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**NSBECS Pilot Protocol**

Western Catholic Educational Association

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A Self-Study for

St. Mary’s Parish School

412 N. Monroe St.

Moscow, Idaho, 83843

WCEA School Code: E800

Visit Dates:  February 2, 3, 4, 2022

CHAPTER 1 – Introduction to the School

A.  Introduction

|  |  |  |
| --- | --- | --- |
| St. Mary’s Parish School |  |  |
| 412 N. Monroe St.Moscow, Idaho 83843  |  | WCEA Code [E800] |
|  |  |  |
|  |  | Year 2021-2022 |
|  |  | Year of Inception 1908 |

**Nature of the School**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Ownership |  | Gender |  | Educational Thrust |
|  |  |  |  |  |
| ☐  Diocesan\* |  | ☐  All Female |  | ☐  College Preparatory |
|  |  |  |  |  |
| ☐  Parochial\* |  | ☐  All Male |  | ☐  Comprehensive |
|  |  |  |  |  |
| ☐  Religious\* |  | ☐  Coeducational |  | ☐  Other **(specify** **below)** |
|  |  |  |  |  |
| ☐  Lay Group (Identification of this owner): |  |

**Governance Structure**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ☐ | Policy Board |  | ☐ | Advisory Board/Council |
|  |  |  |  |  |
| ☐ | Board of Limited Jurisdiction\* |  | ☐ | Consultative Board/Council |
|  |  |  |  |  |
| ☐ | Other (specify) |  |

\*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])

**St. Mary’s Parish School Organizational Chart**

Since 1908, our students have been the center of all that we do and the reason for why St. Mary’s Parish School exists. The parents are the key educators of their children. St. Mary’s exists to assist them in this most important venture.



Authority that establishes St. Mary’s Parish School comes from the Bishop of Idaho.

* The Bishop delegates Authority to the Superintendent of Catholic Schools in Idaho who is responsible to the Bishop for the schools of Idaho.
* The Bishop delegates Authority to the Pastor of St. Mary’s Parish for the oversight of the Parish and the Parish School.
* The Superintendent collaborates with the Pastor regarding the Parish School.
* The Pastor hires the principal.
* Pastor has direct Authority with the Administrative Team at the Parish School.
* The Administrative Team works collaboratively.

The Principal hires the Teachers, Instructional Aides and Staff and has direct Authority with them.

* The Teachers, Staff and Instructional Aides work collaboratively with one another.
* The Teachers, Staff and Instructional Aides work collaboratively with the Administrative Team.
* Teachers work collaboratively with the parents of their students.

\*\* St. Mary’s School Board\*\* receives their right to exist by the Bishop of Idaho. The

Superintendent provides training for School Board members. The Board is directly responsible to the Pastor. The Board, which is consultative in nature, assists the Pastor and Principal in the governance of the school.

B.  Student Demographics

**Enrollment**

**Three- Year Enrollment St. Mary’s Parish School (2018-2021)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Academic Year** | **Total Number Students** | **Catholic** | **Male** | **Female** | **White** | **Hispanic** | **Native American** | **African American** | **Asian** |
| **2018-2019** | 84 | 52 | 47 | 37 | 76 | 1 | 1 | 1 | 5 |
| **2019-2020** | 112 | 67 | 61 | 51 | 104 | 2 | 1 | 0 | 5 |
| **2020-2021** | 110 | 51 | 65 | 45 | 105 | 2 | 2 | 0 | 1 |
| **2021-2022** | 111 | 62 | 63 | 48 | 94 | 4 | 4 | 0 | 1 |

Due to COVID concerns (2020-2021), the number of students enrolled in the early childhood area was reduced to a total of 20 students. We had a waiting list in these rooms for the 2020-2021 academic year.

Spring 2020, 6 students graduated (3 were Catholic).

Thirty-two (32) students did not enroll for the 2020-2021 academic year, with 20 of those students directly due to COVID concerns. We expect to see many of these students re-enrolled when the COVID concerns are reduced (18 of these students are Catholic).

Fall 2020, we enrolled 38 new students.

Fall of 2021, we enrolled 23 new students

C.   School Personnel Demographics

**Administrative Personnel**

|  |  |  |  |
| --- | --- | --- | --- |
| **Name** | **Position** | **Year** |   |
| Sister Margaret Johnson, OSU | Interim Principal | February 2021-present | F/T |
| Peggy Quesnell | Vice Principal | August 2000-present | P/T |
| Jennifer Beller, Ph.D. | Principal | August 2015- January 2021 | F/T |

**Faculty and Staff**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Name** | **Years of Service** | **Religion** | **Gender** | **Ethnicity** | **Credentials** |  |
| Sister Margaret Johnson, OSU | 34 | Catholic | F | Caucasian | BA History and MA Catholic School Leadership | FT |
| Peggy Quesnell | 41 | Catholic | F | Caucasian | BM, MM + K -8 Elementary  Certification  K-12 Music Certification | FT |
| Erin Fitt | 3 |  Greek Orthodox | F | Caucasian | BS, Early Childhood certification + City of Moscow Day Care Licensure | FT as of August 2019(on leave) |
| Louise Olivera | 10 |  Christian | F | Caucasian | City of Moscow Day Care Licensure | FT |
| Danette Swam | 15 | Catholic | F | Caucasian | BS + Elementary Certification | FT |
| Nicole Asker | 4 |  Christian | F | Caucasian | BS + Early Childhood certification | FT |
| Sandy Izzo | 5 | Catholic | F | Caucasian | BS + Elementary Certification | FT |
| Karen Herrenbruck | 31 | Catholic | F | Caucasian | BS + Elementary Certification | Retired  |
| Elizabeth McEvoy |  17 | Catholic | F | Caucasian | BS + Elementary Certification | FT |
| Taylor Bieker | 4 | Catholic | F | Caucasian | BS + Elementary Certification + Mathematics Endorsement (6-12) | Resigned June 2021 |
| Brad Herrenbruck | 6 | Catholic | M | Caucasian | BS + Physical Education Certification (K-12) + Health Minor (7-12) | FT |
| Nicole Crathorne |  30+ |  Christian | F | Caucasian | BS + Elementary Certification | FT |
| Ashleigh Bright | 1 | Catholic | F | Caucasian | BS + Elementary Certification | FT as of August 2021 |
| Jennifer Beller, Ph.D. | 5.5 | Catholic | F | Caucasian | Ph.D. + Creighton University Graduate Certificate in Catholic School Leadership | January 2021 – left position |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Other Staff** |  |  |  |  |  |  |
|  **Name** | **Years of Service** | **Religion** | **Gender** | **Ethnicity** | **Credentials** |  |
| Fr. Joseph McDonald III | 7 | Catholic | M | Caucasian | BS, JD | FT pastor/local superintendent |
| Kathy Burton | 5 | Catholic | F | Native AM |   | PT |
| Rasheen Acree | 5 | Catholic | F | Caucasian | BS | PT |
| Debbie Johnson | 4 | Catholic | F | Caucasian | MS | FT |
| Jill Niehenke | 3 | Catholic | F | Caucasian | BS +Early Childhood Certification + City of Moscow Day Care licensure | Resigned June 2021--sub |
| Lori Johnson | 6 |  Christian | F | Caucasian | City of Moscow Day Care licensure | PT |
| Jessica Bright | 2 |   | F | Caucasian |   | PT |
| Jann Carson |   |  Christian | F | Caucasian |   | FT |
| Sara Flanders | 2 | Catholic  | F | Caucasian |   | FT |
| Ariel Griebling | 4 |  Christian | F | Caucasian |   | PT |
| Natalie Johnson | 1 |  Catholic | F | Caucasian |   | PT |
| Cassidy Meier | 1 |  Catholic | F | Caucasian |   | Resigned March 2021--childcare |
| Scott Olivera | 21 |  Christian | M | Caucasian |   | PT |

**Board/Council**

For governance, St. Mary’s uses a pastor/parish model. The school board is advisory to both the principal and the local superintendent (priest). The School Board operates from a charter. School Board members receive annual training from the Diocese about their roles and responsibilities. The Board has general responsibilities and oversight for finances.  A board member has generally coordinated or has been a representative to fundraisers.
As of 2021, the focus has moved to the following key areas according to the Board’s updated Charter: Financial/Fiduciary oversight, Long Range Planning for the school, recommend school-wide policies as requested, Advancement (Marketing, Development, Admissions). The Board meets monthly from August through May each academic term and is comprised of at least nine (9) but no more than thirteen (13) voting members. Potential members complete an application form and their names are all placed in a basket, prayed over, and drawn. The school believes that those chosen are called at this time in their life to serve. A chair, vice-chair, and secretary are elected each year and serve at the Board’s pleasure. A past chair serves to help mentor the new chair. The school works to engage those not chosen in other activities within the school.

**Parent Organization**

NA

**Alumni Organization**

NA

D.  Brief History of the School

St. Mary’s Parish School (Ursuline Academy 1908 – 1956) was founded as a result of a call from Bishop Glorieux of Idaho.  The Ursuline Sisters, under the direction of Mother Rose Galvan, OSU, came from Ohio to Moscow, Idaho to provide a well-rounded Catholic education to the young people of the Palouse.  By the 1950’s the student population exploded and building codes changed so that the Sisters could no longer provide students an education solely under their own auspices.  In 1956, they sold property to St. Mary’s Parish for $100 which the Parish used to build the new school.  Groundbreaking was begun immediately.  By September that year, students from grades one through eight moved into the just-built and fully paid for St. Mary’s Parish School.  In 1966 the Moscow Junior High/High School switched to a three-year configuration (grades 7-9 for Junior High). Consequently, St. Mary’s dropped grades seven and eight for 46 years. Following a feasibility study, initiated by the School Board, a new addition to the school (music room, gymnasium with a stage, kitchen, locker rooms, library, two classrooms, and an elevator) was begun in July 2007.  The addition was completed and totally paid for by the Fall of 2013.  Full occupancy of the new addition was achieved by 2014.  In 2012 7th and 8th grades were re-instituted in the school.  In 2017, the Ursuline Sisters sold the property they owned across the street from the school.  As a result, St. Rose’s Preschool and Prekindergarten, which had been housed in that property, moved into St. Mary’s Parish School in Fall 2018.  St. Mary’s Parish School now provides education beginning with Early Childhood (age three) through eighth grade.

Catholic education began in 1908 on the Palouse and it was the words of the Foundress of the Ursuline Sisters, St. Angela Merici, that has provided inspiration and direction for meeting those needs: *“If, according to times and circumstances, the need arises to…do something differently, do it prudently and with good advice.” (St. Angela, Last Legacy).* Since 1908, to the present day, this has been our legacy. Over the last 113 years, nearly 2500 students have graduated from St. Mary’s/Ursuline Academy with the highest quality of learning experiences. It is our hope that each of our graduates have left as a spiritually alive individual, a lifelong learner, a responsible, respectful, resourceful decision maker, and one who has used his/her gifts to change the world positively for God.

