard 3	2.8

St. John students are provided multiple opportunities to pray throughout the school day. The School has an all-school, student-led prayer time on Monday mornings. Teachers provide daily prayer in their homeroom classes, and many classes have student prayer leaders who facilitate classroom prayer time. Students pray before and after meals. They actively participate in liturgy as readers, cantors, student sacristans and altar servers. Students also participate as homilists at Catholic Schools Week and Baccalaureate Masses, and the Pastor’s homilies at all-school and class Masses are student directed, applicable and engaging.

Prior to the pandemic, middle school students participated in bi-annual grade level retreats. These retreats were formative events, emphasizing community building and faith-formation. The School plans to recommit to these engaging, faith building retreats when it becomes safe to do so. Recognizing that providing these types of faith building retreats is an area for growth, especially in our primary and intermediate departments, the School looks forward to developing age-appropriate, faith-centered retreats in which all students can participate.

Students routinely participate in self-directed, age-appropriate service projects. All students, through their classroom, sponsor an international student through Unbound. Middle school students participate in several service projects, such as MDI, Westside Baby, St. Vincent de Paul and an annual sixth grade food drive. Fourth grade students lead an annual hygiene kit drive for those who are unsheltered. Additionally, as needs arrive in our community, students rise to the occasion leading several student-initiated service projects, such as fundraisers for Ukraine, supply drives for the men’s homeless encampment at Phinney Lutheran Church, a clothing drive for an Eastside school and many more.

Administrators, faculty and staff serve as models of faith and service for our students. They are active participants in prayer, mass and community events. Faculty regularly gather for prayer, and each staff meeting begins with a time of guided, intercessory prayer. All teachers lead classroom prayer, engage with students in discussions about faith and social justice and actively participate in liturgy and community outreach events. It is a clear, explicit expectation of candidates who are applying for positions at St. John to serve as role models of faith and service for the community.

Key Strengths for Standard 3

- Service as a whole school community; students see role models of faith in all faculty and staff.

Key Growth Areas for Standard 3

- Creating more opportunities for faith retreats for students by departments.

Evidence

[AM Prayer](#)

[Service](#)

[Student Retreat](#)

Standard 4 - An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

4.1 The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.	2
4.2 The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith.	2
4.3 The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents/ guardians to grow in the knowledge and practice of the faith.	2
4.4 All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.	3
4.5 Every administrator, faculty, and staff member visibly supports the faith life of the school community.	3
Average of all Benchmarks – Standard 4	2.4

The Leadership Team provides retreats and opportunities for the faculty and staff. Opportunities for praying together are frequent. Faculty and staff gather to pray the Rosary after school to support colleagues experiencing loss or in need of healing. During Advent all are invited to be prayer angels for one another. Faculty and staff pray at the beginning of all meetings. Less frequent are opportunities for spiritual growth. Incorporating retreats more consistently will enhance the spirituality and faith formation of faculty and staff. The School sees this as an area for growth.

The Leadership Team assists parents in their primary role of supporting their child in their faith in a variety of ways. This is an area that was deeply affected by COVID as in-person opportunities were put on hold. Before and during the pandemic, teachers in the second grade continued to assist families with sacramental preparation. Middle school teachers helped parish staff prepare both current and alumni students for the sacrament of Confirmation.

St. John Parish and School collaborate closely to offer ongoing opportunities for parents to grow in their knowledge of faith. The Parish has created many groups open to parents for participation, including book clubs, rosary group, and St. Vincent de Paul. Additionally, both the Parish and School have hosted speakers to provide time for personal faith-based growth. Consultant Dave Watson led the faculty and staff in monthly meetings on diversity, equity and inclusion. He also presented to the Parent Association. Parishioners were given the opportunity to participate in a Synodal process, coming together to reflect on how we journey together as the Church, to share experiences and to pray and ponder where the Holy Spirit might be calling the Church. While there are currently many opportunities available to parents, the School acknowledges that an area for growth is to expand opportunities with other institutions to grow in faith.

All adults involved in the School community are regularly invited to participate in a variety of service projects to support the broader community. Parents have assisted their children in creating both Lunches of Love and hygiene kits for St. Vincent de Paul. Westside Baby cribs are located throughout the campus allowing parents to support low-income families by donating physical items such as diapers, furniture and clothing. The Parish coordinates with the School to help Broadview Thomson K-8, a local elementary school through the Blessing of the Backpack Food Drive in the fall and the Giving Tree during Advent. Throughout the school year, monthly fundraising hot dog and hamburger lunches support

Catholic Relief Services, a sister school and parish in Peru and other ministries. Parish staff also coordinate opportunities to support The Noel House and St. Martin de Porres Shelter. Twice a year, outside the work day, faculty and staff fundraise for Unbound. Participation in service is continual and varied, which enables each member of the community the chance to live out Gospel values.

Administration, faculty and staff have a strong and visible commitment to promoting social justice. It is one of the Parish School's strengths and demonstrates deep commitment to supporting the faith life of the community. Students consistently see the good work modeled by administration, teachers and staff members who are acting for the common good.

Key Strengths for Standard 4

- The strong and visible commitment administration, faculty and staff have to social justice and service shows the School's commitment to supporting the faith life of the community.
- The strong working relationship between the Parish and School which offers opportunities for adult faith formation and service.

Key Growth Areas for Standard 4

- Incorporating retreats more consistently throughout the school year in order to enhance the spirituality and faith formation of staff.
- Providing greater opportunities for parents/guardians to grow in the knowledge and practice of the faith.

Evidence

[Parish Website](#)

[Faculty Retreats](#)

[First Communion](#)

[School and Parish Service](#)

[Adult Faith Formation](#)

[Survey Data](#)

Summary of Domain 1

St. John School is first and foremost a Catholic school, guided and driven by a mission that is rooted in Gospel values. The mission statement communicates the commitment of the School to Catholic identity, and it is the foundation for all planning and decision-making. St. John School provides programs and rigorous curricula steeped in the Catholic faith. Catholic Social Teachings and opportunities for discipleship are integrated across the curriculum. Discussion among the stakeholders on the standards in this domain revealed the desire for more retreat-like opportunities for students and faculty and faith-formation opportunities for parents. Stakeholders also acknowledged the need to review the mission more frequently and to create a simplified version for younger children.

Domain 2: Governance and Leadership

Standard 5 - An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality

5.1 The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.	3
5.2 The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.	3
5.3 The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.	3
5.4 The governing body, in collaboration with or through the actions of the leader/ leadership team, maintains a constructive and beneficial relationship with the (arch) diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.	3
5.5 In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.	3
5.6 The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.	2.5
Average of all Benchmarks – Standard 5	2.9

St. John School is fully meeting benchmarks in Standard 5 in the domain of Governance and Leadership. The School Commission membership includes administration, selected current parents and an alumni parent. It meets monthly to act as an advisory board and provide guidance in living the mission of the School. It allows parents an opportunity to work with administration and be leaders in the community. School Commission provides feedback on governance-level policies. Members are selected by administration based on talents and approved by the Pastor.

