



IMPROVING STUDENT LEARNING

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A Self-Study for:

**E806 KEARNS-ST. ANN SCHOOL
430 E 2100 S
SALT LAKE CITY, UT 84115**

Continuous School Improvement Focused on High Achievement of All Students

2022 - 2023 School Year

Preface

The Accreditation Re-visit Committee Report, January 9, 2020

Kearns-St. Ann Catholic School underwent a full accreditation visit in the Spring of 2017. There was disagreement between the Visiting Committee team members and chairperson at that time regarding a status term of accreditation between a full term and one requiring a midterm visit. The chairperson petitioned the WCEA Commissioner, with the support of the WCEA Diocesan Commissioner, to review findings and make the final determination based upon:

- 1. From 2011 to 2017, the school had had three principals in five years*
- 2. During the Spring 2017 visit, it was noted visible friction between the principal and staff members.*
- 3. Throughout the Self Study process and visit, there was a lack of objective documentation and data to support positive growth of the school due to lost records.*
- 4. The school, serving an itinerant population, was heavily in debt.*

Though the school was providing adequate education for its student population, given the above, it was determined that the foundation of the school was not strong and if the situation continued, the school would not be able to implement effectively its Action Plan for the future of student learning and would be on the road to closure. Therefore, the WCEA Commission granted a six-year status to the school with a midterm revisit.

Current Situation (January 9, 2020)

Because of the nature of the concerns, the school's Action Plan was not in question and progress has been made in fulfilling its five Critical Goals. The school has a much stronger foundation in place given the following major developments:

- 1. A new principal was appointed in the Fall of 2018, who was an experienced administrator. She, along with diocesan support, has made a strong positive impact upon the school in relation to financial/account restructuring, academics, personnel, health and safety and overall foundational personnel restructuring.*
- 2. Enrollment has increased by 25%*
- 3. New teachers with strong expertise have been hired, along with a part time counselor and learning resource support.*
- 4. The Early Childhood Center has grown considerably and has moved from the school basement to its own building on the school grounds.*
- 5. The free, after-school program has been significantly improved. The majority of students attend for enrichment and support.*
- 6. A stronger curricular and co-curricular program is in place which has included updated textbooks and emphasis on a standards-based curriculum and assessment.*
- 7. A Spanish immersion program is being slowly and deliberately integrated with the very young children.*
- 8. There is now a formal evaluation process of, and annual goal setting by teachers.*
- 9. Effective financial procedures and monitoring have been put in place. Extraneous non-essential costs have been eliminated and other cost saving measures implemented. Because of this and*

additional support, the school ended the 2018- 19 school year with a positive \$100,000. The budget this year is balanced and has been able to maintain this balance.

10. Strong outreach has been made into the local community for student support resources.

11. Title 1 funding has been more effectively utilized in supporting students.

Finally, the school is especially commended for the strong support of an extremely diverse student population.

January 9, 2020

Mission Statement

We Teach the World!

Kearns-St. Ann School, as a ministry of St. Ann Parish and in partnership with families, promotes a deep love of God, academic excellence and Catholic values, in a diverse environment.

Schoolwide Learning Expectations

Catholic Students:

- Demonstrate knowledge of Catholic teaching
- Participate in spiritual and sacramental Church life
- Serve God and others through the Works of Mercy

Life Long Learners:

- Demonstrate growth in academic skills through listening, speaking, reading and writing
- Exhibit critical thinking
- Use technology as an educational tool

Responsible Citizens:

- Demonstrate respect for self, others and the environment
- Appreciate the richness of God's diverse creation
- Apply virtues and social skills in daily life

Philosophy

Kearns-St. Ann Catholic School promotes academic excellence and Catholic values within a diverse, disciplined environment. We believe in educating each student as a whole person, intellectually, socially, physically emotionally and spiritually, through the practice of service, compassion, love and respect.

We provide an educational environment where lifelong learning is a shared responsibility among students, teachers, administrators, families and the parish community. Kearns-St. Ann educators promote: love of God, others, and self.

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2022–2023 FACULTY & STAFF

Pastor	Father Dominic Sternhagen
Principal	Mrs. Dominique Aragon
Office Manager	Mrs. Daisy Richardson
Dean of Students/MS Study Skills	Mr. Charles Miller
Business Manager	Mr. Steve Belnap
Marketing Director	Mrs. Jeremy Green
8 th Homeroom/MS ELA/SS/ASUPD Coordinator	Ms. Stephanie Frias
7 th Homeroom/MS Math/Science	Dr. Jiaxuan Alice Liu
5 th Grade/PE/Athletic Director	Mr. Jeff Lambert
3 rd Grade/4 th Grade/Spanish	Mrs. Ingrid Griffee
2 nd Grade/7 th Grade Religion/Renweb/Vice Principal	Mrs. Christina Dignam
1 st Grade/6 th Grade Religion/UOL	Mrs. Carrie Justesen
Kindergarten/8 th Religion/Liturgy	Sister Patrice McGee
Pre-K Director/Teacher/Spanish	Mrs. Sandra Torres
Music/Spanish	Ms. Christina Phillips
6 th Home Room Technology/Math/Student Council	Ms. Chenxi Qiao
Art/Spanish/Reading Instruction	Mrs. Karen Hague
Spanish/DLI Coordinator	Ms. Lidia Ordaz
Title One	Ms. Janet Nerdin
ECC Director (Infant-Preschool)	Ms. Kaitlin Dignam
Food Supervisor	Mr. Dave Smith
Maintenance Supervisor	Mr. Kevin Dignam
Promise Afterschool	Kuilina Larkin
School Resource Officer/Law and Safety	Officer Chad Leetham
Counselor/PE/Asst. Athletic Director	Ms. Heidi Qin
Assistant to the CSO/KSA Principal 2018-22	Mrs. Susan Nakaba

SELF STUDY COMMITTEES

CHAPTER 3 – QUALITY OF KSA SCHOOL’S PROGRAM

TOPIC	COMMITTEE
A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY	Fr. Omar, Jeff Lambert, Ingrid Griffee, Christina Dignam, Sr Patrice, Heidi Qin, Karen Hague
B. DEFINING THE SCHOOL’S PURPOSE	Daisy Richardson, Charles Miller, Carrie Lentz, Lulu Bustos, Jeff Lambert
C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS	Dr. Alice Liu, Carrie Justesen, Janet Nerdin, Jessica Dowsakul, Dave Smith, Sandra Torres
D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS	Susan Nakaba, Dominique Aradon, Christina Phillips, Chenxi Qiao, Janet Nerdin , Karen Hague, Sandra, Torres
E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS	Stephanie Frias, Carrie Lentz, Dominique Aragon, Christina Phillips, Justin Martinez, Kevin Dignam
F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS	Jessica Dowsakul, Dr Alice Liu, Christina Dignam, Carrie Justesen, Chenxi Qiao, Lidia Ordaz
G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH	Heidi Quinn, Off. Chase Hermansen, Justin Martinez, Charles Miller, Stephanie Frias, Ingrid Griffee, Sr Patrice, Lulu Bustos
H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS	Fr Omar, Susan Nakaba, Daisy Richardson, Sonia West Dave Smith, Kevin Dignam, Heidi, Qin, Jeff Lambert

CHAPTER 4 – KSA ACTION PLAN

TOPIC	COMMITTEE
A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF-STUDY FINDINGS	Daisy Richardson, Charles Miller, Dave Smith, Christina Phillips, Jeff Lambert, Chenxi Qiao, Kevin Dignam
B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN	Stephanie Frias, Dr Alice Liu, Christina Dignam, Carrie Justesen, Lidia Ordaz, Sandra Torres, Karen Hague
C. NEW ACTION PLAN	Dominique Aragon, Sr Patrice, Janet Nerdin, Ingrid Griffee, Heidi Qin, Fr. Dominic Sternhagen, Steve Belnap, Susan Nakaba

CHAPTER 1 – INTRODUCTION

A. How The Self Study Was Conducted

During the Fall of 2019, in line with the January 2020 Accreditation Revisit, the Principal presented an overview of the accreditation process to the staff, School Advisory Board, parents, Home and School Association (HSA), and Parish Council. Following the March 2020 COVID 19 out-break, the Self-Study was put on hold in Fall 2020.

In the following eighteen-month period, the school reflected upon the Revisit Committee Report, the Self Study Factors and the Key Self Study Outcomes. The school implemented an appropriate timeline so the Self Study document would be completed in a manner which was beneficial. As a result, the Mission Statement, Philosophy and SLEs were reviewed, updated, affirmed and communicated with shareholders. With analysis of data as a foundation, the school analyzed and developed thoughtful responses in relation to where the school currently is, as well as setting the stage for its future growth. There was an adequate spectrum of involvement for the process throughout the school community which included administration, faculty/staff, pastor, School Advisory Board, parents and parish members.