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

* Mapped and aligned curriculum across all grades in math, reading/language arts, and religion.
* Continuing development of a long-term Strategic Plan, Facility Plan, Development Plan, Technology Plan, and Outdoor Science Area Plan (significant work accomplished in the outdoor science area).
* Developed strong business management practices consistent with the Roman Catholic Diocese of Boise Policies and Procedures and the GAAP; salaries between 82-89% of local school district; added Chromebooks for all 1st-8th graders and Docucams across classrooms.
* Major redesign of the school website, development of a school mascot logo, motto (*“Igniting faith, knowledge, creativity, service”),* implementation of the student information system Beehively, development and implementation of contemporary communication plan and activities that involve Facebook, Twitter, email, print news, and word of mouth to market.
* Increased financial base of the school through addition of Early Childhood classes and significant enrollment increases and retention across grades.
* Consistently high (among the top in the Diocese) NWEA MAP test scores and growth rates across all grades 2-8.
* Strong Catholic Identity; a strong faith-filled community that reflects the school’s Mission, Vision, and Philosophy statements where the Student Learning Expectations (SLE’s) are a lived reality.

F.  Focus Self-Study Groups

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Components of the Self Study** | **Committees** |  |  |  |
|  | **Faculty/ Staff** | **Parents** | **School Board** | **Parish/Community** |
| **Domain 1 – Catholic Identity and Mission**Standards 1-4 | Elizabeth McEvoy, Brad HerrenbruckJill Niehenke, Louise Oliveria, (Debbie Johnson)   | Jill Niehenke |  | Eileen Brady |
| **Domain 2- Leadership and Governance**Standards 5-6 | Danette Swam, Nicole Asker, (Jennifer Beller and Jennica Olsen))   | Erin Linskey | Erin Linskey | Eileen Brady |
| **Domain 3- Academic Excellence**Standards 7-9 | Peggy Quesnell, Erin Fitt, Taylor Bieker   | Stacey Thornycroft | Stacey Thornycroft | Eileen Brady |

**CHAPTER II – School Purpose**

The philosophy guiding St. Mary’s Parish Catholic School flows from the philosophical tenets of Idaho Catholic Schools which are part of the teaching ministry of the Roman Catholic Church

**St. Mary’s Philosophy:** As a Christian educational community, it is our intention to support and empower our students, through a challenging curriculum within a Christ-centered environment so that they may reach their fullest potential both academically and spiritually.

**Mission:** St. Mary’s Parish Catholic School exists as a vital part of the St. Mary’s Church ministry by serving as an evangelization arm for the parish. Our **Mission** is to encourage and challenge its students to grow tangibly in their relationship with God, as they strive to be life-long learners igniting their faith, knowledge, creativity, and service.

**The Vision for each student at St. Mary’s Parish Catholic School:**

***Imagine your child...***

Increasing in respectfulness, resourcefulness and responsibility

Focusing on God's loving presence

Being guided by devoted and professional teachers

Being equipped to excel and growing in confidence

Becoming dream makers and world changers….

*Imagine* ***your child*** *changing the world*…

The Philosophy for St. Mary’s Parish School is based on the Catholic Philosophy for Catholic Schools, Diocese of Boise.

The Mission for our school has flowed from discussions as far back as 1996 when the School Board Members and Faculty members discussed ways to identify the Mission of the school as a component of the Parish Mission. In 2009 the Mission was revised to state that our Mission was “to extend the Kingdom of God through our church community by growing in faith, love and service".

Both Philosophy and Mission were simplified to be less wordy and more direct as of 2020.

The school's Mission statement and Philosophy are integrated into the life of the school community. They both clearly are referenced in the school’s Student Learning Expectations (SLEs). In 2020, the school’s motto: **IGNITING *faith, knowledge, creativity and service*** was incorporated into the Mission.

The Vision for each student was created by the Principal of the school after working with a Christian Marketing Agency. She was touched by the poetic way of expressing the desired outcome for every student at St. Mary’s. She wanted a Vision for every student that would appeal not only to the head, but to the heart through using one’s imagination when looking at what the school’s three R’s can do for a person.

The Vision was shared with faculty/staff, School Board members, parents, etc. Through the years, it has been put in all the school’s publications, website, etc. We believe that the school’s Vision Statement complements the school’s Philosophy and Mission.

The Philosophy, Mission and Vision Statements are displayed in the lower hallway; printed in the Handbook of the School; as well as on the school’s website and other documents of the school.

*By the time they graduate, our students will have gained growth in the three R’s (which are the* ***Student Learning Expectations (SLE’s)*** *that flow from the school’s Philosophy, Mission, and Vision for each student).*

***R****espect (for self and for others),*

***R****esponsibility (for self and to others); and*

 ***R****esourcefulness (using one’s gift to build a better world).*

**Students responsibilities are to practice the 3 R’s:** *Printed in**Parent Student 2021-2022 Handbook pg. 9*

* Demonstrate by their language, behavior, and attitude a *respectfulness* toward adults and other students.
* Maintain an attitude of accountability for their own learning and actions. (*responsibility)*
* Show respect for the Catholic ideals on which our school is centered. (*respectfulness)*
* Display a willingness to share their time and talents. (*resourcefulness)*
* Cooperate with school personnel and other students. (*respectfulness)*

 **Evidence**

* For the past five years the SLEs have been part of the quarterly report cards in the school
* The 3R's are posted on our website
* The SLE’s are posted in the school
* They are talked about on various mediums (school publications, at school Masses, classrooms, assemblies, website, etc.

**Student Outcomes (ISOs/SLEs)**

St. Mary’s Parish School Rules are simple in that they revolve around three concepts: *being respectful,* *being responsible* and using one’s resources to help others (*being resourceful*).

**Student Learning Expectations**

*St. Mary’s Parish School Rules are simple in that they revolve around our three Student Learning Expectations (SLE’s): to be respectful, to be responsible and to use one’s resources/gifts to help others and make their world a better place (resourcefulness). The following Student Learning Expectations is found on page 10 of the 2021-2022 Parent Student Handbook.*

1. Each student will be **respectful**.      *Some ways students will show respectfulness are:*
* Following the rules of the school.
* Obeying guidelines regarding inside/outside behaviors.
* Respecting school, and personal property of others in the school.
* Showing kindness and caring in actions and words to all members of the school community.
* Using good manners
* Listening well and not interrupting conversations of others.

1. Each student will be **responsible**.   *Some ways students will demonstrate being responsible are:*
* Being punctual for school.
* Having assignments done on time.
* Followingschool safety procedures always.
* Accepting consequences for one’s behavior and choices.

1. Each student will be willing to use one’s **resourcefulness** (i.e. one’s gifts). *Some ways students will show their resourcefulness are*:
* When dealing with challenging situations in the classroom, s/he will use one’s gifts to build classroom community.
* When trying to solve “problems” s/he will use multiple approaches.

*The following poem has helped students since 2009 learn our SLE’s/the shortened version of our Mission Statement. Each student has memorized the poem. The 3 R’s have been integrated into each student’s report card since 2015. Discipline issues are dealt with from the focus of the 3 R’s. The 3 R’s have been integrated into the school’s daily life.*

**Our Three R’s Poem** *(memorized by every student)*

The rules that lead and light our school begin with letter **R**

They lead our faith, our work, our life you’ll know us from afar.

**Respect**’s the word that leads the way, we’re courteous, patient, polite

It helps us all to get along and always know what’s right.

**Responsibility** shows and grows our work’s on time and neat

We’re prepared, and homework’s always done, we learn and never cheat.

**Resourcefulness**, the final rule we serve and help each other

Our gifts will build community and show Jesus is our brother.

CHAPTER III – QUALITY OF THE SCHOOL’S EDUCATIONAL PROGRAM

Domain1: Mission and Catholic Identity

**Domain1: 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 |
| 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. | 3 |
| **Average of all Benchmarks – Standard 1** | **2.8** |

St. Mary’s Parish Catholic School exists as a vital part of the St. Mary’s Church ministry by serving as an evangelization arm for the parish. Our Mission is to encourage and challenge its students to grow tangibly in their relationship with God, as they strive to be life-long learners igniting their faith, knowledge, creativity, and service.

St Mary’s School has a long tradition of having a strong foundation in Christ and the Catholic Church. It is so ingrained into each and everyday that, year after year, we often celebrate and center the mission of our school without knowing it. Our school operates under a clearly defined Catholic Identity and the environment of the school and each grade level reflects how greatly we value that mission and identity. All those associated with our school over its many years have worked hard to create an environment that embodies the mission and Catholic identity.

Our mission statement is the goal we hope to achieve and as such is the overreaching influence for much of our planning. We try to find ways to make a quality Catholic education accessible to all who would like the opportunity.  We use tuition assessments and scholarships and other forms of financial assistance such as are available through donations and government entities at this time.  In our curriculum and activity planning we try to ensure that we stay true to our mission.

 We do not routinely renew the mission statement, however we do spend time each year discussing how our school lives out its current MS and how we can ensure that it is the underlying focus of our school. We have made some changes to the wording of our statement recently and have added, “Igniting Faith, Knowledge, Creativity and Service “  to the overall statement. The students are familiar with the SLEs  “ Respect, Responsibility and Resourcefulness” as our Mission Statement which we feel is much more child-appropriate and can be both applied to and quoted in everything we do in school.  We work to ensure that our students are living this Catholic Identity in our daily school day as we feel that is more important than knowing the official words of that statement.

Our Mission Statement (MS) is posted on our website, handbook, and the main office entrance for all to see when they come in. Everyone in the school community that has spent time in our school inherently “knows” the mission of our school without actually memorizing every word.  It is so ingrained in our education that they cannot help but notice it and they do not realize that it is our MS that they are experiencing.

While the mission statement is visible in multiple places we feel that when people come to St. Mary’s, even if they don’t see the mission statement posted in every room, they will see and feel that the school is clearly rooted in Christ and all that he taught.

 Our constituents know and understand the mission at their own level of ability to do so. By virtue of the fact we are a small community we are steeped in our mission statement, often without really being aware of it. Our students can recite and are regularly reminded of their ‘version’ of that statement as we use it in all areas of the school.

 Key Strengths for Standard 1

* Our school has a very good mission statement, one that is easy to follow and understand and does a great job of summarizing our values in Catholic Education.
* We have an abbreviated version of the MS that is easy to use and is well known to the students and the community.