The School, through onboarding, monthly School Commission meetings and sub-committee work, systematizes the policies of the School's operations to ensure fidelity to the mission, continuity and sustainability. The Strategic Plan has specific action items in place for succession planning at key administrative levels. Emphasis is placed on educating and re-educating all commission members and stakeholders on the Fair Share program. This tuition and giving philosophy are tenets of the School's mission of providing accessible Catholic school education while supporting the operational vitality of the School.

While leadership and membership on committees such as the Parent Association are strong, a systematized policy for transition, rather than informal, would provide for more continuity and sustainability of policies and programs aligned with the mission and support knowledge transfer. This is an area for growth and a goal.

The Leadership Team and School Commission understand the reserved powers of the Archbishop. Marked by mutual trust, there is continuing dialogue and sharing of educational resources through the

relationship with the Archbishop. The Leadership Team acknowledges the Archbishop's legitimate authority, while also maintaining subsidiarity to Fair Share, a distinct philosophy specific to St. John School.

The School maintains a constructive and beneficial relationship with the Office for Catholic Schools consistent with Archdiocesan policy. A collaborative relationship supports the educational mission of the Church and School. Policies established by OCS are implemented at the school level in accordance with the guidelines of the Archdiocese, monitored for alignment, and promote solidarity among area Catholic Schools. Curation of PLCs, the Grace Program, MAP testing and the teacher work covenants are a few examples of this collaborative effort.

School leadership maintains a relationship with the Pastor marked by mutual trust, close cooperation and continuing dialogue, especially on matters of spiritual formation for students and staff and visionary planning for the health of the School. The Pastor and Principal work in unison to create student and faculty retreats. The Pastor and School leadership serve together on the School Commission, Parish Executive Team (Pastoral Council), Parish Finance Council and other committees to ensure fidelity to the School's mission, academic excellence and operational vitality. The Pastor is kept apprised of all school personnel decisions.

The governing body engages in on-going training to ensure the faithful execution of respective responsibilities. While commission members are knowledgeable and comfortable with their roles and responsibilities, the evaluation and self-assessment of the School Commission's annual contributions to the fidelity of the mission have not been included as part of the structure of the governing body. Outcomes have consistently benefited the School, but there is little formal assessment of the governing body. A commitment to creating an ongoing evaluative tool for the governing body is a goal for the School.

Key Strengths for Standard 5

- School's collaborative working relationship and partnership with the Pastor, Parish and OCS.
- Strong school advisory commission is deeply committed to the fidelity of mission.

Key Growth Areas for Standard 5

- Creating an ongoing evaluative tool for the governing body.
- A systematized policy for transition to ensure continuity, sustainability of policies and knowledge transfer within programs aligned with supporting the mission of the School.

Evidence

[School Commission](#)

[Strategic Plan](#)

[School Commission Guidebook](#)

[State of the School](#)

[Fair Share Program](#)

[Organization Chart](#)

[Parent Association](#)

Standard 6 - An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

6.1 The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.	3
6.2 The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.	3
6.3 The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.	3
6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.	3
6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.	3
6.6 The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.	3
6.7 The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.	2.5
Average of all Benchmarks – Standard 6	2.9

St. John School is fully meeting the benchmarks in Standard 6 in the domain of Governance and Leadership. The School Leadership Team meets national, state and Archdiocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leaders of the School.

The mission serves as guiding ethos for the School. The Leadership Team articulates a clear mission and vision for the School and provides opportunities for the community to engage in a school culture that embodies this collective vision. The mission is present in the daily activities of the School. The mission statement, along with the Schoolwide Learning Expectations, are posted in each classroom. Students recite the mission at gatherings and during Monday announcements. Furthermore, the mission of *acting for the common good* is lived through community and school-driven missionary discipleship. The School is committed to providing encounters that allow students to embody the mission.

The Strategic Plan details initiatives directed toward professional development for faculty and staff, and the Leadership Team is responsible for the recruitment of quality personnel. Administration conducts annual formal and informal assessments of teachers and utilizes formative tools, provided by the Archdiocese, to assess performance. The Leadership Team uses data from assessments and annual end-of-year interviews to grow future professional development goals, PLC discussions and schoolwide initiatives to further advance student achievement. The annual budget signifies a financial commitment to support the spiritual and professional growth of the faculty and staff.

The School's Fair Share philosophy encourages collaboration at all levels of the academic and spiritual community. A major part of this philosophy is ensuring stakeholders understand not only their financial

commitments but also how their talents and expertise can be engaged to support the School. The School Leadership Team, during Curriculum Night gatherings and at the annual State of the School presentations, provides stakeholders with clearly delineated goals, objectives, assessment protocols and budget predictions. School leadership actively promotes, plans and seeks collaborative opportunities to advance the School's excellence.

Differentiation, curriculum mapping and use of data are some target areas faculty continue to develop to inform instruction and improve student academic growth and achievement. PLCs provide frameworks to support on-going professional development and analysis of student data. During August in-service, School leadership guides faculty in setting schoolwide academic goals based on the analysis of schoolwide data. Professional development offerings are delineated from goal setting to ensure a high level of achievement. School goals are focused on continuous improvement with frameworks delivered by School leadership on curriculum, formative and summative assessments, teaching strategies and communication. School leadership recognizes the need to re-emphasize the planning and assessment for the adoption of new curriculum. The COVID-19 pandemic delayed new curriculum assessment and adoption and annual academic goal-setting for the 2020-21 and 2021-22 school years. These years became more about survival versus *rigorous and coherent sequence of academic courses based on standards and rooted on Catholic values*. A return to these practices is an area for growth.

The Leadership Team ensures the operational vitality and effectiveness of programs critical to the School. Through collaboration with the Parish and School Commission, clearly designed and delineated roles and responsibilities are implemented to maintain programs and services that promote continuous growth of student learning. The School recognizes its good fortune as it possesses sufficient, dedicated personnel and the financial capacity to effectively implement programs and policies that serve the School's mission. The most recent Strategic Plan (2019) is representative of this collaborative relationship. Subcommittees from School Commission assisted in interviewing stakeholders, analyzing survey data and crafting goals designed to ensure the operational vitality of the School. Parish and School administration regularly meet to discuss important topics, such as budget, personnel and facilities, ensuring a strong, collaborative vision for the future. The position of Director of Admissions and Development was increased to full time to help ensure continued growth and long-term operational vitality.