The leadership team began the process of collecting data, reviewing the mission statement and philosophy, revising the Schoolwide Learning Expectations (SLEs). Staff committees were established to write Chapter 3: Quality of the School Program and Chapter 4: The Action Plan. Besides the faculty and administration, involved in the Self-Study were the School Advisory Board, Parish Council and HSA.

In 2020 - 21, committees began work on Chapter 3 (Quality of the School Program.) In March of 2021, parents, students, staff, School Advisory Board, and HSA completed surveys. The results of the surveys and accumulated academic and behavior data sets provided guidance in establishing the school goals, accomplishments, and action plans.

The initial drafts of Chapter 3 were completed by the staff in 2021. The staff continued to finalize Chapter 3 and Chapter 4 throughout 2022, and to report and discuss the documents as a team.

B. Involvement And Collaboration of Shareholders In Completing The Self-Study

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

Shareholders were included in all areas of the Self-Study. While the bulk of the Self-Study was written by staff, other shareholders were involved in providing input in all areas. Foundational documents, academic and behavior data sets, SLEs, Mission Statement, and Philosophy were presented to all shareholders, who provided significant input. These discussions helped guide the Self-Study committees in identifying critical goals, accomplishments, and in designing the action plan.

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. School Profile

History of School

Kearns-St. Ann School was originally established as an orphanage in 1899 through the donation of the land, building and surrounding property. The parish school itself opened in 1955. The charisms of both the Congregation of the Sisters of the Holy Cross and the Sisters of Charity of the Incarnate Word have pervaded the school in its history.

The local community where the school and parish are located, is very diverse, with a large number of middle to lower income families. Fifty-one percent of the student population qualify for the federal free and reduced lunch program. Currently the enrollment is 110 students (Pre-K through grade 8). About 22% of the students come from refugee families and 55% come from homes where English is not the primary language with a total of 78% minority students. While the majority of the second languages is Spanish or African dialect, there are a number of other languages spoken at home, two of which are not written languages. Because of the ELL component, reading and writing are a strong focus within the school. It is also to be noted that many parents work in excess of 40 hours a week. Thus, it is a struggle for them to be actively involved in the school. On the other hand, recent records indicate that 78% of the parents participated in service to the school, logging over 4,500 hours of service.

Kearns-St. Ann School has been proactive in keeping the school and surrounding area safe despite the complexity of the environment in which it resides. Shareholders have been strong in this endeavor.

There are currently 15 members on the instructional staff. All teachers have Utah teaching licenses or are working on such, and eight have Master's or PhD degrees. Teacher turnover was high during the past period of instability but has stabilized over the last 4 years.

Despite budget constraints, the school has a significant array of specialists to support student learning. For a school of its size, Kearns-St. Ann School is very effectively staffed.

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

From the January 9, 2020 WCEA Revisit Team Report

List the Revised 5 Critical Goals.

1. *Increase the performance of students scoring below the 50th percentile in reading.*
2. *Increase the performance of students scoring below the 50th percentile in writing.*
3. *Develop a better system analyzing the whole school data and monitor how well students are meeting the curriculum standards.*
4. *Further implement Next Generation Science standards throughout grades K through 8.*
5. *Assist students in overcoming academic and behavioral issues by developing a more consistent and formal process of intervention.*

Kearns-St. Ann School has re-established a strong foundation in relation to faith formation, staffing, academic programs, student outcomes and shareholder perception.

Describe the progress made on each goal in the revised Action Plan Fall 2018 - January 2020.

Action Plan Goal -	Summary –	Assessment of Impact on Student Learning -
1 & 2. Increase the performance of students scoring below the 50 th percentile in reading and writing.	Through coordination with our Title I Reading Specialist, we have improved the reading and writing scores for every student who was performing below the 50 th percentile	Across the board, we have seen increased engagement of the students in our intensive reading/writing program; attainment of subject-specific content standards increased student learning in all subject levels
3. Develop a better system analyzing the whole school data and monitor how well students are meeting the curriculum standards.	School-wide we have moved to a standards-based system of evaluation. We have acquired and instituted a standards-based program (SuccessMaker) in ELA and Math for K – 8 th grade which tracks and provides timely reports and students’ mastery of the content standards. Dibels has been performed three times this year on all grades and the information analyzed to inform instruction	Accomplishment of this goal has provided for: Targeted Interventions; realigned reading & math groups; and increased student learning goals attainment
4. Further implement Next Generation Science standards throughout grades K - 8.	The NG Science Content Standards have been implemented in every grade level, with professional development, lab experience and science inquiry	Students have been revitalized in Science, resulting in an All-grade night time Science Extravaganza, attendance at Diocese Science Fair and our students at the UTAH Science fair which has created a renaissance in science, cumulating in a Science Research class offered for next year.
5. Assist students in overcoming academic and behavioral issues by developing a more consistent and formal process of intervention.	We have secured funding to hire a part-time counselor Instructional aide for Pre-K, Kindergarten and 1 st grade. Development of a Resource Center in conjunction with Title I services	In progress

Goals 1 and 2: Increase the performance of students scoring below the 50th percentile in reading and writing.

Reading and writing scores have improved for every student who was performing below the 50%. Data presented at the revisit by the Title I teacher and principal verified effective growth of students below the 50%.

Goal 3: Develop a better system analyzing the whole school data and monitor how well students are meeting the curriculum standards.

The school has moved to a standards-based system of evaluation and has acquired and instituted a standards-based program in ELA and Math. ACT Aspire is utilized at each grade level as is the Dibels assessment.

Goal 4: Further implement Next Generation Science standards throughout grades K-8

The NGSS Science Content Standards have been implemented in every grade level, with professional development lab experience and science inquiry. There has been a deliberate effort in creating a renaissance in this area. A science research class is anticipated to be offered in the 2020-2021 school year.

Goal 5: Assist students in overcoming academic and behavioral issues by developing a more consistent and formal process of intervention.

Funding has been secured to hire a part-time counselor. Speech/language services are also available. Additional classroom personnel support has been added for pre- kindergarten, kindergarten and first grade. There has been a development of a Resource Center in conjunction with Title I services.

How effectively has the school accomplished these directives?

The Revisit Committee commends the great strides the school has made in the past three years in strengthening significantly the organization and academic foundation of the school. The Committee has been able to verify that excellent progress has been made in relation to the five Critical Goals of the school's last Self Study.

What impediments, if any, could impact the implementation of the remaining goals in the Action Plan.

At this time, the school is on a very good path in further addressing its five Critical Goals, which are still relevant. Negative financial implications and staffing could always derail progress that has been made or continued to be made. However, at this point, the school is on a strong positive projectile.

Next Steps: Revisit Committee recommendations that impact student learning

As indicated above, the original goals are still valid. The Revisit Committee, however, directs the school to continue to refine objective data with Goals #1 and #2. In addition, the following should continue to be targeted:

- 1. Continued development of standards-based learning and assessment.*
- 2. Continued focus on the school's ESL population.*
- 3. Seek additional ways of further meeting the needs of students on the higher end of the learning spectrum.*

The Re-Visiting Committee directs that the Action Plan from the original Self Study be reviewed and revised to cover the next two and a half years leading up to its next Self Study/WCEA accreditation visit. This revised Action Plan is to be submitted to the WCEA Commissioner within a 45-day period and reviewed/revised annually to keep the plan current for student growth.