Key Growth Areas for Standard 1

* Post the mission statement in more rooms around the school.
* Actively teach the school’s official mission statement to students and show them how the words we have written connect to the actions and environment that they are part of.
* Help all our constituents to recognize and know our official mission statement

Evidence (see folder)

**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. | 4 |
| 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. | 3 |
| 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. | 4 |
| 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** | **3.30** |

St. Mary’s follows the curriculum and instruction requirements of the diocese by using and closely following the textbook preferred by the Diocese; *Finding God/Christ our Life* by Loyola Press. All grade levels use this text to guide their instructions, while also using the Liturgical Calendar to move through the school year.

Our school provides an integrated academic religion program throughout all grades. Religion is taught daily and most classrooms are self-contained so religion is taught by the classroom teachers. All students are required to participate in our religion studies and we use materials that are challenging and approved by the diocese; these include but are not limited to *Finding God, Christ Our Life, Catholic Youth Bible and Handbook, Theology of* *the Body for Teens, Living Faith,* and the USCCB Liturgical Calendar.

Teachers are certified catechists and preparation and certification are always on-going. All newly hired teachers begin catechesis training in their first year of hire. Our school uses the educational training that the diocese provides each year by attending the Idaho Catholic Educators Conference. This conference is a great way for our small isolated school to meet with teachers and educators around the state. Our faculty works toward both the basic and advanced certification.

We have an expectation that all students learn, retain, and use the education they are provided in the religion class time. We expect all students to pass their religion classes and be ready to move on to the next level. We find it very difficult to assess or quantify a students’ growth in personal faith, however do expect participation and effort within the curriculum studies.

This is an on-going job and usually is done informally, something we do not necessarily plan for but which happens in the moment. We do not know how to measure this but we feel very deeply that we do this.

Throughout the school we have many Catholic symbols showing our Catholic identity. Many of the posters in classrooms and hallways have saints and scripture quotes. Students engage in creative writing and art projects using religious content as the subject. Our music program is also fully infused with and embraces religious music and content.

Social justice issues are discussed in classrooms; student participation in community service projects such as fund-raising for charities, assisting at the foodbank, and food drives for the local community.

Key Strengths for Standard 2

* consistent, regular, level appropriate religion classes, students participate in a multitude of religious based experiences
* ongoing training of teachers in catechesis

Key Growth Areas for Standard 2

* additional teacher materials beyond the chosen test series
* access to more professional training opportunities in the area

Evidence (see folder)

**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. | 4 |
| 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. | 3 |
| 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. | 4 |
| **Average of all Benchmarks – Standard 3** | **3.50** |

Students have many opportunities to experience prayer, the Eucharist and liturgy. We have weekly Mass which is prepared and led by different classes K-8th grade. Students experience multiple types of prayer, meditation, and reflection services and we have daily prayer at assembly and in classrooms. Students are prepared for sacraments at the appropriate age level.

We hold an annual day-long retreat on Holy Thursday which is attended by all grades. The focal point of this experience is a modified seder meal. We have scheduled days for Reconciliation during Advent and Lent for our students to attend. The middle school students participate in a retreat and the 8th grade attends a graduation retreat. Throughout their time at St. Mary’s students have multiple spiritual opportunities and experiences.

We have ensured that each grade level participates in grade appropriate service programs in order to live the real life experience of service to others. Examples of this include food drives, working at the food bank, and the Catholic Women’s League rummage sales. Different classes raise money in school  with bake sales, penny wars, and an elves’  workshop to donate to local and international charities. The students also do art projects to donate to local groups like Good Samaritan Village, Aspen Park Nursing Home and Operation Christmas Child boxes.

Students experience role models of faith service in the teachers and staff at St. Mary’s School. Teachers participate, along-side students, in all the activities we hold. We all attend Mass and prayer services together, teachers lead classroom prayer and activities for those in need. Letter writing, making cards, sewing and crocheting items to give away are regular activities that are done by students.

Key Strengths for Standard 3

* Weekly Mass presented by the students, by grade level, where they read and participate in different parts
* Prayer services of different types and formats
* Daily prayer at assembly and in classes
* Daily meditation

Key Growth Areas for Standard 3

* Review our service projects for impact on community and impact on the students that participate.
* Check for adult involvement and also assess effectiveness of involvement of opportunities for prayer, Eucharist, etc.

Evidence (see folder)

**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. | 4 |
| 4.2  The leader/leadership team and faculty assist parents/guardians in their role as the primary educators of their children in faith. | 3 |
| 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. | 3 |
| 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.  | 4 |
| **Average of all Benchmarks – Standard 4** | **3.4** |

Each school year, we hold our faculty retreat that is solely for us and our spiritual development as teachers and Christians. This retreat is aligned with the current status of the school and the heritage and mission of the school. We have time for lessons, discussion and individual reflection and prayer time. Teachers are a part of the retreats and prayer services that we put on for the students. Daily prayer circle is provided and attendance is expected of every teacher. Teachers also put on and lead at least one school Mass. We are also notified about any retreat opportunities provided to us by the Parish church with which we are associated.

Among all the grades, students are encouraged to take what they are learning in school home and talk about it with their parents, thus forming a connection between home and school life. We are especially conscientious of this communication in the subject of Religion and our faith. Using take-home assignments, newsletters, and parent letters, as well as parent-teacher conferences, we inform parents of the topics we are discussing for religious education and ask that they also discuss these topics with their children. Because of our association with our Parish church, parents are regularly notified about religious education classes, sacramental preparation, and RCIA programs. We try to stress to our parents that they are the developers of their children's faith. Our school and church are their foundation for their faith, however, it is the family and parents that nurture and further their children’s faith life.

Our school is very closely associated with our Parish Church for opportunities to develop and live out our Christian faith. We support groups like St. Vincent de Paul, Knights of Columbus, Catholic Women’s League, and the Moscow Food Bank. Through all the opportunities which we provide to the students, parents are welcomed and encouraged to join in the charity and volunteering in which the students are engaged. The various publications that our classes use for Religion curriculum also provide parent information and adult learning opportunities. Any time we are participating in a class or all-school charity project, parents are informed and encouraged to join with us in any way they are able or wish. Our children are encouraged to include their parents and family in their school service opportunities.

Many of our staff members are active members of community service programs. We notify the parents of programs such as St. Vincent De Paul, Family Promise, Right-to-Life, Moscow Food Bank, and Knights of Columbus. Whether the adults are participating with their time, talents, or their wallets, we have a great level of participation from parents and grandparents in various service opportunities.

The overall spirit and personality of the staff and administration is one of love, kindness, care, Christ-lived, and supportive of all peoples. Every staff member is a visible role model for the students and families. All teachers are lead prayer time within their own classes and all faculty teach religion and the Catholic/Christian faith in their classes.  Teachers are also leaders of prayer within our staff, leading prayer at daily prayer circle before school, and at all weekly staff meetings. The faculty and staff understand the importance of teaching our students about Christ and understand that faith goes much further than our school walls. We promote a lived faith at all times.

Key Strengths for Standard 4

* We participate in the annual Catholic Educators Conference that helps with our professional development and we receive some personal/spiritual enrichment as well.
* Our school works closely with our parish church, St. Mary’s Catholic Church. This includes working closely with the RCIA program, Sacramental Prep classes, youth group encouragement, and support parish groups such as Knights of Columbus, Catholic Women’s League, Catholic Relief Services, St. Vincent de Paul, Moscow Food Bank, Samaritan’s Purse, Parish Religious Ed Classes.

Key Growth Areas for Standard 4

* Could have more staff gatherings, showing our Christian spirit as a group
* Reflect on and assess the service experience for the students and more specifically the adults involved for improvement
* We could promote better the social justice services we do could have  regular and specific adult faith formation and adult faith education programs, outside of the Parish Church as these things can be sporadic.

Evidence (see folder)

**Summary of Domain 1**

Overall, our school does a very good job in the areas of our Catholic identity, our mission statement, and our religious curriculum. Our school operates in a different manner than other Catholic schools that are bigger and associated with several different Parishes or no Parish at all. We are very closely associated with our Parish Church and rely on the programs that they offer to support our school. We have an abbreviated version of the mission statement that is easy to use and is well known to the students and the community as our school’s Student Learning Expectations (SLEs). These values permeate the school everyday and are expected at every grade level, as opposed to being formally taught and learned like doctrine. We are so close and aware of our families that we are confident that our families are having their needs met. We offer many things based on a need-by-need basis. We realize that we need to have more formal opportunities for adult (parent or teacher) faith formation and service as well as a stronger mission-focused curriculum so that we do not let people or opportunities slip through the cracks. We are actively discussing the ways we may improve in this domain.

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.**

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| 5.1  The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws. | 4 |
| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| **Average of all Benchmarks – Standard 5** | **4.00** |

**\*Governing body = advisory school board**

Our goal is to have equal numbers of men and women on our school board from all backgrounds with all skill sets, age, and diversity in our own local community. Positions are open to all parents and parishioners. The names are blessed and chosen from a hat. By-laws are available in the school office and to all school board members. An area to improve is that we post the By-laws on the school website as well as to have an annual review of them in the minutes during the school board meetings.

**\*Governing body = Admin team**

The administrative team/pastor/diocese advertises job openings in the church bulletin, and job search websites that are focused on Catholic communities. The mission statement guides all hiring and operations of the school.  The school handbook is signed by parents at the beginning of each school year and available on the school website. This helps parents to understand the mission and operation of the school.

**\*Governing body = Admin team**

The administrative team consults with the Bishop, the Diocesan superintendent, and the pastors. They attend principal meetings and visit them at the annual Catholic Educators’ Conference (CEC) and other events. The Bishop, priest, and Diocesan Superintendent are always invited and welcomed to visit our school as well as our school auction fundraiser. The Bishop donated to our auction a couple of years ago.

**\*Governing body = Admin team**

Idaho has a system of Catholic Schools; not a Catholic school system. The school governing body works with the Bishop and his team. The school board in collaboration with the administrative team fosters mutual relationships to ensure the vision and goals of the Bishop and his team are met. Diocesan policies are kept in the offices along with the Catholic directory.

Father Joe McDonald and the principal/admin team meet regularly to consult on all major decisions relative to the school. He receives copies of the newsletters and school board minutes. The priest attends most school board meetings and actively engages with the administrative team, faculty, staff, and students.

**\*Governing body = Leadership**

Our school board has an annual training, is self-monitored, and works in collaboration with the administrative team and Father Joe McDonald. They are held accountable by the school board charter and expectations. Our administration has professional development with the Diocese monthly, attends CEC and has Catechist training. There is an annual evaluation from Father Joe McDonald with input from the faculty and school board and shared with the Diocese when solicited.

Key Strengths for Standard 5

* School board nominees are open to all men and women from all backgrounds with all skill sets, age, and diversity to our own local community.
* Openings are shared through newsletters, emails, and bulletins at school and church.

Key Growth Areas for Standard 5

* An area to improve is that we post them on the school website as well as have an annual review in minutes during the school board meetings regarding the by-laws.