Communicating new initiatives and/or changes to School programs to all constituents is both a strength and area for growth for the School. While the School is proactive, transparent and utilizes a variety of modalities (newsletters, school/teacher webpages, emails, social media, virtual gatherings, etc.) for parent communication, internal communication to faculty and staff can be strengthened. It is imperative faculty and staff understand all facets that contribute to the mission and vision of the School. Prior communication patterns suggest a habit of reactions to situations rather than the development of intentional long-term strategies.

Key Strengths for Standard 6

- The Leadership Team, together with faculty, articulates a clear mission and vision for the School and provides opportunities for the community to engage in a school culture that embodies this collective vision.
- The School's Fair Share philosophy encourages collaboration at all levels of the academic and spiritual community.

Key Growth Areas for Standard 6

- Create a process for communicating specific initiatives prior to, during and after implementation, with particular attention for faculty and staff to gain understanding of facets of all the domains that contribute to the mission and vision of the School.
- Articulate a cycle of curriculum evaluation and adoption.
- Create a reporting system for annual academic goal-setting for both individual teachers and School.

Evidence

[Teacher Certification](#)

[Catechitical Certification](#)

[Mission and Philosophy Statement](#)

[Classroom Communication](#)

[NewsViews](#)

[School Facebook](#)

[Report Cards](#)

[The Strategic Plan](#)

[School Budget](#)

[School Commission](#)

[State of School](#)

Summary of Domain 2

St. John School respects the authority of the Archbishop, the Pastor and the Office for Catholic Schools. The School maintains a strong working relationship with the Parish, parish councils and School Commission, ensuring commitment to the mission, the Fair Share program and the operational vitality of the School. The Leadership Team strives to maintain religious and academic excellence through continuous curricular and programmatic review and faculty professional development.

Domain 3: Academic Excellence

Standard 7 - An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.	3
7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.	3
7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.	2

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.	2
7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.	3
7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.	3
7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.	3
7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.	3
7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.	3
7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.	3
Average of all Benchmarks – Standard 7	2.8

Curriculum and instruction at St. John is aligned to the appropriate standards, is rigorous and includes skills such as problem solving, collaboration and perseverance. Catholic values are integrated across the curriculum. There is a clear progression in knowledge and academic skills as students' progress through the grades. Student learning is monitored on a continual basis with the use of standardized tests and a variety of classroom-based assessments. Students who struggle to meet standards are referred to the Student Support Team, and a plan is developed to support these students' learning. The majority of St. John students consistently make progress at a rate that exceeds national and Archdiocesan averages.

Teachers utilize technology in their instruction to better reach diverse learners. While students use technology regularly, and individual laptops are assigned to students in fourth through eighth grades, the School recognizes the need for professional development for teachers to better utilize technology. Teachers need to familiarize themselves with ISTE standards, and the School needs to adopt or create a plan for technology instruction while also developing students' skills in this area.

A variety of strategies are used to engage and support student development. The Student Support Team, comprised of two reading specialists, learning specialist, math specialist and a school counselor, develops and helps implement accommodation and/or behavior plans and provides specialized instruction and counseling services. Teachers implement the Second Step curriculum in kindergarten through eighth grades to help support relationship building, healthy self-esteem and the ability to make good choices. The school counselor further supports all students with class lessons that address the affective dimensions of learning. Teaching assistants in the elementary grades are used to differentiate instruction and provide additional academic and behavior supports. Since the last accreditation cycle, a layered support approach was implemented, including increasing the school counselor's position from .4 to full time. As a result of the pandemic and other social-emotional challenges, students' mental health needs have increased. Creating a schoolwide SEL plan to support the current level of need is an area for growth.

Enrichment is also an area for growth, as reflected through anecdotal comments on parent surveys and the loss of some enrichment opportunities due to the pandemic. Creating PLCs and professional development opportunities for the instruction of high achievers is needed. A return to hosting co-curricular clubs and activities, both after school and in the summer, will help support students achieving beyond grade level.

Faculty regularly participate in professional learning communities to improve instruction and support student learning. Setting up a more formal process for PLCs to create and evaluate goals could lead to better outcomes. Faculty and staff have completed all licensing requirements as established by the State of Washington, the Office of the Superintendent of Public Instruction and the Archdiocese of Seattle. These records and certificates are updated and renewed by faculty and staff and maintained within a school database. Faculty and staff also regularly participate in professional development centered on student learning at the school and Archdiocesan level, as well as pursuing individual professional goals. For example, during the 2021-22 school year, the School provided a year-long diversity, equity and inclusion development opportunity for faculty from an outside consultant.

Key Strengths for Standard 7

- Curriculum and instruction are clearly aligned to Archdiocesan and national standards. Standards are used to ensure a coherent sequence and include the integration of religious, ethical and affective dimensions of learning.
- The needs of diverse learners are supported through the Student Support Team, accommodation plans, collaboration with the local school district and outside professionals and the differentiation of instruction by classroom teachers and assistants. Clear processes are in place for assisting the identification of students with learning needs and to support these students and their families.

Key Growth Areas for Standard 7

- Develop a schoolwide professional development plan to improve instruction and facilitate student learning, particularly in the areas of technology and enrichment.
- Create a formal process to analyze and adopt curriculum materials that better support 21st century learning.

Evidence

[Lesson Plans and Classroom Assessments](#)

[Student Support and Enrichment](#)

[School Technology Plan](#)

[Teacher Data](#)

[PLCs](#)

[Survey Data](#)

[Mission/Philosophy Statements](#)

[School Wide Learning Expectations](#)

Standard 8 - An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.	3
8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.	3
8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.	3
8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.	3
8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.	2
Average of all Benchmarks – Standard 8	2.8

St. John effectively uses a variety of assessments to gather information about students' academic growth and to inform and improve instruction. Data is aggregated and normed to appropriate populations. The MAP test is administered in the fall and spring to students in grades two through eight. In 2021, the kindergarten and first grade teams discontinued the MPG test and moved to a one-on-one model with ESGI testing software to better match the developmental stage of the students. For additional information on reading growth, first and second graders are administered the Star test three to four times a year, and third through fifth graders are administered the Achieve3000 LevelSet assessment. Universal screening with the Acadience reading assessment (formerly DIBELS) is completed in first and second grades with students in intervention in third through sixth grades. Data from these assessments is used to create small groups and to measure and analyze growth for individual students, classes, grades and the School. Student data is shared with families at teacher conferences and schoolwide data is shared with the school community at events such as State of the School. Students at St. John consistently meet or exceed the benchmark of one year's growth on these assessments.

Students performing below standard are supported by learning specialists. Teaching assistants further support students in kindergarten through third grades. Small groups for reading support meet daily in kindergarten through second grades. Reading and writing support occurs in third through eighth grades, and executive functioning skills are explicitly taught in middle school academic support classes. The math specialist and teaching assistants work with students during whole-class instruction and in small independent groups for support and enrichment. Data from standardized testing shows growth among students participating in these groups, with students often achieving significantly more than a year's worth of progress per academic year.