WCEA Annual Progress Report for KSA 2019 – 22 and Catholic Identity Factors

Action Plan Goal - Fall	Source of New Goal	Summary – Spring	Assessment of Impact on Student Learning - Spring
1 & 2. Increase the performance of students scoring below the 50th percentile in reading and writing.	Critical goal from In-depth Subject Study	Through coordination with our Title I Reading Specialist, we have improved the reading and writing scores for every student who was performing below the 50 th percentile	Across the board, we have seen increased engagement of the students in our intensive reading/writing program; attainment of subject-specific content standards increased student learning in all subject levels
3. Develop a better system analyzing the whole school data and monitor how well students are meeting the curriculum standards.	Critical goal from Self Study	<p>School-wide we have moved to a standards-based system of evaluation. We have acquired and instituted a standards-based program (SuccessMaker) in ELA and Math for K – 8th grade which tracks and provides timely reports and students’ mastery of the content standards.</p> <p>Dibels has been performed three times this year on all grades and the information analyzed to inform instruction</p> <p>Offered High School courses in Math, Science, History and ELA to middle school students</p>	Accomplishment of this goal has provided for: Targeted Interventions; realigned reading & math groups; and increased student learning goals attainment and advanced courses
4. Further implement Next Generation Science standards throughout grades K - 8.	Critical goal from Self Study	<p>The NG Science Content Standards have been implemented in every grade level, with professional development, lab experience and science inquiry</p> <p>Offered High School courses Science (ASUPD)</p>	Students have been revitalized in science, resulting in an All-grade nighttime Science Extravaganza, attendance at Diocese Science Fair and our students at the UTAH Science Fair which has created a renaissance in science, cumulating in a Science Research class offered for next year.
5. Assist students in overcoming academic and behavioral issues by developing a more consistent and formal process of intervention.	Critical goal from Self Study	<p>We have secured funding to hire a part-time counselor</p> <p>Instructional aide for Pre-K, Kindergarten and 1st grade.</p> <p>Development of a Resource Center in conjunction with Title I services</p>	<p>Hired a school counselor</p> <p>Hired an instructional aide</p> <p>Revitalized and reorganized the Study Center/Library</p>

Annual Assessment Catholic Identity Accreditation Factors 2019 - 22

Standard 1	<p>Mission and Philosophy: The school has a mission statement and a philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life.</p>
Comments:	<p>Kearns-St. Ann School works hard to educate each student as a whole person. It is highly effective in providing an educational environment where lifelong faith formation and learning is shared among students, parents and their community. Catholic identity is at the forefront of the school life where we promote a love of God, others and self. This is reflected in the school's SLEs. The school has integrated these into the life of the school by posters that are visible throughout the school, evaluations, reference in lessons and rubrics that show student knowledge of the school's SLEs.</p> <p>The religious instruction at Kearns-St. Ann School is alive, effective, and vibrant. Students and faculty are actively engaged in faith learning throughout the year. All religion faculty are certified in teaching religion. Where 5th and 8th grade students score well on the ACRE test, the scores show students need to work on a few domains. The school works to increase knowledge in these areas through participation in traditional Catholic activities and school-wide programs that teach students how to exhibit Christian behavior.</p> <p>The faculty and staff are working together to improve faith in the primary grades in the areas of prayer, respect for God/others and listening to others. Teachers regularly augment textbooks with seasonal and life application faith formation materials. The upper grades are working to improve serving others, academic skills and applying virtues to daily life.</p> <p>The school community places all students in a "church family" where the oldest students are the leaders. The church families work to support an active spiritual life through school and parish programs. Church families get together monthly to do social justice projects, learn about Christian virtues, improve social skills and apply Works of Mercy.</p>
Standard 3	<p>Curriculum: The school uses a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, and meets the requirements set forth by the USCCB.</p>
Comments:	<p>KSA follows the Salt Lake Diocese's Religion Curriculum and Instruction. We have purchased new Religion textbooks for all grades annually for the 2019-22 school year.</p> <p>The Religion curriculum and teaching methodology are alive and vibrant in classrooms; aligned with Roman Catholic teachings; approved by the local Ordinary; and meet the requirements set forth by the USCCB.</p> <p>All classes plan liturgies and participate in sacramental preparation. KSA prays together every morning as a body.</p>
Standard 5	<p>Parents as the Primary Educators: The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.</p>
Comments:	<p>There have been significant changes to provide improved communications with the parents regarding tuition charges, lunch/breakfast charges, and daycare charges. Period statements are sent home to the parents/guardians to ensure communication on balances owing.</p> <p>78% of the parents participated in service to the school, logging over 4,500 hours of service.</p> <p>Newly revitalized HSA has provided programs throughout the year, including our November 2019 GALA and fundraiser which brought in \$36,000 (before expenses) and 200 community members to celebrate KSA.</p> <p>Newly formed Advisory School Board is tasked with developing a 5-year Strategic Plan.</p>
Standard 6	<p>Service: The school helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done to you." (John 13:15)</p>
Comments:	<p>KSA students have completed numerous service projects this year including Operation Rice Bowl, support for the Leukemia Society, visits to nursing homes, food and clothing drives.</p> <p>Christian service is highly valued and integrated within the entire school community.</p>

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

While the Utah Catholic School Office did not require an In-depth Subject Study, the staff at KSA has annually studied the data in Mathematics and English Language Arts programs and instituted revisions, increased assessment and new programs.

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

Kearns-St. Ann Catholic School’s mission statement and philosophy integrate the Catholic faith in all aspects. Catholic Identity is at the forefront of school life.

Kearns-St. Ann School, as a ministry of St. Ann Parish and in partnership with families, fosters a deep love of God, academic excellence, and Catholic values.

Kearns-St. Ann Catholic School promotes academic excellence and Catholic values within a diverse, disciplined environment. We believe in educating each student as a whole person, intellectually, socially, physically, emotionally, and spiritually, through the practice of service, compassion, love and respect.

Kearns-St. Ann Catholic School provides regular opportunities for the school community to experience prayer, the Sacraments, and to enhance its Catholic Identity. Mass is held biweekly, led by the students. Each grade is assigned at least one Mass for the year, serving as ushers, choir leaders, altar servers, gift bearers, and readers. In addition to Mass, students have opportunities to pray each day, at various times throughout the day, including morning, lunch, and afternoon. Students are given the chance to express their faith through music and art endeavors, including a school-wide production of Easter and Christmas service. In addition to these services, students participate in May Crowning and Rosary March, which are public events.

In keeping with our mission “We teach the world,” our community welcomes families of different cultures and faiths. This supports students’ Catholic identity by offering the opportunity to see the Catholic faith from different cultural and faith perspectives while also affording Catholic students the chance to share their faith with non-Catholics.

A Christian Virtue program (*Positive Action*) has been implemented school-wide, which teaches students how to exhibit Christian behavior thereby enhancing and instilling pride in their Catholic identity and character development. Throughout the school, signs promoting the virtues are displayed to continue to remind students of appropriate Christian behavior. Combining Christian virtues with the Student Learning Expectations (SLE’s) have strengthened the Catholic Identity of both students and staff.

Kearns-St. Ann Catholic School implements the Circle of Grace curriculum in each grade. The Faith Formation leader submits a report annually to the diocese and the national group, which includes teacher surveys and student assessments in grades 3rd and 6th. In addition to implementation of the religion curriculum, students in grades 5th and 8th are required to participate in the Assessment of Catechist Religious Education (ACRE) every two years. Finally, teachers implement the *Positive Action* curriculum which integrates the various social skills and reinforces Catholic ethics and morality.

Not only are the students at Kearns-St. Ann Catholic School able to grow in their faith and Catholic Identity, faculty and staff are committed to the development of their own Catholic Identity as well. All teachers who teach religion are required to become certified by the Diocese of Salt Lake City in religion. All religion faculty are certified as required through Faith formation classes through the University of Notre Dame’s Satellite Theological Education Program (STEP). This program provides high quality online courses that are firmly grounded in the traditions of the Catholic Church. The Faith Formation Director oversees all the teacher religion certification as well as helps new staff get oriented and signed up for the programs.

Significant Accomplishments

- Use of SLE rubrics to help students evaluate themselves as “Catholic Students”
- Use of the Christian Virtues and Works of Mercy Program
- Purchased Primary Bilingual Religion Books (connecting home language and culture to Catholic Identity)
- Implemented *Bloomz* behavior management system which connects parents and teachers, and informs parents to help support their child in discipleship at home and at school
- Implemented *Positive Action* curriculum which daily integrates social skills and reinforces Catholic ethics, virtues and morality
- Broadened student knowledge of Catholic History and Vocabulary through Fine Arts programming, and explored Catholic faith and Identity cross-culturally
- Broadened faculty and staff awareness through the STEP program offered by Notre Dame in addition to regular professional development opportunities for all staff.
- Parents have the opportunity to attend school Masses and religious/cultural events
- Biweekly Mass led by the students; with a Choir program for student participation in Mass and worship through music.
- Liturgical seasons represented through art and mixed media classes and school-wide productions of Easter and Christmas musical programs

Goals

- Improve family participation/connection to the church through community dinners and other events.
- Re-Implement various religious activities: a. Name the Saint Contest b. Visitation to the elderly at St. Joseph Villa by various grades
- Reintroduction of church families
- Students participate in service projects/activities throughout the school year

Evidence

- Updated SLEs posted throughout the school
- Religious bulletin boards/or prayers corners in classrooms
- Schoolwide prayer and school pledge daily at morning assembly
- Classroom evidence binders
- SLE Rubrics Binder
- ACRE Test Results Binders
- Student Involvement documents (Includes Masses, Prayer Services, Church Family Activities, Projects, Sacraments)

B. DEFINING THE SCHOOL’S PURPOSE

Mission Statement and Philosophy

The Schoolwide Learning Expectations, as well as Kearns-St. Ann’s accreditation were updated in 2016. Our current mission statement is, “We teach the world!” This mission statement reflects our values of education, as well as our strong relationships with families through our love of God.