Evidence (see folder)

**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.**

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| 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. | 2 |
| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| 6.7  The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents. | 3 |
| **Average of all Benchmarks – Standard 6** | **3.42** |

Our previous principal had a graduate certificate in Catholic School Leadership from Creighton University. Currently we have an interim principal who started in January 2021.   Our school has worked with an Administrative Team model since 2001. Our hope for improvement during the search for a new leadership is to also update our model of leadership.

Our mission and vision statements are posted around the school. The mission and or/motto is on all newsletters sent from the school. Our SLEs and mission statement are discussed continuously throughout the school. We have SLEs and a motto which are shortened versions of the mission/vision statements.

Our HR specialist keeps personnel updated on and in line with the policies set by the diocese. Employment diversity is sought and budgeted to advertise for openings locally and beyond the community. We can improve by intentionally setting aside funding for professional development opportunities.

The superintendent provides opportunities for collaboration amongst Diocesan schools annually at the CEC. We network and collaborate schoolwide during morning prayer circle, weekly faculty meetings, and informally throughout the day in classrooms, faculty lounge, etc. When we have a particular focus for the school, we have a formal process to use. We’ve done curriculum mapping and the accreditation process; we have continuous collaboration at all levels in order to advance excellence through all areas of the school.

We deliberately align curriculum and use the same textbook series within grade bands. When appropriate, grade bands utilize the same assessments to provide consistency including: RCBM; Acre test (5th and 8th grades); STAR reading, math, and early literacy; SRA; Lexia Core 5 and Lexia PowerUp; Early Childhood Developmental Milestones; Diagnosing Readiness (for grade entry/exist test (within curriculum books); FitnessGram; MAPS (grades 2-8); Title I Assessments; Speech Assessments; Wellness checks (sight, hearing, and temperature); MOEMS (grades 4-8); AMC8; MathCounts; and music assessments.

The leadership team works with the Diocese in curriculum development and provides input for CEC planning. Our budget is developed in January and revised when school year begins. Meetings about the budget are regularly scheduled.  For the past 3 years, we have requested budget reviews by the diocese until our finance committee is re-instituted with the appropriate personnel. Employee payroll is provided by Human Resources (HR) and signed by the principal to ensure employees are working appropriate hours. The school works with the diocese on budgeting practices and requested an audit of business practices to ensure fiscal responsibility and transparency. School building infrastructure is updated with budget and environmental impacts in mind; such as energy saving lights and water saving toilets.

There are several lines of communication - email, phone calls, newsletters, Facebook posts, and website via principal, office, and teachers. Parents are invited to an annual budget meeting at the beginning of the school year.

Key Strengths for Standard 6

* Our mission and vision statements are posted around the school and  is on all newsletters sent from the school.
* Our SLEs and mission statement are discussed continuously throughout the school ( SLEs and mottos comparable to mission/vision statements)

Key Growth Areas for Standard 6

* Our hope for improvement would be while in the search for a new principal to also update our model of leadership.

Evidence (see folder)

**Summary of Domain 2**

St. Mary’s governing body often changes titles as the task or duty exists. We currently have an administrative  team that works together to fulfill a typical principal position.  We are also currently in the process of hiring a new principal/leadership team member.  At this time, we have an interim principal.  As so many different people are involved, we have excelled in meeting the requirements for many of these benchmarks with effective collaboration on their part. As a school community, each member works hard to ensure our mission statement is taught, learned, and lived. The most pressing area for improvement is our leadership/leadership team selection and the hiring of a new member to complete the team. This process is underway at this time.

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.**

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| 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. | 3 |
| 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. | 3 |
| 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. | 2 |
| **Average of all Benchmarks – Standard 7** | **2.9** |
|  |  |

The curriculum at St. Mary’s School aligns with diocesan recommended standards.  Schoolwide math, language arts, and religion curriculum have been mapped.  Students are challenged no matter what their level to achieve excellence.  Small classes help teachers connect and individualize students/groups. Research based, rigorous enrichment programs and materials are used in all classes, which include IXL, Lexia, Accelerated Reader, Freckle, MAPS, and STAR Testing.

Catholic Identity is strong in the school.  A class leads prayer at Mass each week, service projects regularly occur throughout the year.  Feast days and Holy Days are noted, celebrated, and prayer is an integral part of the day.

St. Mary’s School follows rigorous diocesan standards and are taught skills for 21st century learning which enrich students with numerous programs and experiences.  Religion does not just happen in religion class but is an integral part of the day.  Students learn how to live in community and to participate actively in the life and mission of the Church and are taught skills for 21st century learning. Students work on problem solving, hands-on activities, and service-based learning along with projects throughout the year.  Technology is readily incorporated into the curriculum, including regular enrichment programs, internet research at various grades, coding, word tutorials and typing programs.

 Our faith and SLE’s -Respect, Responsibility, and Resourcefulness help focus students’ moral formation.  We come together as a community to pray at assembly each day, we have Mass or Prayer Services weekly, and lessons are enriched by Living Faith Booklets and Sacraments. Lego Robotics and Ozobots are taught at different times.  In music, older students work with light and sound.  Students participate in STEM activities, mock voting with student council, receive community awards in different contests, and speak/ read at Mass.  Older grades work on team building activities.  Our motto “Igniting Faith, Knowledge, Creativity, and Service” reminds students of the kind of learning expected at St. Mary’s School.

In 2020, the school was able to procure G-suites for Education and each student from grade 1 through 8 has their own Chromebook.  Teachers took some classes that summer to learn how to use the program.  We also use  Chromebooks when a student needs to isolate at home.  Some programs done on the computer are IXL, Typing Tutor, Accelerated Reader, Freckle, Waterford, Lexia which are used to enhance learning.  As students get older, they work in a variety of mediums for presentation and research such as PowerPoints, internet research, or videos.  There is a 3-D printer in the school and students have the ability to code for Lego Robotics.  Students in grades K-8 were introduced to Ozobots in the 2019-2020 school year.

In the fall of 2020, First Step Internet assisted the school by providing a person to help us with technology as needed. One challenge is that our Wi-Fi will have limited use because the line-of-site to the tower is disappearing due to the height of neighborhood trees. The school administration has been working with their internet provider and the City of Moscow to attach fiber optics which runs on the D Street side of the school. A bid has been produced and the school has sought funding through the Federal EAN grant (Emergency Assistance to Non-Public School’s). This should be completed in 2022.

The Mission Statement states that “St. Mary’s Parish Catholic School exists as a vital part of the St. Mary’s Church ministry by serving as an evangelization arm for the parish. Our Mission is to encourage and challenge its students to grow tangibly in their relationship with God, as they strive to be life-long learners igniting their faith, knowledge, creativity, and service.”  Respect, Responsibility, and Resourcefulness, our SLE’s, also focus all the aspects of being a good learner.

At St. Mary’s School, education is student-centered and we work to determine where each student is in order to help them meet their potential. Teachers also test and recognize students to determine the level at which they are working. Technology is integrated into the curriculum to help with differentiation of instruction.   We also use aides and parent volunteers to help struggling students as well as for students that need enrichment or a challenge.  Our MAP testing shows positive growth in each grade.  Students are involved in setting their own goals in different grades and also have a voice in how they learn.

Since our last accreditation, we have done curriculum mapping for Language Arts, Math, and Religion.  Before Covid, we were planning to start on Science, but between the school shutting down and doing the pilot for Accreditation, that will be taken up after the visit.  Teachers attend conferences such as the Catholic Educators Conference in Boise, IXL training, online meetings set up by the Superintendent of the Schools of the Diocese, and meet with colleagues in the school to work together on curriculum and instruction.  Data (especially from STAR and MAP testing) helps teachers adjust to meet student needs.  MAP testing shows forward student progress in all grades.

Students demonstrate acceptance and tolerance to their classmates – no matter the differences.  Current events are talked about in some way in each grade.  Sermons and introductions at Mass talk about immigration, loving our neighbor, being a good friend, and whatever you do to the least of Jesus’s people, you do to Him.  We support charities for diverse needs which educate our students and model Gospel values.

St. Mary’s faculty and support staff meet diocesan and state requirements for academic preparation and licensing.  Faculty and staff engage in high quality professional development academically relative to their academic credentials. Teachers are required to maintain their State of Idaho teaching credentials by obtaining 6 professional development/college credits over a 5-year period, take Safe Environment Training each year, are reviewed and observed annually, and take professional development classes to renew certificates. All faculty and staff in the Early Childhood area are licensed by the City of Moscow, hold first aid and CPR credentials, and must earn 12 continuing education credits per year.

Faculty are working on their Diocese of Boise Catechist certifications (Basic or Advanced) through classes at the annual Catholic Educators conferences, diocesan online webinars, and other readings, discussions, and retreats. Faculty/staff complete specific required areas of study (15 credits over 3 years). A faculty/staff retreat at the beginning of school focuses on personal faith formation. At the annual CEC, faculty have the opportunity to attend various sessions on learning, assessment, curriculum, motivation, faith-formation, and other relevant information relative to student learning.  The administration provides professional development activities throughout the year at different faculty meetings such as assessment, ethics and moral development, resiliency and the human spirit, reading books and havingdiscussions (e.g. To Heal, Proclaim, and Teach: The Essential Guide to Ministry in Today's Catholic Church, The Leader in Me), and an annual fall retreat.

Key Strengths for Standard 7

* Many enrichment programs that enhance student learning in knowledge, faith, creativity, and service – a strong music program, PE 4 days a week, Ozobots, Google Classroom and chrome books to help online learning, research projects, Lexia, IXL, AR, Star Reading.
* The curriculum is rigorous, but we meet students where they are at and help them grow. This is shown by forward progress on MAPS tests.

Key Growth Areas for Standard 7

* Wi-Fi will need to be changed to Fiberoptic because line of site will be blocked
* More professional development for staff and regular Catechist formation classes developed for each year

Evidence (see folder)

**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.**

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| 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. | 4 |
| 8.5  Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. | 3 |
| **Average of all Benchmarks – Standard 8** | **3.2** |

Our school aims to provide everyone with chances to show their gifts and talents; students aren’t held back by their abilities. School-wide and student data are generated by a variety of tools. These tools include, but are not limited to, the following programs: MAP testing in the fall and spring, Renaissance Accelerated Reading and Accelerated Math programs, RCBM/Mcomp, Waterford, Lexia Core5, Lexia PowerUp, FitnessGram, IXL, Maze, Acre, and Mystagogia journals. Additionally, students in need of Title 1 and speech therapy have access to those programs. All of these 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. Other enrichment programs that measure student growth include participating in Math Olympiad for Elementary and Middle School students (MOEMS), Spanish when available, attending Festival Dance opportunities, utilizing University of Idaho opportunities, taking a variety of field trips, participating in the  annual Scripps Spelling Bee.  Other opportunities for students include McCall Outdoor Science School (MOSS), LEGO Robotics and Ozobots, coding, weekly MathCircle, art, music classes four days a week, after or before school band, play/music performances twice annually, choir opportunities both in and out of school, and physical education class four days a week. Additional physical education opportunities are available such as open gym, track club, or Hallissey Tournament participation.