Teachers use a variety of classroom assessment tools to further inform and evaluate learning and instruction. Both formative and summative assessments are used throughout the school year and include teacher-created assessments and assessments from published curriculum resources. Grade-level teacher teams meet to align assessments and evaluation criteria so that assessments are fairly administered and reliable measures of learning; however, alignment across grade levels continues to be an area for growth. Assessments are matched to the learning in the classroom and allow teachers the

opportunity to analyze results and adjust instruction as needed for individual students, small groups and whole class. To further inform and evaluate learning and instruction, faculty are assessed with the tools provided by the Archdiocese. Administration provides feedback to teachers both through informal, walk-through notes and annual performance reviews.

Faculty meet regularly to review assessment data in both whole-group and PLC settings within departments. Data is used to inform instruction and the selection of curriculum materials. As part of the previous accreditation cycle, ELA has been a particular area of focus, and school staff have worked to adopt a schoolwide writing curriculum, create common benchmark assessments and rubrics and align scoring criteria to national and Archdiocesan standards.

While PLCs are used at St. John School, the School recognizes that growth is needed in this area, which would include more deliberate goal-setting, detailed planning and setting benchmarks for success. A more intentional approach towards PLCs will provide more opportunities for teachers to work together to improve instructional effectiveness and students' learning.

Key Strengths for Standard 8

- Data from standardized tests, classroom assessments and classroom observations are used to identify trends, inform instruction and evaluate the effectiveness of school programs.

Key Growth Areas for Standard 8

- Create a more formal process for PLCs to set and evaluate goals with a focus on measurable impact on student learning.
- Create more common assessment tools within departments.

Evidence

[Standardized Test Data](#)

[Lesson Plan and Classroom Assessments](#)

[PLCs](#)

[Student Support and Enrichment](#)

Standard 9 - An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

9.1 School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community.	3
9.2 Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.	3
9.3 Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.	3
Average of all Benchmarks – Standard 9	3

St. John School is effective in providing programs and services to enrich the academic program and support the development of student and family life aligned with the mission. All families are members of the Parent Association, which coordinates monthly meetings, volunteer opportunities within and outside the classroom, parent development evenings with guest speakers, social gatherings and opportunities to work with School leaders. Parents are involved in service-oriented projects that benefit the School community and support the mission of the School. Parents help organize and facilitate the annual Jogathon and Auction, which are the primary fundraisers for supporting the mission.

A full-time counselor, four learning specialists, and eight teaching assistants provide the necessary support for the students to successfully complete the School program. The Student Support Team provides instruction to students performing below benchmarks, and data from standardized tests show these services are effective. Teaching assistants help provide differentiated instruction and behavior management to support students in kindergarten through third grade.

The School counseling services are a particularly strong, with the counselor providing a range of services to the student body, including whole class lessons in all grades, friendship and feelings groups and individual counseling for students with the highest need. The counselor regularly partners with families to access outside services and to provide parent education. A monthly newsletter is published by the counselor in NewsViews. The counselor page on the School website is rich in resources and lessons that all families can access. The creation of a schoolwide social-emotional plan and a focus on professional development for teachers would further complement current services.

A variety of co-curricular and extracurricular activities are provided for students to grow and develop their talents and gifts. However, with restrictions brought on by COVID-19, this has become an area of growth. Examples of current activities include academic and wellness support services, after school clubs, CYO opportunities, choir and an annual musical. In 2022, the School implemented middle school electives, taught by classroom teachers, specialists, and parents, in order to provide students with more choice and extension opportunities. These programs are accessible to students and descriptions can be found on the website and are published in the weekly all-school newsletter.

Key Strengths for Standard 9

- Existing counseling services are strategic and effective in meeting the social-emotional needs of learners.
- Parents are provided multiple opportunities to participate in the life of the St. John community through volunteer opportunities in the Parish and School, as well as participation in the Parent Association, School Commission, education nights, planned social events and clubs.

Key Growth Areas for Standard 9

- Establish informal mental-health PLCs (across departments) to share ideas and resources to address students' mental and emotional health needs.
- Create a schoolwide behavior plan with tiered interventions to be implemented in the classroom and through counseling services.
- Develop and implement a strategic plan for increasing the number of extracurricular and co-curricular activities to recover from the changes brought on by the pandemic.

Evidence

[Parent Association](#)

[Student Support and Enrichment](#)

[School Counselor Website](#)

[Co-Curricular Offerings](#)

[NewsViews](#)

Summary of Domain 3

Overall St. John School is effective in most areas of the academic excellence domain. Particular areas of strength include alignment of instruction with the relevant standards and providing support and differentiated instruction for students performing below grade level standards. Data from a variety of sources is used to evaluate and inform instruction with PLCs meeting to review and discuss trends. A full-time counselor serves students in all grades to support the students' social and emotional growth. Multiple opportunities are available for the parent community to engage in the life of the School.

Improvement of St. John School's academic program should be focused on creating more intentional strategies and procedures for efforts already in place. For example, PLCs could be strengthened by creating a process to formally set and evaluate goals for the groups. A schoolwide plan for supporting student behavior would allow for more consistency across grade levels. A plan for reinstating and creating new opportunities for students and families to participate in extracurricular activities would support the School's recovery from changes brought on by the COVID-19 pandemic.

Domain 4: Operational Vitality

Standard 10 - An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

10.1 The governing body and leader/leadership team engage in financial planning in collaboration with experts in nonprofit management and funding.	3
10.2 Financial plans include agreed-upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.	3
10.3 Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.	3
10.4 Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.	3
10.5 Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.	3

10.6 Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.	3
10.7 The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.	3
10.8 The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.	3
Average of all Benchmarks – Standard 10	3

St. John has experts in the field of financial operations and non-profit management on the School Commission and Finance Council. Currently, the Chair of the Finance Council is a former CFO for the Archdiocese. Membership also includes a financial advisor and an analyst, a non-profit director and a bank CEO. Members are committed to the mission and operational vitality of the Parish and School.

Prior to each monthly finance meeting the PAA send statements to the Leadership Team and the Chair of the Finance Committee, which are reviewed prior to distribution to the Finance Council and the Parish Executive Committee (now Pastoral Council). The Finance Council Chair prepares the agenda for each meeting. The Principal sends quarterly reports to the Assistant Superintendent for Financial Services at the Office for Catholic Schools. At regional meetings, the principals discuss and share information on enrollment, tuition costs and salary ranges. Creating an updated projection of anticipated five-year operating costs and revenues, along with articulated tuition increases, is a goal for the Finance Council and School.

Each year, the School's mission, the five-year plan and previous years' expense data and enrollment trends are reviewed to prepare the projected and current budgets. Statements of actual revenue and expenditures help determine the annual cost per pupil. These tuition projections are shared with the Finance Council, School Commission, and parents during admissions season and the annual State of the School presentations. Taking into account compensation/salary scales, other health benefits and retirement costs, once enrollment is completed, and Fair Share tuition and Annual Fund pledges are calculated, the budget is reforecast.