Kearns St. Ann’s philosophy reflects the relationship between our school and the Catholic Church through our diverse and disciplined environment. We also connect families with our parish through attending mass. We take pride in our academic excellence through Catholic education. Through all of these things, our Catholic mission is accomplished.

The role of the parents is described in our philosophy, “We provide an educational environment where lifelong learning is a shared responsibility among students, teachers, administrators, families, and the parish community.” Kearns-St. Ann takes pride in enforcing parent and family involvement in order to maintain a flourishing community.

The church documents used as a basis for our mission and philosophy include religion class textbooks, every middle school student has their own bible, and mass is easily accessible to all students on a bimonthly basis. Kearns-St. Ann celebrates all holy days of obligation. We emphasize every sacrament in our church.

Schoolwide Learning Expectations

Kearns-St. Ann’s Schoolwide Learning Expectations are related to our school’s mission and philosophy by including our expectations in our curriculum and church teachings.

Our SLEs have been rewritten in age-appropriate language for students by creating our Bloomz system at KSA. Bloomz is our new behavior policy platform which is derived from our SLEs. The system is an easier form of communicating our expectations and behavior management in real-time to parents.

Diocesan Curriculum Standards

Diocesan curriculum standards are used as the basis for student learning which is a Standards-Based Curriculum. Our student report cards and assessments are standards-based.

KSA’s Schoolwide Learning Expectations are incorporated into the daily life of our school through our values. Our values are taught through our learning expectations. Our Bloomz cards (green, yellow, orange, and red), are all correlated to our learning expectations.

Kearns-St. Ann measures achievement of the SLEs through our standard-based grades. Each student receives a performance and behavior grade, which is derived from our schoolwide standards. We also hold parent-teacher conferences, tutoring, and reading/math support for our students.

The school assesses SLEs in relation to student learning by holding parent-teacher conferences whenever a student falls below the expected learning standards. We hold students accountable, require parental involvement, and prepare our staff to be readily available to serve our students’ diverse needs. The assessment is done through testing, homework, projects, and classwork. We will properly intervene once we realize students are falling below our standards.

The other governing authorities existing are the priest, principal, dean of students, classroom teacher, and counselor. Their expectations are being measured and met through the Diocesan standards, employee handbook, Parent/student handbook and evaluations.

Parents play an essential role in our community. At the end of the day, parents are the most important teachers for their children and KSA is a reinforcement of the Diocesan standards and values. Parents are responsible for volunteering, as each have service hours to complete. They are also responsible for fundraising. Parents have always been in partnership with KSA, per our mission statement.

Significant Accomplishments

- “We Teach the World.” The KSA educational community counts a wide diversity of backgrounds, and we integrate this important multicultural component in the academics. In KSA we follow the Catholic church’s multicultural philosophy of respect, love, and appreciate the difference to build a safe and disciplined learning environment.
- Mass and religion curriculums are taught following the school philosophy. The content is used for the daily values in building a positive learning environment.

- Using different teaching strategies, such as tutoring and study skill classes to support students who are not meeting the benchmarks.

Goals

- Continue to provide our successful religion program, through weekly lessons and mass.
- Continue setting high expectations by creating a scaffolding system to meet the students' personal and learning needs, while providing a strong academic program for all students.
- Blending academics and faith is an essential part for KSA. Combining Catholic values and learning standards is key to each students' success.

C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

School Advisory Board

The purpose of the school advisory board is to provide advice in the objective and strategic plans for our school. The advisory board is composed of members of St. Ann Catholic Church, parents, community members, administration and school staff. The members of the school advisory board discuss the larger plans for our school and what our five-year plan should include, to help the future success of Kearns - St. Ann School. The programs which are highlighted in the monthly meetings include: the relocation of Judge Memorial to the KSA campus, our honors ASUPD program, our Dual Language Immersion and our summer school programs. In these meetings the stakeholders give input and lead discussions and recommendations for our school.

Organizational Structures

Organizational Structures focus on facilitating high achievement of all students by ensuring that our students are appropriately and academically challenged. To achieve this goal, our teachers conduct both formal and informal, pre-test and post-test, checking for understanding, our ASUPD honors program, Dibels and the state Standardized testing. All of these forms of testing guide our teaching methods in scaffolding lessons and units to meet the needs of high achieving students. In doing so, our students can satisfy the state standard and our graduating class of 8th grade students are well prepared for high school and beyond. Our school is organized into Primary, Elementary, and Middle School floor representatives who meet on a regular basis, along with the leadership team, liturgy team, student support team, sacrament team and special events team.

Written Policies

The written policies include teacher responsibilities, operational practices and decision making; these are communicated to staff through the use of the employee handbook. This document works well to open the communication between administration, staff utilizing the employee handbook. Work is needed to make the messages in the employee handbook easier to understand, more user friendly and ready for distribution to staff and families.

Reports

In building reports for our school, we use different modalities which include, Midterms, Parent/Teacher Conference forms, STAR assessment and Bloomz. These all work to connect the parents and teachers to help inform the parents about the academic and behavioral progress of the students. Parents are informed of the assessment and the progress of the students through the year through progress reports and individual reports given by the teacher.

A Focus on Student Learning

In order to ensure that the students are highly engaged and encouraged to reach their fullest potential there are many steps and procedures we follow at Kearns - St. Ann Catholic School. Within the school, we assess throughout the year. We test the children with standardized assessments to determine if the students are being instructed at their learning level. English Language Arts testing are Dibels, phonics screener, Developmental Reading Assessments, Success Maker as well as testing throughout the units taught. In Math, in upper grades the ALEKS is used for initial knowledge check once a semester and math inventory tests. Knowledge is assessed throughout the year and the curriculum is adapted to meet the needs of the students. This means the curriculum is at the same time being evaluated to check its appropriateness and adaptability to students' needs.

Our new STAR assessments are formative, standards-based, given throughout the year and provide immediate results. Student assessment is based on students' skills and abilities and according to their own learning process. In this way, students have the possibility of being evaluated according to their own learning styles.

Pastor

Kearns St. Ann School is connected to the church and parishes at St. Ann Church. Father Dominic is the current pastor of St. Ann Church and is involved in the recruitment of our students. In recruitment initiatives, the church will often offer Catholic discounts and discounts for active members of the church.

Budget

Based on budget recommendations based on high achievement of all students. To address the needs of the students we have purchased new curriculum, Chromebooks, Renweb, and digital platforms to ensure the progress of the students and the enrichment of the students throughout the day.

Budget Decisions on Faith Formation

At Kearns St. Ann School, faith formation is a priority. The teachers are required to complete a basic Catechism Course through Notre Dame University. Our school financially supports teachers to complete the courses. The school has purchased the curriculum Alive in Christ and is taught through PreK - 8th grade.

Enhancement

Kearns St. Ann Catholic School prides itself on providing a loving and safe environment for the students and staff. The staff at Kearns St. Ann Catholic School are very proactive in the education of their students. We have introduced many new platforms to the student body. Dual language immersion programs are up and running.

ASUPD is in its second year with classes in every subject for the students in the middle school to receive middle school and high school credit thereby affording the students on an honors track.

The campus is secure with all the entry doors to the school and the levels in the building locked and a monitored security camera system.

The students are provided with the National School Lunch Program (NSLP) which gives the students healthy breakfasts and hot lunch by following the guidelines set forth in the program. Through the NSLP, we are able to offer free and reduced school breakfast and lunches to our families. This ensures our students are ready to do their best by consuming the healthy food served to them throughout the day.

We have fire drills, earthquake drills and lockdown drills to prepare the students and staff for unforeseen things within the school.

How effective are the existing structures

Teachers can communicate with parents through email, text, and Bloomz. Teachers can communicate to the parents as to what is going on at school and about their child's behavior in the classroom. If the students have positive behavior, we encourage them and give them a green flag. If the students have negative behavior, we give them a yellow/orange/red flag and the behavior reflection form to make them aware of what they should and should not do. The teachers attend staff meetings every two weeks, they discuss how to deal with the students' behavior issues effectively. The staff also participates in committee meetings, DLI meeting, ASUPD meeting, and floor meetings.