Besides faculty assessment, monitoring, and review, classroom observations and reflections occur at least once a year. Catechist training is continuous, Safe Environment Training occurs annually, and teacher participation and engagement in the diocese’s Catholic Educators Conference (CEC) is encouraged each year. The Diocese of Boise offers approved professional development courses through Northwest Nazarene College and local colleges and universities offer professional development opportunities throughout the year.

School-wide and aggregated student data are normed to appropriate populations and are shared with stakeholders. Local, state, and national academic rankings for the school are shared with parents via the school newsletter while the school board and diocese receive published reports. Individual student data is displayed next to diocese and national rankings and given to parents during parent-teacher conferences. Every grade scores and tracks students on the development of the school’s SLEs: Respect, Responsibility, and Resourcefulness; this student data is also shared with parents at parent-teacher conferences as well as sent home with quarterly report cards. The health program utilizes FitnessGram to show growth and progress each and every year. The school newsletters and teachers also highlight enrichment opportunities offered for students, parents, and additional stakeholders to know and understand.

The faculty uses 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. The school principal collects all fall student assessments and concerns to track throughout the school year. The MAP test is aligned through grades K-8; curriculum and quarterly assessments are also aligned through each grade band. Faculty communicates each and every morning at staff prayer and schoolwide morning assembly, with another communication opportunity occurs at each weekly staff meeting. Collaboration with Title 1, Speech, and other special needs services also occurs weekly. Student communication, authentic performance, and self-assessment opportunities also occur through various student chores such as flag duty, lunch clean up, and community service opportunities. Student speaking skills are also practiced by having student lectors in Mass, assembly announcements, student council speeches, and school performances.

The criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. As noted in benchmark 8.3, all grade appropriate expectations are turned in to the principal each fall, including student testing and student concerns. MAP testing occurs both in the fall and the spring for grades K-8. Student testing is aligned throughout each grade area grouping (early childhood, primary, elementary, and middle) by using common assessments. A variety of enrichment and academic programs are utilized on top of our daily curriculum to help ensure our students are truly learning and progressing. Student assessments are completed quarterly through many methods, including Renaissance STAR Reading, STAR Math, and Early Literacy tests and quarterly report cards.  The small school size and low teacher to student ratio allows for frequent personal observations on day to day learning. These factors also allow for daily communication to occur among teachers at staff prayer circle and at each weekly staff meeting, as well as the opportunity for schoolwide communication to occur at morning assembly.

The faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. Daily communication occurs amongst teachers at each grade band level (early childhood, primary, elementary, and middle). Common student assessments are used at each grade band level to ensure commonality amongst student data reports. Daily schoolwide communication occurs without students at morning staff prayer and with students at morning assembly. Additional teacher communication occurs during weekly 90 minute staff meetings. Curriculum mapping is also done one subject at a time and gives teachers the opportunity to dive into their curriculum, vertically align it with other grade levels, confer with other schools when the opportunity arises, and is combined into a schoolwide document with teacher input occurring at every stage.

Key Strengths for Standard 8

* Regarding benchmark 8.4, to maintain a level 4 the school could continue to increase transparency by publishing when and why assessments are occurring through the school newsletter or other school communications.

Key Growth Areas for Standard 8

* Regarding benchmark 8.5 to grow from a rubric level 3 to a rubric level 4 the school should focus on creating more data-driven goals school-wide; could also set aside specific meeting times just for learning communities-possibly through current student testing methods.  For example, spend 20 minutes comparing elementary level Renaissance Accelerated Readers score, identify goals, adjust learning if necessary, and track accordingly.
* Regarding benchmark 8.1, to grow from a rubric level 3 to a rubric level 4 the school would need to recognize teachers for what they do, the roles they fill, and the abilities they bring to our school community.

Evidence (see folder)

**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.**

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| 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. | 4 |
| 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. | 4 |
| **Average of all Benchmarks – Standard 9** | **3.66** |

St. Mary’s Parish School exists as a vital part of the parish’s ministry to support families in the total education of their children by inviting parents/guardians to take part in numerous school related activities.  Through the school’s weekly newsletter, social media, parish bulletin, and handouts staff and families are informed of school activities and how they can participate. All parents/grandparents are encouraged (in the student handbook) to become involved through volunteering. Opportunities such as Open House, the Back-to-School barbeque, Christmas and spring performances, Jazz-Fest, Grandparent’s Day, Veteran’s Day, morning assembly, fundraisers (auction, jog-a-thon, and Christmas tree sale), and weekly Mass are offered. There are also requests for parent/guardians and community members to fulfill a variety of volunteer opportunities such as designing the new outdoor science area, fence building, leading specific activities (art, math-circle, safe-routes to school), helping prepare and serve lunch, helping out in a classroom, chaperoning field trips, serving on the school board or other committees.  We also have a volunteer school librarian.  School leaders and faculty work side-by-side in these activities which enhance the educational experience for all involved.  The school’s open-door policy (to parents/guardians) encourages them to take part when and how they are best suited.  Communication is key to this partnership and is widely available through parent conferences, verbal feedback and an annual survey.

St. Mary’s Parish School has a nutrition/wellness plan for the students and parents to support which includes a homemade balanced hot lunch program, encourages healthy cold lunch choices, and asks that parents provide healthy snacks and classroom “treats”.  All students are provided with approved physical education and nutrition standards and a healthy body image is encouraged with respect for related height, weight, shape, or size.  The school has a qualified Physical Education teacher and all grades have PE at least four times per week as well as daily recess(s) with which to get the weekly minimum of 150 minutes (elementary) and 225 minutes (middle school) of physical activity.   The wellness program includes yearly hearing checks and eye screenings provided by a professional in that area.

Ample opportunities such as a running club, after school open gym, walking to weekly Mass (.4 miles each way), Polar Walk, International Walk, Bike to School days, walking field trips, a swimming program, ropes course, Fun Run, 5th-6th grade track meet, after school All-City Band, and having University of Idaho Vandal Athletes visit for a sports day all help to keep our students active.  In addition, the staff is encouraged to model physical activity and one school fundraiser (The Sister Incarnation Memorial Jog-a-Thon) supports this attitude.  The school handbook also includes expectations for behavior management with a chain of command that includes parent to teacher communication for the parents to identify, strategize, and recommend other services as necessary.  The SLE’s (Respect, Responsibility, and Resourcefulness…also known as the 3R’s) reinforce the best behavior at all times.  Other effective behavior management programs include an interview process to enroll, consistent communication between teachers and faculty, low teacher/student ratio, parent volunteers, recess rules, a lunchroom manners program, and a “meditation minute”.  When necessary, outside counsel or guidance is brought in (Sister Margaret, OSU, counsels as necessary).  The Ancillary services are case by case; sometimes referred to the local school district, University or Idaho or Washington State resources, or other outside resources such as counseling or psychiatrist visits.  Title 1, speech therapy, service plans (504 plans), IEPs (when in place), and screening for additional services can be accessed through the public school system.  These and other guidance services are accessible through the Moscow Public Schools which allow us to bring in outsiders to counsel and guide when necessary.

Evidence of co-curricular activities that the St. Mary’s students participate in are student council, LEGOs, coding (Ozobots), MathCircle, the National Spelling Bee, the school yearbook, talent show, MOSS, the science fair, and a Buddy program which pairs older students with those in younger grades.  The school also has an impressive music program in which all students not only sing but those in the 3rd grade and over learn to play a musical instrument. This program puts on two shows annually in which all of the students participate whether it be through performing or support (scenes, lighting, sound, etc.). Another opportunity for the students to further develop their gifts and talents is through participating in the school Mass. Each grade helps to plan and execute a few of these during the school year where they do the readings, sing, altar serve, and usher.  Yearly all school activities such as a talent show, math bowl, Catholic Schools’ week, and a teacher vs. student game of Family Feud, Sports Day with the University of Idaho, and a Holy Thursday retreat day help the student body grow together.  There are also community service projects such as fundraising through a penny war, bake sale, and sausage feed; helping at the food bank; and food drives; where the students are encouraged to give back and share their gifts.  Families are invited to many of these activities and often lead some of them such as family dances and fun days (movies, kickball, ice cream socials), art projects, and bread making.  The middle school students have additional co/extra-curricular opportunities such as requirements to meet community service hours, lead the student council, join in the school basketball team that plays in all the Idaho Catholic Schools Hallisey Tournament, running club, and a retreat day with the Ropes Challenge Course.  Students have the option to join with Moscow Middle School sport teams for basketball, volleyball, wrestling, cross country, and track.  All students above the 3rd grade may join in the All-City Band and choir that takes place before and after school hours and includes students throughout Moscow (when we are not in a Covid situation).

Key Strengths for Standard 9

* The school has a large number of opportunities in which parents/guardians are encouraged to volunteer, facilitate, and take part in the educational experiences for the school community and this enhances community feeling.
* The school has a close working relationship with the University of Idaho to enhance programs such as music, fitness, science (Ozobots, coding,) and math as well as excellent extra-curricular activities highlighted by the music program that includes students from other schools in the district for the All-City Band.

Key Growth Areas for Standard 9

* Improve access to ancillary services
* Better communication in the local community and involvement of students in the community and addressing parent feedback.  Although the students take part in many service projects these are rarely brought to the attention of the larger community (they are usually limited to the school and Parish).

Evidence (see folder)

**Summary of Domain 3**

St. Mary’s School has a clearly articulated and rigorous curriculum aligned with relevant standards, Gospel values, and taught by effective instruction.  Many enrichment programs enhance student learning. Our SLE’s which represent our mission statement “Respect, Responsibility, and Resourcefulness” and our motto “Igniting Faith, Knowledge, Creativity, and Service” helps us focus on these ideals.  Our faculty uses school-wide assessments, programs, practices, and curriculum-based assessments aligned with outcomes and instructional practices to assess student learning. Learning is tracked throughout the year using various assessments so teachers can review, communicate, and collaborate with each other and evaluate student learning.

There is a very strong community feeling at St. Mary’s School. Parents are encouraged to volunteer, facilitate, and take part in educational experiences. The following activities enhance student and family life in the school: a strong music and physical education program, participation in weekly liturgies and sacramental preparation, and a variety of additional extra-curricular opportunities.

Areas for growth include providing regular catechist classes for continuing education for our teachers’ certification as well as making professional development classes more accessible. We can also improve in highlighting the involvement of our school and students in many service projects that impact the larger community. Creating more data-driven goals school-wide and working on these during part of the staff meetings each month to improve instructional practices is another area for growth.  All these and recognition of the teachers for the roles they fill, for what they do, and the gifts they bring to the school could help move the rubric from level 3 to level 4.