Tuition, preschool through grade eight, along with Extended Daycare, accounts for approximately 79% of the School's revenue. Fundraising, which includes the Annual Fund, the Auction and Jogathon, account for approximately 14% of revenue. The School's Endowment fund, held at the Archdiocese and managed by Mercer, disperses annually up to 3.5% of the interest earned to the School's operating budget. St. John receives donations for financial assistance through Fulcrum Foundation and from private donors. Maintaining revenue outside of tuition collections is a strength of the School community, particularly during the COVID-19 pandemic.

Salary and benefit costs account for 87% of the school's expenses. Other expenses include program expenses, instructional materials, professional development, utilities, building insurance, etc. Though the buildings are owned by the Archdiocese, the School is responsible for maintenance and all costs associated with running them. The Finance Council and Leadership Team acknowledge the need to add an expense line item for deferred maintenance. Large-scale capital projects will be covered through future Capital campaigns and annual efforts like the Auction and Fund-a-Need. The School maintains

designated and restricted fund accounts, which include funds for scholarships, textbooks and technology (hardware and software upgrades).

The School mission drives financial planning. In order to provide an excellent Catholic education, a goal of the last Strategic Plan was to hire and retain high quality faculty and staff and to award and maintain fair and just salaries that are comparable to the public sector. Over the years, the Leadership Team promoted this goal at events. Families understood the need for the annual average 5% tuition increases and were generous in their fundraising. Tuition collection has remained strong and predictable, and annual giving to the School's Annual Fund has increased every year of the current accreditation cycle. Currently the St. John School faculty compensation is competitive with the Seattle Public Schools salary scale.

The School is committed to making a Catholic education accessible to all who desire it. The Leadership Team provides families with information about the Fair Share program. This program allows Parish families to prayerfully discern how much they can afford to pledge for tuition. Should they have an emergency throughout the year, they may amend their pledges and payments. Non-parish families are also informed about access to financial assistance both through the Fulcrum Foundation and through school scholarships. All families are part of the Fair Share program as this philosophy extends to all giving beyond tuition.

Families are also kept informed about the most current financial picture through the Annual Reports, the annual State of the Parish and the State of the School, which is required for all families. At both meetings, families are informed about how resources are used to further the mission of the Parish School, detailing revenue sources and expenses, and how the cost to educate per student is determined. Transparency and commitment to financial stewardship are strengths of the School.

Key Strengths for Standard 10

- Communication and collaboration among School Commission, Finance Council, Parish and School Leadership Team.
- Maintaining revenue outside of tuition collections is a strength of the School community, particularly during the COVID-19 pandemic.

Key Growth Areas for Standard 10

- In collaboration with the Parish, update the five-year financial plan/budget projections to include budgeting for the future and repairs and upgrades outlined in the facilities study.

Evidence

[Finance Council](#)

[Budget Preparation](#)

[School Income Statements](#)

[School Budget](#)

[Fundraising](#)

[Fair Share Program](#)

[Annual Reports](#)

State of School

Standard 11 - An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with arch/diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

11.1 Human resource programs are professionally staffed at the appropriate level (i.e., central office, school office) and ensure full compliance with human resource policies.	3
11.2 Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.	2
11.3 Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.	4
11.4 Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.	3
Average of all Benchmarks – Standard 11	3

St. John School is a category 1 parish school in the Archdiocese of Seattle and is member of that corporation. The Archdiocese has a well-staffed Human Resource office, which along with the Superintendent and the Office for Catholic Schools, ensure that St. John is well supported and in compliance with all mandates and human resources policies. St. John Parish and School have staff who are responsible for the implementation of the policies at the local level and who inform, advise and support St. John faculty and staff and maintain all necessary documentation.

The Archdiocesan Policy Manual is reviewed and updated regularly, and School leadership is kept informed via regular meetings and the Office for Catholic Schools website. For example, over the past three years, the Office for Catholic Schools held multiple meetings weekly to support schools on the ever-changing mandates around COVID. The Archdiocese has also added an Assistant Superintendent for Finance who regularly attends principal meetings to support schools in the areas of financial planning and budgeting.

School leadership, in turn, informs faculty and staff of updates and provides clarity for responsibilities, expectations and accountability. Archdiocesan policies are included in the St. John Family and Faculty handbooks and where applicable in the Middle School Handbook. New faculty attend an orientation at the Office for Catholic Schools at which policies and health benefits are discussed. St. John Leadership Team also hosts an orientation at the local level. The School confirms a need to update the current Faculty Handbook.

St. John salaries are benchmarked against Seattle Public Schools. One of the goals of the 2019 Strategic Plan was to hire and retain quality teachers and to pay a just and equitable salary. At that time, the School Commission and Leadership Team established a plan to raise salaries to 100% of the Seattle Public Schools total compensation. That goal has been met. The benefits package is determined at the Archdiocesan level and includes health, vision, dental and retirement options.

Professional development for faculty is available through the School budget and through Title IIA federal funds. Areas for growth are determined by accreditation goals or by immediate need; for example, in

the current year, faculty requested and received a consultant on diversity, equity and inclusion. Teachers and staff may also request funds to attend a class for their individual goals and growth. Catechetical certification is required for all teachers of religion, and the cost is covered at the individual school level.

Key Strengths for Standard 11

- Salaries and wages are just and equitable.

Key Growth Areas for Standard 11

- The St. John Faculty Handbook needs to be updated.

Evidence

[Archdiocesan Policy Manual](#)

[Office for Catholic Schools Website](#)

[St. John Family Handbook](#)

[St. John Faculty Handbook](#)

[Middle School Handbook](#)

[Title IIA Funds](#)

[School Salary Schedule](#)

Standard 12 - An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

12.1 The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.	3
12.2 The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.	3
12.3 The school's purchasing, and physical and technological improvements are, by design, done in alignment with the mission and the school's planning and curricular goals, and consistent with environmental stewardship.	3
Average of all Benchmarks – Standard 12	3

St. John School is about to celebrate its centennial. The main school building is one hundred years old but has undergone many capital improvements driven by the mission to be an accessible and welcoming community for an excellent Catholic education. Egan Hall, home of the auditorium, cafeteria, and gym, was added in the 1960's. Quigley Building, which houses the Preschool and Extended Daycare, was a former convent and then parish offices. The rectory was recently renovated for parish and school administrative space. The portable classrooms on the east campus serve as auxiliary spaces and were instrumental in providing spaces for classes to socially distance during the COVID-19 pandemic.