How effective are the procedures to ensure the curricular objectives

KSA sends report cards home every quarter to make sure parents understand their child's progress. Teachers have floor meetings to discuss the student's academic progress and behavior issues together, and we discuss how we design the class to meet the standards of each class/each level.

Significant Accomplishments

- The National School Lunch Program: Feeding healthy food increases the openness of the children's minds. Having food available first thing in the morning, increases the child's ability to think clearly.
- The testing and adaptation of curriculum to meet the needs of the students. Throughout the year the students are tested in a multitude of ways. Through this testing, the staff are able to access the needs of our students and then readjust the curriculum to accommodate the needs of the students.
- For ASUPD classes, students can get high quality materials, including slides, worksheet and tests. Teachers can use Canvas to collect the grades and improvement, showing teachers which part the students learn well and which part they need to review. Then teachers can change their lesson plan, spend more time, and put more efforts into the weak part.
- The DLI program brings students the possibility of being immersed in a bilingual environment, strengthening their abilities to face the world in a more intercultural way and giving them the chance to be prepared for the challenges that the current world imposes

Goal:

- Continue enhancing the National School Lunch Program to provide students with the nutrition necessary to think clearly.
- Increased access to online services for online programs to challenge students at their level.
- Reinforce Spanish language use and specific language features in daily situations based on the DLI program.

D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school sees various trends in the data collected for the school profile. For enrollment, the data trends upward for the lower grades, in part due to the implementation of the Dual-Immersion Language program and is due to retention of children enrolled in childcare at the Early Childhood Center.

FORMATIVE & SUMMATIVE ASSESSMENTS

- DIBELS (Student Learning - Formative)
- ACT Aspire (Student Learning - Summative)
- ACRE (Faith Formation & Catholic Identity - Summative)
- STAR (Student Learning - Formative & Summative)
- Classroom (Formative)

SURVEYS

- Improving Student Learning for Catholic Schools
 - Appendix, School Surveys - Students Survey, Grades 4-8
 - Data Collection format: paper/pencil survey
 - Data Analysis:
 - Converted to Google Forms for analysis
 - Appendix, Grades K-3
 - Data Collection format: paper/pencil survey
 - Data Analysis:
 - Converted to Google Forms for analysis
 - Appendix, Staff Survey
 - Data Collection format: paper/pencil survey
 - Data Analysis:
 - Converted to Google Forms for analysis
 - Appendix, Parent Survey
 - Data Collection format: paper/pencil survey
 - Data Analysis:
 - Converted to Google Forms for analysis

At KSA, data acquisition, analysis and integration into learning strategies is dynamic, multivariable and frequent.

KSA's online application of Bloomz provides teacher/administrator/parent communication in regards to behavior management. Teachers use the application to communicate to parents and administrators' behaviors observed in the classroom. These behaviors are reported with details within the application in categories aligning with the SLEs. Used as intended, the data-reporting feature of Bloomz shows behavioral trends over time. We expect the Positive Action program to positively impact student learning and classroom environment, as seen in Bloomz-reported data.

There are two methods for how to identify and address students who are underachieving in their progress toward SLEs and curriculum standards: For grades K-5: classroom teachers identify students not making acceptable progress using the formal assessments stated above (e.g., students in every grade take the STAR assessments)

Assessments can shape how the teachers instruct the children. Based on the outcome of the assessment, this determines if a teacher needs to revisit a topic or can move on. Revisits are generally determined by formative assessments, through daily questions, exit tickets, computer games, etc. Summative assessments are more formal and data driven through chapter tests, essays, and standardized testing.

We evaluate the student learning process by running and analyzing reports each quarter. Each teacher keeps a binder to track the progress of each student. Teachers meet on a regular basis to discuss the needs and support of each student. Teachers brainstorm the best ways to help students meet the class expectations and students' learning goals. Based on the data, most of the students have reached their goals with all the support.

In the past the school used ACT aspire testing. It was an ongoing testing tool for Grades 3 through 8th, meeting the previous measures adopted until 2022, when the SLC Diocese transitioned to Star testing. The reason for moving to these new resources is Star Testing provides more itemized information on our students' growth. One of the improvements it provides is Star Testing is given several times a year compared to the one-time test from the previous assessment tool.

Student growth and success has been measured through multiple scores. KSA educators have reviewed and analyzed data to support our students and direct a more personalized and informed instruction. In an effort to provide more itemized information to families and students on their progress, KSA has implemented RenWeb. It provides current data, sharing valuable information of students achieving content standards.

ESL students' data has been tracked through WIDA testing. This data has been used to support ESL by the ELA teachers.

Significant Achievements

- Online application of Bloomz provides teacher/administrator/parent communication in regards to behavior management.
- Each teacher keeps a binder to track the progress of each student. Teachers meet on a regular basis to discuss the needs and support of each student.
- KSA educators have reviewed and analyzed data to support our students and direct a more personalized and informed instruction.

Goals

- Utilize the Star and ARK assessments to meet the needs of the students and ensure high achievement of all students.

E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS

SLEs and Curriculum Standards - *All students make acceptable and measurable progress toward clearly defined Student Learning Expectations and challenging, comprehensive, and relevant standards.*

Schoolwide Learning Expectations (SLEs) are inherent in the socio-academic experience of Kearns St. Ann Catholic School. They are explicitly defined as the following; Discipleship, Lifelong Learning, and Citizenship. Whether in the classroom, gymnasium, cafeteria, hallway, playground, or pew, these principles are foundational for how school staff, students, and other shareholders engage one another and fulfill their responsibilities.

The curriculum is based on the State of Utah's Common Core Standards and follows the Roman Catholic Diocese of Salt Lake City's guidelines for each grade level. Grade levels 1-3 directly follow Diocesan policy whereas grades 4-8 follow a combination of both that and Common Core. At the start of the school year, the school's faculty and staff are trained to understand and implement the school's SLEs, curriculum standards, Bloomz card system, and Positive Action as the foundation of their classroom instruction and management.

In conjunction with and as a supplement to successfully executing the schools SLEs, has been the implementation of a color-card system, Bloomz online communication service, and the Positive Action programs.

- **Color-Card System:** The color-card system categorizes student behaviors into colors by severity. Posters displaying the behaviors are put up in each classroom and in key areas of the school. Each color is further divided into behavioral categories corresponding to the school's SLEs. A specific teacher response and student consequence for each color category is outlined in the Parent Handbook.
- **Bloomz:** The online service of Bloomz provides teacher/administrator/parent communication in regards to behavior management. Teachers use the app to communicate to parents and administrators' behaviors observed in the classroom. These behaviors are reported with details within the app in categories aligning with the SLEs. Used as intended, the data-reporting feature of Bloomz shows behavioral trends over time.
- **Positive Action** serves as the core of the school's behavioral plan. The program empowers students and teachers with curriculum, shared vocabulary, and training in social-emotional learning. We expect the Positive Action program to positively impact student learning and classroom environment, as seen in Bloomz-reported data. It focuses on individual student actions, incentivizing not just what is acceptable but what should be celebrated and further conditioned in terms of interpersonal behavior.

The school's primary goal is to guide all students to develop a Catholic character, become responsible citizens, and value life-long learning. The SLEs are displayed in each classroom and throughout the hallways. The Bloomz card system is also posted in each classroom, to encourage positive choice making.

Positive Action builds upon Social Emotional Learning and developing a Catholic identity through grade levels K-8. Positive Action is a new curriculum brought to our school in 2021. Positive Action is incorporated in all religion classes as a supplemental resource. Positive Action teaches and provides all resources such as journals, workbooks, dialogue scripts, posters, and activity supplies.

Process for Identifying and Addressing Underachieving Students

There are two methods for how to identify and address students who are underachieving in their progress toward SLEs and curriculum standards: For grades K-5: classroom teachers identify students not making acceptable progress using the formal assessments stated above.

The school implements procedures to ensure that staff, students, parents, and other school community members understand the expectations of the Schoolwide Learning Expectations, curricular standards, and how the school measures student progress toward said standards and expectations. Staff has received professional development training in the use of Bloomz as well as Positive Action. This training provides teacher and staff opportunity to ask clarifying questions and give voice to relevant concerns. The ongoing reflection and dialogue improve continuity/uniformity of standards as communicated to students. The staff also works to connect Positive Action to the color card system used in Bloomz, empowering students to use learned vocabulary and other coded language to reflect on and adapt their behavior (with substantial teacher guidance). Now the staff is comfortable using these new programs, we plan to train parents at the beginning of the 2022-23 school year on their use and function.