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.**

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| 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. | 4 |
| 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. | 4 |
| **Average of all Benchmarks – Standard 10** | **3.25** |

St. Mary’s School Board is putting in place a finance committee.  Currently, the principal and the business managers, one of whom is an accountant and the second who has certifications and 40 years of business accounting and management experience, have been handling the finances.   The committee will consult with the chief financial officer of the Diocese of Boise. The committee also will coordinate with the Diocesan Development Office.  The school board conducts a monthly review of the budget, and tuition is reviewed by the board annually. Tuition is renewed and set annually, with a projected increase of 1% - 3% each year.  This information is shared with families at an annual finance meeting. The budget is projected over a three-year cycle.  Enrollment is reviewed over a ten year period and a growth plan is formulated that looks at matriculation and projected new enrollments.

St. Mary’s School’s financial investments and/or partners include the St. Mary’s Parish subsidy, the St. Mary’s School Foundation, and families through tuition. The School Foundation subsidy is set at 5% of the interest on April 1st of each year or the level of the previous year, whichever is higher (this year $97,000 +). The Foundation holds an “Annual Fund drive”, workshops on gift giving/wills/estates, and participates in the “Idaho Gives” campaign. The St. Mary’s Parish subsidy has remained about the same since 1996, with an increase from $59,000 to $60,000 in 2016. The school has an annual school auction, which is in its 42nd year, sells Christmas trees, and holds the Sister Incarnation Memorial Jog-a-Thon.  The school also participates in the Idaho Non-Profit Organization.  Tuition is set by the administrative team and business office with approval of the school board. To be more consistent with the school’s mission, in 2018, the administration and business managers made the decision to move to a one tuition rate (from a Catholic, non-Catholic rate) which was supported by the school board and families, setting a 1-3% increase each year over a 3-year cycle.

Along with those listed in 10.2, revenue sources include direct public support, business sponsorships, the Ursuline Sisters, grants, and some Federal money in terms of *Title Funds*, the *CARES Act*, and the *Emergency Assistance for Non-Public Schools (EAN)* grant. Unrestricted funds, especially direct public support, are often applied to scholarships. Upon the sale of the Ursuline Convent in 2018, the Ursuline Convent donated over $17,000 to be used to help the transition of St. Rose’s preschool/pre-kindergarten into St. Mary’s Parish School. At different times, the Ursulines Sisters have been very generous through their support to both the school and the St.Mary’s School Foundation. Schweitzer Engineering, a local international engineering firm, donates money employees’ school of choice each year - our school receives between $1,200 to $2,500 per year.  In 2020, the school applied for a *State of Idaho Child Care Grant* in order to help defray the costs of opening and to ensure the early childhood program could continue during the COVID-19 pandemic. The school has applied for an *Emergency Assistance to Non-Public Schools* grant to help offset the unexpectedly high costs associated with opening the school fully during the COVID pandemic. The school received $6,340 from the Federal *CARES Act* in 2020. The school also benefits from approximately $10,000 in *Title I* funds, $5,000 in *Title II* funds, and approximately $1,900 in *Title IV* funds. The school receives from the Catholic Foundation approximately $1,900 yearly, based on the number of students enrolled due to the “unfunded mandate” by the Diocese of free tuition for full time employees of the Diocese.  Students who qualify receive “speech therapy” from the Moscow School District at no cost to the school or family.

The school’s budget is delineated into broad categories of ordinary income (tuition, direct public support, St. Mary’s School Foundation, St. Mary’s Parish subsidy, fundraising, and other miscellaneous income) and expenses with more specific categories (facilities and equipment, maintenance, utilities, technology, classroom supplies, library, other miscellaneous areas, and payroll and benefits). A review of the profit and loss versus actual statements monthly (by the school board and finance committee), helps the business office and administration ensure that the school’s needs are being met at the same time while being fiscally responsible. A review over a three-year period has helped the school better examine areas such as utilities, water, and sewer cost increases and how to reduce costs with long-term investments such as low flow toilets, new water-bottle drinking fountains, low- E lights, etc.

The budget is consistently reviewed by the business managers, principal, and school board.   The school has established a development committee and fundraising committee and is in the process of establishing a finance committee and technology committee (with a focus on management and growth). The development committee will work with the foundation board and finance committee to assist the school in long term financial needs.

The current annual school budget provides actual revenue sources, as listed above in 10.2 and 10.3.  A 3-year budget projection uses the previous year’s actual revenue sources, matriculation data, projected new enrollment, estimates from tuition (1%-3% increase), St. Mary’s School Foundation subsidy, St. Mary’s Parish subsidy, and projected fundraising, development and direct public support.

Monthly profit/loss statements are reviewed and, if needed, revised by the business office, administrative team, and the school board.  These are reviewed relative to the previous year’s expenditures and are then a part of the future budget projections.

Compensation is reviewed relative to the local school district salaries with a goal of ensuring at least 80-85% of the local salaries/benefits scales.  In 2019, due to the local district base salary increase, salary suppression was occurring at St. Mary’s School, with new faculty making more than faculty who had been in the school a longer time.  Salaries of longer serving faculty were adjusted upwards to ensure an equitable scale.  In 2020, the school board recommended a raise for all faculty.  The projected budget and projected 10% increase in enrollment were used to calculate the budget for salaries and benefits. In December each year the diocese provides a list of what to expect in insurances (health, facilities, and retirement benefits) which are then used to help establish the projected budget for the next academic year.

In 2020, the school established an annual finance meeting for all interested parents concerning the school budget, the projected and actual costs of education, and all revenue sources, as well as general costs of running the school. Documentation of each area was distributed and questions answered.  During interviews with prospective new parents, parents are presented with information about the actual cost of education versus what is covered by tuition. Those who can afford to pay the full cost of education are encouraged to do so. Tuition covers approximately 50% of the cost of educating a child at St. Mary’s. Written materials about the St. Mary’s School Foundation are distributed to families, grandparents, and the parish community and they are encouraged to donate to help build the Foundation corpus. The Foundation currently has approximately $2,400,000 in its corpus, with a goal of $5,000,000 - $10,000,000. When these amounts are reached, tuition for the year would be significantly lower for all families, thus making the education more affordable.

St. Mary’s School has provided documentation to families outlining a 3-year increase in tuition, which explains tuition relative to the cost of doing business and also to keep salaries within the 80% - 85% range of the local school district.  The business managers and administration have developed a well-articulated document for applying for tuition assistance.  They then meet with each of these families individually about their request for how the school may be able to help them in their goal of a Catholic education for their child(ren).  The Idaho Child Care Program (ICCP) has family assistance available (for those who qualify financially) for Preschool and Pre-Kindergarten classes/childcare and Kindergarten childcare. For tuition, family rates are published, taking into account the number of children in a family.  During the interview process, prospective new families receive information about tuition vs. actual costs of education. Families requesting scholarship assistance have a confidential meeting with the business managers.  Donors often directly support tuition assistance for families.

The skeleton budget, developed in December, is brought before the school board for review and approval in the January/February school board meetings. The budget is reviewed monthly by the business managers and administrative team.  Expenditures are reviewed weekly by the business managers and administrative team.  A profit and loss statement, current vs. prior year, is presented monthly to the school board for review and analysis.  The-3-year forecast is reviewed annually and updated to reflect any anticipated changes to the budget and capital needs. Business managers follow the business policies and procedures set by the Roman Catholic Diocese of Boise and perform all accounting duties in accordance with *Generally Accepted Accounting Principles (GAAP).*  The business office, in conjunction with the administration, developed a business accounting plan that helps ensure fiduciary responsibility. This is posted in the business office and reviewed regularly.

Key Strengths for Standard 10

* The school has well-articulated Financial Plans (and projected 3 year budgets) that define revenue sources and projected expenditures that are reviewed and monitored by the business office, administrative team, and school board.
* Business managers follow the *Business Policies and Procedures* set by the Roman Catholic Diocese of Boise as well as performing all accounting duties in accordance with *GAAP*.

Key Growth Areas for Standard 10

* Continue to grow faculty and staff salaries.
* Continue to work with families to help them understand the role of the St. Mary’s School Foundation and its impact on reducing the overall cost of a St. Mary’s Parish School education.

Evidence (see folder)

**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.**

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| 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. | 4 |
| 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. | 4 |
| 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. | 4 |
| **Average of all Benchmarks – Standard 11** | **4** |

 St. Mary’s School complies with all HR policies as developed and defined by the Diocese of Boise. The school has a HR specialist that receives training from the Diocese 1-2 times a year on personnel policies, knowledge of benefits, and any changes to HR policies (personnel policies, health care, costs, etc.).  The second business manager focuses on all IRS designations separate from HR. Accountability occurs through regular meetings with administrators.  Checks and balances are in place with dual business managers. The principal and business managers attend annual HR meetings with the Diocese as well as receive and discuss any periodic updates from the Diocese. The principal and the Diocesan Superintendent of Education discuss any HR concerns or questions relative to personnel policies and procedures. In accordance with policy, all faculty and staff are evaluated annually.

All positions in the school have a job description on file in the principal’s office. Teachers must have a State of Idaho teaching credential and maintain professional development credits as established by the Idaho State Board of Education.  Benefits are explained both verbally and through written documentation by HR and provided at the time of hiring and when changes are made by the Diocese.  Options for retirement savings and other benefits are discussed at hire and when requested by an employee.

All faculty and aides who work in the Early Childhood area hold first aid, CPR, and City of Moscow Child Care licensure, which requires 12 hours of  professional development hours annually. The school has a staff member who holds a “Food-handlers License” in safety and management to oversee the lunch program.

Professional development occurs continuously throughout the school year (during faculty meetings as well as retreat days, such as the Diocese of Boise’s annual Catholic Educators’ Conference held each October). Summer 2020, all faculty currently employed received professional development training in Google Suites and Classroom through Northwest Nazarene University.

Accountability occurs through ongoing classroom assessments and annual reviews of faculty and staff.  As mandated by the Diocese of Boise, St. Mary’s School offers a benefit of free tuition for all diocese employees contracted for over 30 hours per week. All administration/faculty/staff are background checked by both the State of Idaho and the Diocese of Boise and complete the Catholic Mutual Safe Environment in-person training (at initial hire) and online (yearly). All faculty either have or are working on their Catechist certification through the Diocese of Boise (through in-person CEC classes and online courses).