The School Commission, Finance Council and Executive Committee maintain a long-term Facilities Plan. This guiding document helps determine scheduled updates and repairs to the campus. A line item for deferred and unexpected maintenance was added to the expenses in the budget. Funding this line item

continues to be a goal of the Parish School. There are also reserve funds that can be accessed if circumstances should necessitate. The School's annual Fund-a-Need, part of the Auction, has provided revenue to complete a multi-year window installation project, upgrades to the school's fire alarms and notification systems and new bleachers in the gymnasium. A complete energy audit of the campus, with an effort toward environmental stewardship, is a goal of the Parish School.

There also exists an updated (2022) Technology Plan to support student learning and accessibility for all students. Computers (HPs, Macs and Chromebooks) along with iPads are available across grade levels. The School employs Google and Microsoft 365 platforms with the goal of student proficiency in both environments upon graduation.

The technology line item in the budget is largely financed through directing matching funds from donors who are employed by local technology companies. This predictable revenue stream allows the School to maintain a consistent replacement schedule for student and teacher hardware along with necessary networking, servers, firewalls and security. Technology restricted funds are designated for major hardware acquisitions and were greatly utilized during the COVID-19 pandemic to ensure equity and accessibility for all students, learning remotely, hybrid and in-person.

Key Strengths for Standard 12

- A new five-year Facilities Plan has been completed, and the Technology Plan has been updated.

Key Growth Areas for Standard 12

- Complete an energy audit on the campus.

Evidence

[Facilities Master Plan](#)

[Technology Plan](#)

[School Budget](#)

[Financial Position](#)

Standard 13 - An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

13.1 The communications/marketing plan requires school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.	3
13.2 The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.	3
13.3 The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.	2
Average of all Benchmarks – Standard 13	2.7

Marketing and enrollment are areas of strength at St. John School. Administration includes a full-time Director of Admissions and Development, who, along with the Leadership Team, has developed a comprehensive plan of communications and events to maintain/increase enrollment, grow the endowment and advance the School.

To reach targeted audiences and establish reliable and secure databases, the Leadership Team uses multiple platforms including the School’s website, social media accounts and has recently implemented SchoolAdmin, a program that tracks inquiries and enrollment data. The School shares a billboard located on busy 80th Street with the Parish. PowerSchool coordinates student records and keeps parents informed about their students’ academic progress.

Over the past decade, enrollment at St. John School is consistently high. It increased markedly during the pandemic, and the school is currently at capacity. The Leadership Team reviews and analyzes enrollment data to ensure retention and continued growth. The Director of Admissions and Development tours all prospective families, conducts informal surveys and holds exit interviews with those who leave or decide to enroll elsewhere.

St. John also has a Development Plan which includes fundraising and marketing events and on-going research to grow fundraising prospects and opportunities. The School holds an annual Endowment Dinner to grow funds for the future while the Jogathon, Annual Fund and Auction contribute to the operating budget. The Middle School Musical, Christmas programs, Grandparents and Friends Days are well-loved marketing events. The upcoming Centennial celebration is an opportunity to strengthen alumni outreach. The Director of Admissions and Development also collaborates with the Office for Catholic Schools.

Key Strengths for Standard 13

- Well-developed marketing and admissions plan.
- Strong communication avenues with current and in-coming families.

Key Growth Areas for Standard 13

- Continue to explore methods to increase alumni outreach and update the alumni database.

Evidence

[School Website](#)

[School Facebook](#)

[Marketing Materials](#)

[Enrollment Data](#)

[Development Plan](#)

Summary of Domain 4

St. John School is well positioned to sustain its operational vitality into the foreseeable future. The community is blessed to include on its staff and parish leadership councils members who possess a wealth of expertise and experience in finance, human resources management and organizational operations. Communications between the Archdiocese, school Leadership Team, School Commission and the wider school community are clear and consistent. Human resources (and associated policies) are extremely well managed by school and parish staff. Salaries and wages are just and equitable, which helps retain staff in a challenging workforce environment. Facilities, equipment and technology management plans are continuously updated to support the mission of the School. The Development Team has a complete and well-executed marketing and admissions plan, as reflected in the School's current strong enrollment numbers.

Areas for improvement include updating the 5-year financial plan to include budgeting for future facility repairs and upgrades as outlined in the facilities study; updating the Faculty Handbook, which was last updated in 2020; creating more intentional and detailed policies for staff and Leadership Team succession; completing an energy audit for the entire parish/school campus; and improving outreach and communication with St. John alumni and their families.

CHAPTER IV – Educational Improvement Plan

A. Implementation of the Prior Plan from the Last Self-Study

Goal 1 – Improve student achievement for all learners through data-driven, differentiated instruction.

Faculty meetings, department meetings and grade level teams worked to improve student achievement through data-driven, differentiated instruction. Time was set aside to review MAP standardized test data and to create action plans for students and/or instruction. Analysis of Star reading, Achieve3000 LevelSet and performance reports and classroom-based assessments helped teachers determine small groups, goals for instruction and areas on which to focus. Continual review of data allowed teachers to adjust as needed. The MPG (MAP for Primary Grades) was discontinued in kindergarten and first grade, and ESGI was adopted to better assess students at this developmental stage. The results of fall testing were used to create small groups, determine areas of need and inform instruction. The Student Support Team administered additional assessments to students performing below reading benchmarks to inform instruction and create intervention groups. The school counselor conducted surveys to determine students who needed wellness support. Students with identified learning disabilities are supported through accommodation plans. Closure packets are used to share strategies that worked with identified students.

Goal 2 – Administration and faculty will engage in more deliberate goal setting in order to support student learning.

GRACE leadership and faculty set annual goals at the August in-service. Goals were based on using data to drive instruction and the CEL 5D. The GRACE team led assessment of goals using MAP data and workshops on how to read quadrants and student achievement. In the CEL 5D, administration and faculty, focused on student engagement. The School was on target to meet academic goals. Unfortunately, the School had to readjust plans due to the pandemic. The overarching goal in 2020, then, was to open school and get through the year as safely as possible. The School formed a team comprised of representatives from each department, which met throughout the summer. Though challenging, the School adhered to all guidelines from the Centers for Disease Control and Prevention, Washington State Department of Health, Public Health-Seattle & King County, Washington Office of Superintendent of Public Instruction and the Office for Catholic Schools. The second goal/priority was to ensure that faculty focused on the essential standards for each grade level. Following the prolonged remote/hybrid environment, the social-emotional needs of students became an even greater priority. The goals for 2021-2022 included moving the school counselor to a full-time position and having her meet with all grades. Another goal for the year was to begin the accreditation self-study.

Goal 3 – Increase achievement of all students in English Language Arts.

Department teams mapped the scope and sequence of ELA standards. Teachers worked with grade levels above and below to establish cohesive schoolwide curriculum maps. New rubrics were implemented across grade levels. Grade levels focused on expository, persuasive or narrative writing, based on grade level groupings for benchmark assessments at the beginning and end of the school year. Teachers continued to evaluate the assessment process and used assessment data to guide instruction. Teachers also used data from pre and post writing assessments to determine areas that need specific instructional focus. Step Up to Writing was adopted schoolwide.