Beyond the limits of the textbook, we integrate library/media, internet, and community resources into the teaching and learning program. Currently, the library is rarely used; however, the school has received funding to update and revitalize the library to make it more accessible and a more relevant resource for our students. Students use technology in the classroom to expand their learning. The school's Chromebook-to-student ratio is nearly one-to-one, which allows for greater implementation of blended learning. The COVID-19 pandemic greatly limited community resources entering the school. We continue to welcome the services of the resource officer from the SSLCPD, as well as the Promise Afterschool program, and the visits of the Wellness Bus.

The teachers use long-range curriculum planning and curriculum mapping to ensure continuity of instruction and learning.

The school continues to invest in instructional materials and programs based on student achievement of the SLEs and curriculum standards. The Bloomz service allows teacher to report behavior that reflects the SLEs. The Positive Action curriculum fosters social-emotional learning to positively impact the experiences of students in the school community, as evidenced by the data.

Significant Accomplishments:

- Creating a comprehensive behavior plan to improve student learning and develop Catholic identity.
- Proactively creating and implementing curriculum standards for grades 4-8.
- Implementing components of the Comprehensive Behavior Plan, including Positive Action social-emotional learning curriculum to support SLEs and religious formation classes.

Goals:

- Update and modernize the school library to reflect 21st-century learning standards to optimize student learning.

- Train parents at the beginning of the 2022-23 school year on the use and function of the Bloomz app, as well as acquaint them with the Positive Action SEL curriculum. This will encourage parents to support the improvement and development of their student's Catholic identity.

Evidence:

Group F- Instructional Methodology to Support High Achievement to all Students

Teachers are trained in instructional methodology for teaching religion through the use of Notre Dame Courses. Teachers are required to take the STEP Catholicism course and successfully complete this course during the first three years of employment at Kearns St. Ann School.

In terms of teachers being trained in their role as an "apostolic and ministerial worker of the Roman Catholic Church, who teaches by way of example as well as by instruction", we have a full time Catholic Sister who religiously advises all staff. We also attend bi-monthly mass services that are run by our student body. KSA teacher collaboration is fundamental for the faith formation and academic success of the students.

The teachers at our school are expected to be highly qualified for their role. Teachers at a minimum, are expected to hold a bachelor's degree in their teaching field. Kearns St. Ann gives preference to teachers who hold advanced degrees such as Masters and doctorates. Kearns St. Ann School also participates in the state Alternative to Licensure program (APPEL) which offers teachers with at least a bachelor's degree a working opportunity to obtain a teacher's license while being employed. Lesson plans and scope and sequence documents are part of the commitment of the students to provide high quality instruction.

How does the teaching staff use a variety of instructional techniques to meet the needs of all learners?

The teachers of Kearns St. Ann Catholic School use a variety of instructional techniques to meet the needs of all learners. We are supported through Title 1 through Granite School District. Our full time Title 1 teacher will pull small groups or individual students to work on skills that need reinforcement to help the student be successful. The teachers work closely with the Title 1 teacher to ensure the students who need specialized help will get instruction as long as they are within the parameters of a Title 1 school.

The students are supported through small groups with leveled instruction to meet their individual needs. The school also has a one-to-one ratio of students to Chromebook. The Chromebooks are equipped with instructional technology that the students use to help their learning. The students access supplemental programs daily to scaffold their knowledge of subjects. Programs such as Success Maker, ALEKS, Reading Eggs and Math Seeds are programs that are currently used throughout the grades.

How are the teachers integrating student achievement of the SLEs into the teaching/learning process?

In order to incorporate the Schoolwide Learning Expectations within the school, we have adopted various methods to ensure that the students are exposed to the SLEs and use them in their daily life. Throughout the school, the SLEs are posted in accordance with the area in which they are placed. We have monthly write ups of students with chosen virtues and social skills where the students are nominated by their homeroom teacher and then recognized at a school assembly. We have adopted the program Positive Action to instruct our students on how to apply these SLEs in a positive way. Parental involvement is very important for our school to keep contact open. Bloomz is an online program that keeps students, staff and parents in contact with each other updates on student behavior. With the Bloomz program the Comprehensive Behavior Team has met and created a plan that goes along with corrective and positive behavior in the students.

College and career readiness is a goal for KSA. The Middle School educators are closely working together to align the academic content, faith instruction to provide an integral learning experience that provides the best opportunities for the future of the students.

To what extent is the assessment frequent and varied?

Formative and summative assessments are done throughout the school year. We have comprehensive testing that is done up to three times a year, depending on the grade level. The teachers have the discretion to test the students at their will to help meet the student's needs. Depending on the results of the test, the teacher may require additional testing or outside testing to ensure the needs of the student are met.

To provide a wider variety of student achievement evidence, the KSA teachers do student monitoring during their lessons. This practice is key to identify the acquisition of the content and assessment readiness.

How is assessment matched to the learning style of students?

Assessments are accommodated as needed by the IEP's set through previous schools and through testing done by the Granite School District. Assessments are done orally, writing, and with computers. Different types of assessments are given in order to reach the full potential of the child, such as Dibels, phonics screening, DRA, and comprehensive writing assignments.

Assignments are scaffolded in order to prepare the child and to help them be successful with all types of assessments. Rubrics are offered to the child so that he/she can see if they are meeting all of the requirements needed.

Teachers provide a variety of activities during their lessons to deliver instruction that meets different learning styles. In this way, teachers can acquire their grade level content in a variety of ways and their learning experience is more enjoyable. Frequent communication between educators and learners provides valuable input to adjust the instruction delivery methods, and on occasions, students are offered options for them to achieve their learning goals.

How are formative and summative assessments used to direct and evaluate the instructional/learning process?

Assessments can shape how the teachers instruct the children. Based on the outcome of the assessment, this determines if a teacher needs to revisit a topic or can move on. Revisits are generally determined by formative assessments, through daily questions, exit tickets, computer games, etc. Summative assessments are more formal and data driven through chapter tests, essays, and standardized testing.

For students who struggle, assistance can be offered through school study skills classes and our afterschool Promise South Salt Lake program. This gives students the opportunity to receive the timely extra help they need from others.

How are curriculum standards being used as the foundation for instruction?

KSA follows the Diocesan standards which are followed through the Utah Common Core. This allows the teachers to curriculum map their units, in order to create meaningful cross-curricular activities. Each subject has a curriculum book that the teachers follow. The teaching programs that KSA has implemented are consistent with covering the common core standards for academic subjects. This allows the teacher to follow and cover the grade-level standards more easily.

KSA teachers integrate grade-level resources that support the Utah common core standards implementation as well as grade-level materials for the faith instruction program.

How effective is the school's supervision and evaluation procedures in order to promote professional growth of staff

Every year KSA teachers will make three goals to improve their classes, and then the principal will observe the teacher's classes to check each goal. As part of the educators' quality education plans, the school administrator follow-up on the delivery of the instruction, student and family's feedback and teachers are provided with feedback. Improvement plans are set for professional growth as well as for identifying strengths in KSA educators. Academic achievement and faith formation and important pieces for KSA and these procedures support the school's mission and vision.

What new teaching techniques have been implemented in the school as a result of this research

In addition to the traditional teaching methods, KSA implements blended learning, coding and interactive computer programs. For example, KSA uses different websites and software to make the class fun, knowledgeable and easy to understand. The middle school teachers use ALEKS to assign the students math homework/worksheet/exam. Teachers use Kahoots to practice academic questions with competition and teachers use Padlet-discussion board to have the students discuss the topics and put/share their thought.

How does your school use professional learning communities to support research about learning and implementation of varying methodologies and strategies?

We currently use the Positive Behavior Action Plan through Bloomz. Students receive green, yellow, orange, and red cards based on their behavioral performances. Teachers are responsible for information input and parents have access to track the student's behaviors. We support students' academic learning with blended learning strategies. We use various tools to differentiate the learning approach and meet all students' needs, such as GoMath, Wonders, ASUPD, and other online resources from Utah online school.

How effective is the support of professional development with time, personal and fiscal resources based upon the identified needs of the students and the teachers in the support of high-quality learning?

We evaluate the student learning process by running and analyzing reports each quarter. Each teacher keeps a binder to track the progress of each student. Teachers meet on a regular basis to discuss the needs and support of each student. Teachers brainstorm the best ways to help students meet the class expectations and students' learning goals. Based on the data, most of the students have reached their goals with all the support.