A goal of the previous WCEA self-study was to help ensure fair compensation for faculty. The local school district salaries are reviewed annually, with a view of keeping St. Mary’s faculty salaries 80-85% of the local public district at a minimum. When financially possible, the goal is annual raises (5% raise 2020-2021 and 3% raise 2021-2022). Currently in faculty salaries, St. Mary’s is 89% of the local school district in early career salaries, and 86% of the school district in terms of master’s degree and 15+ year’s experience. All Diocesan full-time employees receive free tuition for their children at St. Mary’s School (unfunded mandate by the Diocese). This is a significant benefit that augments a faculty/staff salary at St. Mary’s School (e.g. 2021-2022 that would add supplemental to their salary $4,646 for one child; $7,766 to a salary for two children, $9,866 for three children). Sick leave benefits are set by the Diocese of Boise, excluding two additional days of leave provided by the school as well as assistance in providing extended leave when necessary. The goal is for staff to earn a fair wage and to receive an annual raise.

Between Title II and IV funds and the school’s resources, faculty and staff receive funding to attend the Catholic Educators Conference as well as other relevant training and classes. Examples of costs covered historically include science credits, Catholic Educators’ Conference fees, Google Classroom training, teacher exchange opportunities with other Catholic schools, first aid & CPR training, City of Moscow Childcare Licensure in early childhood education, and all background check costs at Diocese and state levels.

The Diocese of Boise offers a retirement plan and an additional optional add-on retirement plan. St. Mary’s School uses Federal government Title II and Title IV funds supporting professional development.  The school budgets for ongoing professional development when anticipated.  Health care is managed through the Diocese, and the school pays 80% of employees’ health care with the employee covering 20%. At full cost to the employee, medical coverage is offered to spouses and children.

A healthy/nutritious free lunch is provided for teachers and staff.  Physical health is promoted with the annual Jog-a-Thon fundraiser, the annual fun run, and programs offered through the medical insurance company. Spiritual health is promoted with the annual Catholic Educators’ Conference, a one-minute mindfulness activity conducted daily in the school, the Holy Thursday retreat, weekly school Mass, teachers’/staffs’ daily morning prayer circle, annual faculty/staff retreat, and throughout the year at different faculty meetings.  At different times there has been a focus from the administrative staff to provide readings and reflective pieces that faculty and staff can use for their spiritual growth.

Key Strengths for Standard 11

* The Administration and business office have developed strong business practices in terms of HR, business finances, money handling, scholarship procedures, and personnel and has two part-time business managers: one with HR/personnel/money handling/payroll responsibilities and the second with billing/finances/budget/payment responsibilities. Both know each other’s jobs.
* Professional development for faculty/staff in technology such as Beehively and Google Suites/Classroom, science, classroom and NWEA assessments, and Catholic Identity.

Key Growth Areas for Standard 11

* Continue to grow salaries and wages for faculty and staff.
* Develop plans for faculty succession.

Evidence (see folder)

**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.**

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| 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. | 2 |
| 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** | **2.67** |

An overall Strategic Plan has been developed and is now being updated during this accreditation cycle, with input from relevant stakeholders. The technology plan includes how we currently use technology, specific needs, a broad look of technology rotation on a 5-year basis, and professional development needs of faculty/staff. This past year a router was replaced, Chromebooks added for all 2nd-8th graders, new business office computer and two new printers (one color) were purchased, and Docucams were replaced, color).  During the COVID soft closure of 2020, an effort was made to ensure that all students had access to appropriate technology and internet service. The technology plan lists serial numbers of all technology in the school. Through the Federal EAN grant, the school is requesting help in connecting to fiber optics, our greatest technology need at the moment.

 The long-range facility plan lists the accomplishments over the past 6 years and provides a timeline for future replacement of the roof, replacement of the boiler, refinishing of the gymnasium floor, and other high-expense building equipment and facility upkeep. Since the last accreditation cycle, the school installed new faucets in the older building’s classrooms, new low flow toilets, new bathroom stalls, and water bottle filling/drinking stations. Through an Avista subsidy, LED lighting replaced all fluorescent lighting across the entire school except in the gymnasium in the summer of 2021. New heaters were placed in the library and new outlets put in the classrooms in the old part of the building.  The facility plan also provides documentation of all sub-areas such as classroom furniture and kitchen appliances with replacement schedules. The school’s elevator is serviced twice yearly and receives a full evaluation every 5 years. The school’s fire alarm system is checked and serviced annually each August before school starts. Asbestos evaluation is conducted regularly.

General facility maintenance is supported in the annual budget. The school budget does not currently include capital improvements; however, the depreciation and replacement schedules are now in the *Facility Management* plans which will permit a better view of building needs over time. General technology maintenance is built into the annual budget and with the new *Technology Plan* and a schedule for technology needs will be added on a rotational basis. The school is currently seeking funding for the boiler and radiator replacement through grants. The school is currently working with Foundationsearch to identify and obtain grant funding to support the replacement of the old boiler with a new, energy efficient hot water heating system with splitters for the original building, equipment and materials to continue the development of the outdoor science area and technology upgrades including new more efficient smartboard technologies.

All decisions concerning facilities and technology are predicated on a discussion of and alignment to the school’s mission and vision statement. Recent purchases include low-flow toilets, new classroom faucets in the original building, water bottle refill stations, low energy lights throughout the school, and energy saving window coverings.

Health-related equipment recently purchased for each classroom include air purifiers, humidifiers, oscillating fans, Culligan water stations, masks, face shields, sanitizing wipes, dividers, hand-sanitizer dispensers, and disinfectant foggers. The foggers are used to sanitize all classrooms and facilities daily as needed. COVID social distancing standards are used in the school as well as plexiglass divider panels which were purchased and made to help ensure healthy learning environments.

 The school is establishing an outdoor science area that currently includes raised planters, a greenhouse, and a cement patio gathering area for instruction. The *Outdoor Science Area Plan* was developed with input from all teachers and students and coordinated by a parent as his senior university project.  Vegetables grown on the school grounds have been used in the school lunch program.

 Students in the upper grades read and discuss Pope Francis’ Laudato si on care for our common home.

A new external insulated door in the 5th grade classroom was installed. Security upgrades include bullet-proof glass in the main school doors and school office, steel panels in the main office, an electronic door release system, video and audio at the front entry, a school-wide intercom/phone system, and an updated fire alarm system and management company. A strong COVID management plan was implemented during the 2020-2021 academic year that helped ensure that all students could attend in-person classes daily from September 1 through June 4 with minimal COVID risk.

Key Strengths for Standard 12

* Development of an overall Strategic Plan, technology management plan, facility management plan, development plan, and outdoor science area plan.
* Developing a healthy, environmentally friendly school that allowed us to be fully open with all students in school during the COVID pandemic of 2020-2021 school year using: air purifiers, humidifiers, oscillating fans, Culligan water stations, masks, face shields, sanitizing wipes, dividers, hand-sanitizer dispensers, disinfectant foggers, and a strong COVID management plan.

Key Growth Areas for Standard 12

* Ensure that the rotating needs from the technology, facility management, outdoor science area plans are addressed within the annual and long-term budgets and grants.
* Obtain grants to ensure the boiler and radiators are replaced with a modern hot water system and splitters in the original building.

Evidence (see folder)

**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.**

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| 13.1  The communications/marketing plan requires a 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. | 4 |
| 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 the 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. | 3 |
| **Average of all Benchmarks – Standard 13** | **3.33** |

The school worked diligently over the past 4 years to diversify communication and marketing plans to reach broader audiences using different online, mailing, and other techniques. A marketing plan was started in the fall of 2018 that lists activities and a specific timeline in which to accomplish and publish the materials. The school tracks successful and unsuccessful marketing strategies and looks for multiple strategies to help the school’s visibility and enrollment. A matriculation document is revised annually and helps in providing retention and future enrollment.  In 2017, an attractive school sign was donated and installed on the north side of the building (there has never been one on this side of the building) very visible on busy D street. A banner is on display year-round on the school’s fencing facing D Street. The administrative team implemented a motto, *“Igniting Faith, Knowledge, Creativity, Service”* which is included in all communications. The school’s website was completely revamped in 2019 and is updated regularly.  Communication methods include weekly newsletters from the school office using email and the new student information system *“Beehively”,* weekly newsletters from each teacher, information in the weekly church bulletin, social media outlets (Facebook & Twitter), and occasional articles in the *Idaho Catholic Register* and the *Moscow/Pullman Daily News*.  The school maintains a list of businesses who have donated to the school auction, which is compiled into a booklet and dispersed to families and throughout the community businesses. The school places postcards with school information in real estate and other local businesses.  The school sends thank you letters and reminders to community members who have purchased Christmas trees from the school’s fundraiser.  The school is currently establishing a database that compiles the following lists all on one database: current families, alumni, St. Mary’s School Foundation, Parish, major donors, School Annual Fund, grandparents, businesses, and benefactors. To market in the community, postcards are placed in various businesses and real estate offices, fliers are posted with parents’ positive comments about the school, and in order to reach a broader audience locally, a local advertising business generated a list of potential families in the geographic area with school-aged children. During Catholic Schools week, school families speak at different Masses about why they have chosen a St. Mary’s education for the child(ren). The strongest method for recruitment remains “word of mouth'' from current and past school families.

Ten-year enrollment data by grade is documented and reviewed to project future enrollment and 3-year budgeting cycle.  In this process, the school examines yearly trends, matriculation, and other factors that affect enrollment. Matriculation data, along with direct conversations with families has helped ensure the school would retain classes through the 8th grade. The administrative team regularly checks in with parents to ensure family needs are met and seeks ways to help ensure retention.  A yearly report on enrollment and student demographics is sent to the *Diocese of Boise* and the *National Catholic Education Association*.  The school board analyzes and discusses enrollment, budget, and tuition, and looks for ways to work with the administration to improve all areas. The school board approves the current budget year and helps develop 3-year projections.  The school administration has tracked how the addition of Preschool and Prekindergarten & all-day Kindergarten has positively impacted enrollment and transition patterns into the Kindergarten.  The school uses this analysis in making decisions regarding tuition, enrollment/retention, and growth of each grade.

The administrative team and school board work collaboratively on fundraising and development plans at most school board meetings.  School board minutes show discussions about fundraisers, development activities, and finances.  In 2020, an *Annual Appeal* was established for the school separate from the *St. Mary’s School Foundation Annual Appeal*. Strategies to grow and maintain funding prospects include: identifying and meeting with major donors, grants, video outreach that informed people about financial breaks for their donations to education, establishing a finance committee, and packets that are handed out at Open House and to prospective parents. There is a 3-year budget projection in relation to enrollment. The school board and administration have established a development committee who meets regularly and looks for continual avenues of revenue streaming.  The *St. Mary’s School Foundation* sent out an updated brochure last school year (2020-21) with its annual appeal. The school’s administrative team is active in the school foundation and the school board chair often attends the quarterly foundation meeting. The school’s mission statement is listed on school documents and posted in the school.  A motto was established and is listed on school documents and communications. In school newsletters, oftentimes an alumni spotlight is shared. A goal has been to add an alumni link on the school webpage such that alumni can connect with each other and the school and perhaps share their time, talent, or treasure.