B. Key Strengths and Critical Growth Areas

Key Strengths:

Domain 1 Mission and Catholic Identity:

- The mission statement clearly communicates the commitment to Catholic identity and to Gospel values.
- The Leadership Team uses the mission as the foundation and reference point for planning and decision making.

Domain 2 Governance and Leadership:

- The School's Fair Share philosophy encourages collaboration at all levels of the academic and spiritual community.
- The School has a strong working relationship and partnership with the Pastor, Parish and Office for Catholic Schools

Domain 3 Academic Excellence:

- Curriculum and instruction are clearly aligned to Archdiocesan and national standards. Standards are used to ensure a coherent sequence and include the integration of religious, ethical and affective dimensions of learning.
- The needs of diverse learners are supported through the Student Support Team, accommodation plans, collaboration with the local school district and outside professionals and the differentiation of instruction by classroom teachers and assistants. Clear processes are in place for assisting the identification of students with learning needs and to support these students and their families.

Domain 4 Operational Vitality:

- Salaries and wages are just and equitable.
- Strong communication and collaboration are apparent among School Commission, Finance Council, Parish and School Leadership Teams.

Critical Growth Areas:

Domain 1 Mission and Catholic Identity:

- Create more opportunities for quality faith retreats for all constituents of the St. John community.

Domain 2 Governance and Leadership:

- Faculty will create and engage in a curriculum assessment and adoption cycle with the goal of supporting student achievement.

Domain 3 Academic Excellence:

- Develop a schoolwide plan to improve student learning and achievement in the area of technology.

Domain 4 Operational Vitality:

- Create and maintain budget line items dedicated to future school repairs and maintenance as outlined in the overall facilities study.

C. New Educational Improvement Plan (EIP)

EIP: Domain 1 Catholic Identity

Goal: Create more opportunities for faith formation for all constituents of the St. John community.

Strategies	Activities	Resources	Person(s) Responsible	Assessment	Timeline	Reporting Methods
Schedule annual faith formation activities into the annual calendar for students and faculty	Dedicate calendar time for Parish/School staff and faculty, students and families to participate in: 1. Mass 2. Service opportunities 3. Retreats	Calendar Staffing Location	School Administration Faculty School and Parish staff	Events calendars Evaluation of service and faith formation activities	Spring 2023 through Spring 2029	Calendar
Identify spiritual and retreat leaders who regularly work with students, faculty and families to enhance faith formation.	Find retreat leaders within the St. John community Research potential faith formation leaders through the Office for Catholic Schools and the Office for Faith Formation Gather information from other schools and parishes to determine high quality speakers for different groups including faculty/staff, students and families	Pastor and Parish faith formation leaders Archdiocese of Seattle Faculty	School Administration Faculty School and Parish staff	Surveys Attendance sheets Calendar Confirmed speakers/presenters reflected on calendars	Spring 2023 through Spring 2029	Meeting notes Research notes Planning notes Payment
Identify retreat and faith formation	Research off-site locations convenient to the school	Archdiocese of Seattle Faculty	School Administration Faculty	Retreat handouts	Bi-annually: beginning and end-of-year retreats for	Internal documentation for School and Parish

locations for all constituents		Parish staff	School and Parish staff	Planning notes Anecdotal records	faculty and students	
Utilize the school Liturgy Committee and the Parish Faith Formation staff to help plan and evaluate faith formation initiatives, activities, and service opportunities	Identify topics of faith formation in line with the St. John mission and/or the annual school theme Utilize Archdiocesan <i>Christ in the Classroom</i> materials for the annual fall retreat Plan activities for faith formation and service	Faculty Parish staff	School Administration Business Administrator Faculty and Parish staff	Minutes and agendas from Liturgy team meetings Faith Formation minutes and agendas	Bi-Annually; beginning and end- of-year retreats for faculty and middle school students Periodic retreat opportunities for parents reflected in School and Parish calendar	School and Parish electronic communications. Internal documentation for School and Parish
To support growth in Catholic Identity, School will encourage families to attend faith formation opportunities offered through the Parish and Archdiocese	Publish family faith-formation opportunities in NewsViews and school website Following the event, ask families who attended to write a testimonial	CYO Parish	Administration PA CYO Faculty	Anecdotal Testimonials	Annually	School and Parish electronic communications. Internal documentation for School and Parish
Maintain budget line item for faith formation	Use line item to fund activities	Operating budget	Administration Finance Council School Commission	Financial ability to fund activities	Spring 2023 - 2029	Annual Budget review
Evaluate effectiveness of faith formation offerings	Create electronic surveys in a shared data library to track faith formation feedback from attendees	Surveys Data Library Logbook of events with survey data	School and Parish administration Director of Faith Formation	Survey Results, Feedback	Fall 2023-2029	Internal and external School and Parish electronic communications

			Liturgy Committee Teachers Faculty			
Actively participate in Partners in the Gospel	Identify faculty, parishioners, and school parents to represent St. John in the Partners in the Gospel process Report progress to St. John community	Staff/faculty Volunteers Reporting Method	School and Parish administration Parishioners Faculty Pastoral Council	Reporting to School and Parish community	Fall 2023-2026	Internal and external School and Parish electronic communications

EIP: Domain 2 Governance and Leadership

Goal: Administration and faculty will create and engage in a curriculum assessment and adoption cycle with the goal of supporting student achievement.

Strategies	Activities	Resources	Person(s) Responsible	Assessment	Timeline	Reporting Methods
Create curriculum PLC to support student learning	Department representation will be requested during the annual fall in-service	<i>Beyond the Classroom</i>	Faculty Administration	PLC will be reflected in <i>Beyond the Classroom</i> duties requested of all faculty and staff	Fall of 2023-2029	<i>Beyond the Classroom</i> from each fall
To support student achievement, establish annual cycle of curricula review	Faculty will commit to reviewing core subject areas in 6-year cycle	Calendar Needs assessment	Faculty Administration	Needs assessment, Post implementation evaluation	Fall of 2023-2029	Adoption cycle, meeting notes
Align cycle of review with Academic Excellence goals with particular emphasis on technology and enrichment	Will seek opportunities to align with established Academic Excellence goals	Calendar	Administration Faculty Curriculum PLC	Calendar	Fall of 2023-2029	Adoption cycle, meeting notes
Communicate standards of curricula review and document processes	Committee to create standards for review and adoption	Results of needs assessment Meeting minutes	Administration PLC Curriculum Committee	Faculty, PLC, review of standards	Fall of 2023-2029	Protocol, meeting notes, calendar