Significant Accomplishment

- Implementation of the BLOOMZ for school wide behavioral management.
- Implementation of Chrome Book to access supplemental websites to increase achievement. During this process, the students can get familiar with the technical tools, for example, how to use Canvas and Google classroom.
- Implementation of the blended learning through ASUPD courses for 7th and 8th grade students and received high school advancement.

Goals

- Student average score improvement in the end of the year STAR assessment.
- Provide high quality Spanish instruction that meets bilingual education standards.
- Star testing for grades 1-8. For middle school grades, the implementation of study skills class.
- Creation and implementation of a new bilingual program based on the expectations set by the Diocese and aligned to national standards, with the supervision of a highly qualified language specialist, and content and skill level high quality materials.
- Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, ACADEMIC GROWTH (

Catholic Identity and Spiritual growth

Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curriculum and co-curricular standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Kearns-St. Ann School is a thriving Christian community rooted in the Catholic faith. With the guidance of the Holy Spirit and magisterium, the school uses Catholic values to shape its culturally diverse student body. The school, in conjunction with St. Ann's parish, participates in service projects. A Christian Virtue and Social Skills program was implemented in the 2015-2016 school year.

The teachers design and implement a variety of learning and faith formation experiences that enhance our Catholic Identity. Students help plan and participate in bi-monthly liturgies, and are members of school church families (symbolic families made of one student from each grade level K-8 who sit next to each other at church and serve as role models, advisors, and friends.) (Program on hiatus due to COVID, but restarting in the Fall 2022). Other experiences include: sacramental preparation programs for grades two and eight, Stations of the Cross, yearly religious Christmas program, Founder's Day/Our Lady of Guadalupe Celebration, Martin Luther King Jr. Prayer Service, Advent Prayer Services, and the May Crowning Ceremony and Rosary March. Additionally, students may attend an annual penance service during Lent and Advent. Students who exhibit behavior in keeping with Catholic behavior expectations are honored monthly in our Christian Virtues Program. These activities help our students develop an understanding of their Catholic faith and traditions, while supporting an active spiritual life through involvement in the sacraments and prayer.

The staff (i.e., teacher aides and parent volunteers) assists and supports the teachers in designing and implementing the various faith formation experiences that strengthen our Catholic identity. The faculty and staff attend bi-monthly school masses along with the students as well as other liturgical activities throughout the year. The faculty may assist with the learning of prayers and practice for the sacraments of Confirmation, Reconciliation and Eucharist. The faculty and staff also act as role models for the students on appropriate church behavior. All staff, including non-Catholic staff, are required to attend Catholic catechism courses through the STEP program. The staff includes role models exemplifying the vocational life.

Parents, the primary educators of their child in the Catholic faith, assist in faith formation by practicing prayers at home, attending sacramental preparation classes (on hiatus currently due to COVID), and supplying required church documents for verification. Parents have the opportunity to attend school liturgies and prayer services and take their children to Sunday Mass. Parents can also review how well their child is meeting Catholic Student Expectations, during the first and third quarters when teachers send home Schoolwide Learning Expectation rubrics and invite parents to discuss the results with their child. Through Bloomz, our year-old positive behavior support system, parents remain informed about how well their individual student meets behavioral expectations.

Student Participation in a Variety of Curricular and Co-Curricular Programs

Kearns-St. Ann's partnership with Promise South Salt Lake provides high quality afterschool programming free of charge for students. This program includes "homework hour", tutoring, enrichment activities, and social emotional curriculums.

A variety of extracurricular activities, such as choir, student council, Girl Scouts, Running Forward, and altar server positions, are available to students. Exploratory classes, including yearbook, school news, chess, and art provide enrichment. Fine arts, cultural events, and Christian Virtues and Social Skills curriculum, broaden the cultural landscape of the school. Kearns-St. Ann students participate in the Utah Catholic Athletic Association (UCAA) sport program, which includes volleyball and basketball programs.

Other extracurricular activities that address students' development as young Catholics and responsible citizens include community-centered service projects such as visiting St. Joseph's Villa (a local rehabilitation center), collecting food to donate to the Ladies of Charity, donating for Catholic Community Services, and the Good Samaritan Program. Many of these activities are led by the student council or by church family leaders evidencing the school's commitment to building a strong faith community and applying Christian Virtues outside of the curriculum. Students also take care of their immediate environment by picking up trash on the school grounds and participating in whole-school clean up days.

Emergency plans for Student and Staff Safety

Kearns-St. Ann's first priority is the general safety and well-being of the school's students and staff. This is done partly through the policy that all teachers, staff, and volunteers must complete the Diocesan Safe Environment Program. Furthermore, the *Alive in Christ* curriculum is taught in every religion class, providing a spiritual and ethical lens for school safety.

Concerning the physical facilities, doors throughout the school remain locked, and can only be opened and closed by staff members. A security system equipped with exterior cameras and an alarm are also in place, and all visitors to the school must ring the front doorbell and present their reason for entering before being

allowed into the building. Upon entering, all visitors must sign in at the front office. Community-wise, Kearns-St. Ann has a strong relationship with the South Salt Lake Police Department, and any suspicious or unwanted persons and situations are reported and handled with diligence.

Emergency procedures for fires, earthquakes, and soft/hard lockdowns are reviewed annually and practiced by the entire student body, faculty, and staff. Parents are informed about these safety procedures in the Parent Handbook, which they are required to review and sign. Parents are also notified by email, after a practice drill or an actual incident occurs. An emergency kit is present in each classroom and is updated at the beginning of each school year. Fire extinguishers and an AED are located in both the school and gymnasium and are easily accessible in case of actual emergencies.

Teachers, faculty, and staff receive CPR and First Aid receive training, the most recent of which occurred at the beginning of the 2021-2022 school year. Student emergency record cards identifying allergies, asthma, diabetes, and other medical conditions are updated yearly and stored confidentially by school- administration.

In terms of student socio-emotional, domestic, and other related emergencies that affect students prior to, during, and/or after school hours, the school counselor together with other staff members collaborate to provide individual or small group interventions to address such situations. Such interventions are interpersonal in nature and they are implemented to assess the event and determine what resources should be offered to support students. All essential shareholders are informed, maintain a confidential record of responsive measures, and determine whether the impact of their actions in connection with students meet the desired result. All students are aware of anonymous bullying reporting forms which clearly define bullying and offer space to explain specific situations. These forms are available to all and can be given to any adult in the school for further action.

Support programs for Students with special needs including students with greater learning aptitude

A student who needs academic assistance is supported through multiple means. Our school counselor is on-site and has easy access to our students' academic records, making it easy to discuss any potential issues with their home life or their grades. At Kearns-St. Ann we include the Study Skills class, which sets students up for success by learning how to study efficiently and allows them to get help with classwork. We hold Title I reading resources at our school for students who have trouble reading. We hold Promise After School in our building every day after school, which allows fun supplemental activities for students, homework help, and tutoring. KSA offers differentiated instruction through different means of learning, progress reports, parent-teacher conferences, and sports eligibility are based on current weekly grades.

Another institutional support offered by the school occurs amid Aspire testing. This weeklong event occurs near the conclusion of the academic year as a comprehensive review of yearlong student learning. Students that qualify for additional academic support are also given such during the testing experience.

A student who is not challenged by our regular curriculum, will be challenged through our supplemental program, ASU. We have partnered with Arizona State University in order to create a program with differentiated instruction, where students can easily access their classes and material online through Canvas. We give students various options as to which types of math, science, and elective classes they would like to take online through ASU, expanding our availability of classes.

The program services at Kearns-St. Ann include Promise Afterschool, Title I reading / math support, and Free/Reduced Lunch. They were initiated to help students improve their reading levels, have access to after school care / tutoring, and have a hot lunch / breakfast, to help maintain focus during school hours.

Use of technology to enhance the learning opportunities for all students, especially those in the first and fourth quartiles.

In May 2021, we established the Comprehensive Behavior Plan Team. Implemented Bloomz (an application-based program for cell phones) behavior management system which connects parents and teachers, and informs parents to help support their child in discipleship at home and at school and Implemented Positive Action curriculum which integrates social skills and reinforces Catholic ethics and morality, daily.

Our SLEs have been rewritten in age-appropriate language for students by creating our Bloomz Online system at KSA. Bloomz is our year-old discipline policy platform that is derived from our SLEs. The system is an easier form of communicating our expectations and behavior management in real-time to parents. Reestablishing consistency, the Comprehensive Behavior Plan Team provides reformative and restorative measures to help strengthen students' moral compasses. We recognize mistakes are part of the learning process, so consequences are designed to increase integrity and ethical behavior. The CBP team is made up of teachers including the school counselor and the learning resource teacher. This committee helps to find solutions for academic and behavioral interventions, referrals for testing, English Language Learner (ELL) support and special education. One of our goals is starting intervention support plans for students having difficulties academically or behaviorally. Through the online application, we have systematic ways of documenting interventions and making student plans.