Key Strengths for Standard 13

* Diversified and marketing plans use multiple platforms and media to communicate information about the school to all stakeholders and potential families.
* New motto: *“Igniting faith, knowledge, creativity, service”* is on all school communications.

Key Growth Areas for Standard 13

* Develop a database that compiles the following lists all on one database: current families, alumni, St. Mary’s School Foundation, Parish, major donors, School Annual Fund, grandparents, businesses, and benefactors.
* Update website (happening in summer 2021) and establish a link and space on the school website for alumni to connect with each other and link to the school to potentially share their time, talent, and treasure.

* Evidence (see folder)

**Summary of Domain 4**

St. Mary’s Parish School has a well-articulated Financial Plan and projected three-year budgets that define revenue sources and projected expenditures. Each are reviewed and monitored regularly by the business office, administrative team, and school board. Business managers follow the Business Policies and Procedures set by the Roman Catholic Diocese of Boise, as well as perform all accounting duties in accordance with GAAP. The school has two part-time business managers, each with assigned responsibilities in finances and human resources, and who utilize a two-person “checks and balances” system for outstanding accuracy and accountability. Administration is developing a strong Strategic Plan that includes the inventory, development, and growth in technology, facilities, and equipment. In SY 2020-2021, the school’s Covid-19 plan set up a healthy, environmentally-friendly building allowing the school to open fully for all students, utilizing the following in classrooms and throughout the building. The Marketing Plan uses multiple platforms and media to communicate information about the school to stakeholders and potential families. Professional development occurs continuously throughout each year.

Areas of growth in financial planning and budgeting include improving communication with families to help them understand the role of the St. Mary’s School Foundation and its impact on reducing the overall cost of a St. Mary’s Parish School education, and continuing to grow faculty and staff salaries. A finance committee is being reinstated which will help with communication about finances and planning. Human resource growth is needed in the area of faculty succession. The school also needs to ensure that the rotating needs from the plans for technology, facilities, and outdoor science are addressed within the annual and long-term budgets and grants. This includes obtaining grants to replace the boiler, radiators, and splitters with a modern hot water system in the original building.

CHAPTER IV – Educational Action Plan

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

This was the last report in 2019 before we started the accreditation process.

1.St. Mary’s School faculty/administration will formalize a cohesive, challenging curriculum across the grades in ELA, math, and religion that reflects the school’s high expectations for all learners.

* Faculty and Administration met as a group and subgroups by grades to work on mapping ELA.  The math curriculum was mapped in 2018, and Religion was also mapped at that time when the parish and school worked to co-ordinate Religion curriculum.  As we head into Accreditation, mapping will be finished and copies handed out to stakeholders.

2.  St. Mary’s School will continue to increase the financial base of the school which included upgrading technology and increasing salaries.

* In the past years right before Accreditation, we have had a struggle due to smaller enrollment and collections coming in slowly but steadily on past due accounts.  We have operated very frugally, combined some grades, and made wise decisions on purchases.   We finally had the audit we requested several years ago when some money we thought was there was not.  In 2017-2018 we had some difficulties with our school board and their perception of their role. This caused another downward bump in enrollment.  There was conflict between the board and the principal.  Many board members decided not to return.  Because of this, Father Joe decided to return to the Administrative Team format which has helped immensely in 2018-2019.  The pre-school and pre-K were moved over to our building as the Ursuline Convent was closed after 110 years.  This has re-energized the school.  Father Joe thought the middle grades should be closed but parents rallied to support it.  After discussion and meetings, our middle grades are still in existence which also re-energized our school.  Enrollment and registrations are increasing.   We are looking to get corporate sponsors (Palouse Family Eye is one) to help with support.  Although we have struggled, we are optimistic as new families are coming in.  As we move forward, we are committed to increasing the financial base of the school again.

(Our school was able to remain open during the Covid year, 2021, and our enrollment has increased along with the financial base.)

3.St. Mary’s School will develop a long- range strategic plan for our school.

* The Strategic plan has moved a little slowly.  There were some major financial issues that needed to be attended to with the Diocese.  Because of that we pushed the date back to 2020 for completion. (In 2020/ 2021, the financial issues have been addressed and the strategic plan is has been developed but it is a work in progress and will continue to be updated.)

B.   Key Strength and Growth Areas

**Strengths:**

Domain 1 –

• Consistent, regular, level appropriate religion classes, students participate in a multitude of religious based experiences

• Weekly Mass presented by the students at each grade level

Domain 2-

• Our mission and vision statements are posted around the school and are on all newsletters sent from the school.

• Our SLE’s and mission statement are discussed continuously throughout the school year at school, at meetings, and with parents.

Domain 3

• The curriculum is rigorous and we meet students where they are at and help them grow.  This is shown by schoolwide progress on MAPS tests.

• Along with the rigorous curriculum, many enrichment programs enhance student learning in knowledge, faith, creativity, and service.  We have a strong music program, PE four days a week, Ozobots, Google Classroom and Chrome Books to help online learning, research projects, Lexia, IXL, Accelerated Reader and Star Reading.

Domain 4

• The administration and business offices have developed strong business practices in terms of HR, business finances, money handling, scholarship procedures, and personnel.  There are two part-time business managers: one with HR/personnel/money handling/payroll responsibilities and the other with billing/finance/budget/payment responsibilities.  Both know each other’s jobs.

• The school has well-articulated financial plans (and projected 3-year budgets) that define revenue resources and projected expenditures that are reviewed and monitored by the business office, administrative team, and school board.

**Growth:**

Domain 1

Goal of the Action Plan

• Regularly assess the impact of service projects on the recipients and participants and community

• Explore ways to have the school be more effectively involved in the broader community

Domain 2

Goal of the Action Plan

• To update the model of leadership at St. Mary’s School

• To have a leadership model/administration who can lead the school effectively

Domain 3

Goal of the Action Plan

• To make the exceptionalism and academic excellence of the school much more visible to parents, parish, and the community

• More professional development for staff, regular Catechist formation classes developed for each year, and focus on creating more data-driven goals school-wide

Domain 4

Goal of the Action Plan

• Develop and maintain a strong vital strategic plan, tech management plan, facilities management plan, marketing/public relations plan

• Develop strong finance, development, and marketing committees (these will address recruitment and enrollment, a sustainable budget, teacher salaries, and support of the school).

**Educational Action Plan  (EAP)**

**Domain 1  Mission and Catholic Identity**

**Goal:**

St. Mary’s School will regularly assess and review our service projects for their impact on the wider community and on the students to help develop a positive sense of Christian service and Gospel values in their life now and into their future.

**Rationale for the Action Plan**

Students do participate in a variety of service activities. It is our aim to assist each student to develop a heart of “service” while they are at St. Mary’s and into their future “*changing the world* “: St. Mary’s Vision for each student*..*

Some parents, via the surveys, voiced that they are not aware of the focus for service projects.

**Strategies**

St. Mary’s School will explore and broaden the base of our service projects.

St. Mary’s School will develop and collect varied feedback from recipients and stakeholders.

**Acting Agents**

Project supervisors, staff, student council, and classes will be the acting agents.

**Necessary Resources**

Contacts and agencies, chosen projects and understanding limitations and funding are resources needed.

**Ways of Assessing Progress**

St. Mary’s School will use direct feedback as to how/if/when the recipients received the benefits as intended.

Progress will be shared with staff, students, school board, and larger community in a variety of ways.

**Timeline for completion**

This will be done annually.

**Domain 2 Governance and Leadership**

**Goal:**

St. Mary’s School will continue to search for the best and most effective model of leadership for our school.

**Rationale for the Action Plan**

St. Mary’s School will serve the Moscow community with strong, excellent leadership.  This will be done by developing a model of leadership that works effectively in our Catholic School.

Presently, the school is operating with an “interim” principal.

**Strategies**

List the job description and advertise locally, statewide, and nationwide using all types of media.

St. Mary’s School will explore various leadership models

**Acting Agents**

Principal, pastor, Superintendent of Catholic Schools, along with support by the staff, schoolboard, and parents will be the acting agents.

**Necessary Resources**

Advertising through media, internet, newsletters, webpage, and collaboration of ideas with the staff will be the necessary resources.

**Ways of Assessing Progress**

New leadership will begin and there will be yearly evaluations.

**Ways of Reporting Progress**

St. Mary’s School will regularly announce progress to the Diocese, parish, families, and community.

**Timeline for completion**

In one year, there will be visible evidence of new leadership with ongoing progress each year in this area.

**Domain 3 Academic Excellence**

**Goal:**

St. Mary’s School Administration and staff see the need for more professional development especially in the area of  regular Catechist formation. St. Mary’s School will focus on creating more data-driven goals school- wide.

**Strategies**

St. Mary’s School will review data and take teacher requests to determine professional development and faith formation.

Set aside specific meeting times each semester for learning communities---possibly through current student testing methods and review data.

**Rationale for the Action Plan**

We are a Catholic school, and it is incumbent that all our teachers are formed fully in the school’s Catholic philosophy.

**Acting Agents**

Administration, staff, Diocesan staff, and professional development staff are the acting agents.

**Necessary Resources**

Access and information about professional development courses, faith formation classes and good data collection on our students are some of the necessary resources**.**

**Ways of Assessing Progress**

Staff will turn in a list of professional development courses and faith formation classes which will be taken at a minimum of one each year.  Data will be compiled regularly and used in grade level or staff meetings.

**Ways of Reporting Progress**

This will be reviewed yearly in teacher’s evaluations and reports to the Diocesan Office regarding catechist formation.

**Timeline for completion**

This goal is ongoing.

**Domain 4  Operational Vitality**

**Goal:**

In order to insure a strong and viable future forSt. Mary’s School, a comprehensive five- year long-range plan will be developed.

**Rationale for the Action Plan**

St. Mary’s School wants to ensure the longevity and quality of the school.  This will help growth in student and faculty population and retention.  It will also ensure maintenance of facilities, equipment, technology, and sustainable financial support.

**Strategies**

In order for the school to have a strong, comprehensive strategic plan the following committees need to be fully active with established goals: finance, marketing/enrollment, development, curriculum and technology.

Periodic positive reports communicating progress of the strategic plan to the community are needed (at a minimum once a year).

**Acting Agents**

Committees, including technology, development, finance, facilities along with the administration, school board, business managers, office manager, and St. Mary’s Foundation Board members are the acting agents.

**Necessary Resources**

Financial plan, time, people with expertise are necessary resources.

**Ways of Assessing Progress**

Acting agents will assess progress by reviewing appropriate meeting minutes, setting and reviewing goals, and evaluating the growth in revenue and enrollment (at a minimum at least once a year).

**Ways of Reporting Progress**

Newsletters, website, communiques with all involved parties and stakeholders will be sent out regularly.

**Timeline for completion**

This goal is ongoing.