	(informed by SLEs)					
Maintain curriculum budget line item in annual operating costs	Business office to maintain line item for new curriculum acquisition Reserve funds to be earmarked for new curriculum adoption cycle	Operating budget and reserves	Administration and Business Office	Monthly Income statement reports	Fall of 2023-2029	Budget, payments
Maintain communication with Office for Catholic Schools regarding specific curriculum review cycles, adoption directives or recommendations	Administration to remain in communication with OCS regarding Diocesan-wide curriculum initiatives	Administration GRACE team OCS personnel	Administration	Meeting notes	Fall of 2023-2029	Meeting notes
Seek professional development opportunities to facilitate implementation of new curricula	Upon adoption of new curriculum, purposeful planning will go in to calendaring PD opportunities to support training and deployment of resources	Administration Curriculum PLC GRACE team	Administration PLC Curriculum Committee	Faculty surveys, in-service evaluations, measures of student achievement	Fall of 2023-2029	In-service schedule, attendance sheets

EIP: Domain 3 Academic Excellence

Goal: Develop a schoolwide plan to improve student learning/achievement in the area of technology.

Strategies	Activities	Resources	Person(s) Responsible	Assessment	Timeline	Reporting Methods
Update existing technology plan to include yearly and measurable goals	PLC to review and update current plan with specific emphasis on student learning, attention to Ed. Tech	Technology plan Hardware/software inventory Budget line items	School Administration Technology PLC	Completion of action items Student achievement of technology standards	Fall 2023-2029	Completed technology plan that drives acquisition, instruction and assessment

	Standards, and assessment. Create technology staffing assignment Create consistency of platforms	K-12 and ITSE standards				
Articulate calendar dates to support learning/achievement in technology	Dedicated faculty meeting days will be scheduled throughout the year to support technology instruction	Calendar materials to support student learning, standards, curriculum and assessments	Leadership Team School Administration Teachers	Faculty Meeting Calendar, School Calendar	Fall 2023-2029	Meeting notes, Internal and external communications
Schedule and plan PD and educational opportunities within calendar for teachers, students and parents	Participate in scheduled PD in-service days specifically set aside for area of focus Identify specialists to lead staff PD Identify expertise within faculty to support PD	Budget line item for PD Specific learning materials to support PD Specialists to support PD	Leadership Team School Administration Teachers Parent Association	List of PD opportunities Calendar of PD opportunities	Fall 2023-2029	Meeting notes, Internal and external communications
Designate a PLC to support PD goals that further student achievement in the area of technology.	Sign-up annually in <i>Beyond the Classroom</i> Create a PLC meeting schedule	Specific learning materials to support PD goals	School Administration Grace Team Teachers	PLC meeting notes PLC schedule List of faculty in each PLC	Spring of 2023-2029 Annual end-of-year evaluations	Meeting minutes, Schoolwide communications, Department notes
Create further enrichment opportunities in the classroom and through co-curricular activities, with emphasis on	Re-engage after school clubs with particular focus on STEAM activities and	Assessment data Curriculum materials	Leadership Team School Administration	Assessment data List of co-curricular activities offered in	Beginning Fall of 2023 through 2029	NewsViews, School website, Curriculum Night materials, Student/Parent/Teacher Conference notes, Progress Report and Report Cards

programs that are technology driven	<p>evening events</p> <p>Integrate lessons from PD into instruction to support all students</p> <p>PLC leads to provide support to teachers through curriculum, lesson design/delivery and assessment</p>	<p>Contractors to support after school and summer enrichment opportunities</p> <p>Parent volunteers</p> <p>PD materials</p> <p>Budget line item</p>	<p>Teachers</p> <p>PLC</p> <p>Student Support Team</p> <p>Parent Association</p>	<p>the calendar year</p> <p>Lesson plans</p> <p>Meeting notes</p>		
Integrate technology standards into lesson design and assessment	<p>Assess current technology practices and effectiveness</p> <p>Review and align standards throughout the curriculum</p> <p>Integrate lessons from PD into instruction to support technology instruction, innovation and integration</p> <p>PLC leads to provide support to teachers through curriculum, lesson design and assessment</p>	<p>Assessment data</p> <p>Curriculum materials</p> <p>PD materials</p> <p>Budget line items for:</p> <p>PD/ PD materials</p> <p>Hardware</p> <p>Software</p>	<p>Leadership Team</p> <p>School Administration</p> <p>Teachers</p> <p>Parent Association</p> <p>PLCs</p> <p>Notre Dame STEM Fellows</p>	<p>Assessment data</p> <p>Lesson plans</p> <p>Meeting notes</p>	<p>Beginning Fall of 2023 through 2029</p>	<p>NewsViews, School website, Curriculum Night materials, State of the School, Progress Reports and Report Cards</p>

	Create and provide opportunities for students and stakeholders to utilize technology for design, problem solving, critical thinking, collaboration and sharing					
Further Implement STEM Blueprint developed by Trustey Fellows at Notre Dame	Schedule, plan and deliver School wide STEM night and support integration of Makerspace into daily curriculum	Makerspace materials and curriculum, STEM Blueprint, Specific learning materials to support STEM night	Leadership Team School Administration Teachers Parent Association PLC Notre Dame STEM Fellows	STEM Night parent feedback Makerspace Sign-up and surveys	2022-25 School Year	Meeting minutes, Schoolwide communications, Department notes, Reporting for Notre Dame STEM Fellows.

EIP: Domain 4 Operational Vitality

Goal: Create and maintain budget line items dedicated to future school repairs and maintenance as outlined in the overall facilities study.

Strategies	Activities	Resources	Person(s) Responsible	Assessment	Timeline	Reporting Methods
Create a budget line item for deferred maintenance and future repairs	The Executive Team, Finance Committee, and School Administration agree to dedicated budget line item	Budget, staffing, operating budget	Administration Finance Committee School Commission Business Office Development office	Income statements, Facility study	2022-23	Facilities study, budget

Articulate policy for annual contributions to budget line item	The Executive Team, Finance Committee, School Commission and School Administration collaborate on funding vehicle and amount to be designated each calendar year Policy to stipulate how reserve funds, if any, will be directed to the line item	Facility study, Budget, Strategic Plan goal	Administration School Commission Finance Committee Business Office Development Office	Budget review at Finance Committee and School Commission meetings	2023-2029	Budget, Strategic Plan
Fund line item	Based on funding policy, commit to and protect annual contributions Maintain high enrollment	Budget	Administration Finance Committee School Commission Development committee	Annual and monthly review of budget will validate cash flow into reserves	2023-2029	Budget, school enrollment
Annual review of facilities study	Maintain expense line item in the budget Prioritize repairs/maintenance needs	Facilities study, Budget, Strategic Plan goal	Administration Finance Committee School Commission	Annual maintenance notes, billing, project updates, etc.	2023-2029	Meeting notes, prioritized list of maintenance needs