Significant Accomplishment

- Spiritual Growth Accomplishment-Students are regularly afforded the opportunity to participate in the life of the Church through sacraments during school hours, thus reinforcing the importance of spiritual and academic growth.
- Personal Growth Accomplishment - Implementation of the comprehensive behavior plan which clearly defines inappropriate behaviors and their respective consequences thus supporting children in development of personal character and integrity.
- Personal Growth Accomplishment-Introduction of anonymous bullying reporting forms which empower all students to advocate for themselves and one another in expectation of behavior in accordance with our SLEs. This helps students develop self-discipline and compassion.
- Academic Growth Accomplishment-Partnered with the neighboring public school district, and invited School Psychologist to perform assessments to determine if students require additional academic support.
- Assessment results informed KSA's further decision-making regarding scholarships, individualized support, and referrals in the best interest of the student's academic growth.
- Academic Growth Accomplishment-Kearns-St. Ann offered several new classes in support of student learning based on needs, including Study Skills, one-on-one tutoring, and Healthy Lifestyles.

Goals

- Improve communication between KSA and Promise After-school in support of academic growth for our students.
- Re-introduction of Church families which collaborate to learn about and celebrate Catholic feast days, as well as foster greater community spirit amongst our students.

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The pastor, principal, and school board develop, implement and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations (SLEs). Along with the Arch/diocesan curriculum standards, the SLEs form and enhance the development of Catholic identities. Students' Catholic identity formation is encouraged through school wide, daily 50-minute religion classes. In addition, students are prepared for the Sacraments of Communion, Reconciliation, and Confirmation. Students are provided with resources to strengthen their faith, and all 6th graders receive a Bible and the Rite of Blessing of Bibles. The pastor leads students in each grade in an annual Rosary March, May Crowning of Mary, and age-appropriate Stations of the Cross during Lent. Finally, students participate in service projects and food drives throughout the year.

In addition to the development of students' Catholic identities, the staff also are provided opportunities through yearly retreats at the beginning of the school year. With Faith formation classes through STEP and University of Notre Dame staff are also able to enhance and strengthen their Catholic identities.

Kearns-St. Ann School practices sound financial principles by using diocesan-approved charts of accounts. The Pastor, principal, and accountant monitor the income and expenses throughout the year. The school currently uses Parish Soft accounting software by the accountant for payroll purposes. Each year the budget is created for each school year by the principal and the accountant and financial reports are given as needed. The budget is revised or corrected by the principal and/or the accountant's approval or request.

The school's financial status is communicated to shareholders through yearly reports. The principal and accountant make decisions about allocating resources as well as the school's purpose and assessment of student's achievement through the Schoolwide Learning Expectations (SLE's).

The accountant prepares a yearly budget for school operations which is reviewed and approved by the Pastor, principal and School Advisory Board in accordance with diocesan policy. The overall goal is to maintain expenses at a minimum by keeping a proper check on salaries through retirement and maintain payroll at a minimum.

Kearns-St. Ann Catholic School's revenues consist of student tuition, fees, donations, and grants. Over the last couple years, Kearns-St. Ann Catholic School has received multiple grants that have benefited the school greatly. The grants include purchases for new reading materials, Fiber internet and a new server, new Chromebooks for 6th, 7th, and 8th grades as well as updates to the gymnasium including new lights and flooring. In addition to grants, the Arch/diocese provides assistance to the school financially through SKAGGS tuition assistance and scholarships.

To increase enrollment Kearns-St. Ann Catholic School hired a marketing director, who created advertisements both online and local signage. In addition, the school has started implementation of the Dual Immersion program, to appeal to parents and community members.

The school's primary focus for increased enrollment is on the Early Childcare Center (ECC). By focusing on younger students, the school hopes the ECC will feed into the school, increasing Pre-k and Kindergarten enrollment.

For future years, Kearns-St. Ann School has implemented a business plan to address budget deficits. The school will continue to use grants to improve facilities as well as Title 1 federal funds to support staff development for both teachers and administrators.

Significant Accomplishments:

- Implementation of Faith Formation classes through UND and STEP - Required for all faculty
- Enhances Catholic identities for both staff and students
- Buildup and prioritization of Extended Care Center (ECC) - waitlist for incoming students and marketing
- Budget and Revenue Review - Multiple grants received; Budget approved monthly/shared

Goals:

- Increase enrollment - continue to build up ECC and continue with marketing campaigns
- Implement business plan to help with budget deficit - continue with grants, Title 1 funding, utilize SKAGGS for tuition assistance and scholarships
- Collect all tuition/school fees including back fees from families
- Implementing accountability with payment due dates and following through with consequences (disenroll)

CHAPTER 4 – KSA ACTION PLAN 2022 - 2028

KSA CRITICAL GOALS

GOAL # 1: Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.

Strategies:

- Blending academics and faith is an essential part for KSA. Combining Catholic values and learning standards is key to each students' success.
- High expectations with a scaffolding system to meet students' personal and learning needs
- Access to online services / programs to challenge students at their level.
- Provide high quality Spanish instruction meeting bilingual education standards
- Implementation of a dual immersion program based on the expectations set by the Diocese and aligned to national standards, supervised by a highly qualified language specialist, and high-quality materials.
- Update and modernize the school library to reflect 21st-century learning standards to optimize student learning

GOAL # 2: Improve family participation/connection to the church to increase faith formation

Strategies:

- Implement various religious activities: ex - Name the St. contest, Visitation to the elderly at St. Joseph Villa
- Re-introduction of Church families which collaborate to learn about and celebrate Catholic feast days, as well as foster greater community spirit amongst our students.
- Students participate in service projects/activities throughout the school year
- Continue to provide successful religion program, through weekly lessons and mass.

GOAL # 3 Encourage parents to support the improvement and development of their student's Catholic Identity.

Strategies:

- Train parents at the beginning of the 2022-23 school year on the use and function of the Bloomz app, as well as acquaint them with the Positive Action SEL curriculum.

ADDITIONAL GOAL (when one of the above has been accomplished)

GOAL # 4 Increase student average score improvement in the end of the year STAR assessment.

Strategies:

- Star testing (Renaissance) for grades 1-8.
- Continuation of Middle School study skills class.
- Improve communication between KSA and Promise After-school in support of academic growth for students.

A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF-STUDY FINDINGS

COMMITTEE A

Daisy Richardson, Charles Miller, Dave Smith, Christina Phillips, Jeff Lambert, Chenxi Qiao, Kevin Dignam

DESIGN AND ALIGNMENT OF KSA ACTION PLAN WITH THE SELF STUDY FINDINGS

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

List of Significant Accomplishments

- Use of SLE rubrics to help students evaluate themselves as "Catholic Students"
- Use of the Christian Virtues and Works of Mercy Program
- Purchased Primary Bilingual Religion Books (connecting home language and culture to Catholic Identity)
- Implemented *Bloomz* behavior management system which connects parents and teachers, and informs parents to help support their child in discipleship at home and at school
- Implemented *Positive Action* curriculum which daily integrates social skills and reinforces Catholic ethics, virtues and morality
- Broadened student knowledge of Catholic History and Vocabulary through Fine Arts programming, and explored Catholic faith and Identity cross-culturally
- Broadened faculty and staff awareness through the STEP program offered by Notre Dame in addition to regular professional development opportunities for all staff.
- Parents have the opportunity to attend school Masses and religious/cultural events
- Biweekly Mass led by the students; with a Choir program for student participation in Mass and worship through music.
- Liturgical seasons represented through art and mixed media classes and school-wide productions of Easter and Christmas musical programs
- "We teach the world." The KSA educational community counts a wide diversity of backgrounds, and we integrate this important multicultural component in the academics. In KSA we follow the Catholic church's

multicultural philosophy of respect, love, and appreciate the difference to build a safe and disciplined learning environment.

- Mass and religion curriculums are taught following the school philosophy. The content is used for the daily values in building a positive learning environment.
- Using different teaching strategies, such as tutoring and study skill classes to support students who are not meeting the benchmarks.
- The National School Lunch Program: Feeding healthy food increases the openness of the children's minds. Having food available first thing in the morning, increases the child's ability to think clearly.
- The testing and adaptation of curriculum to meet the needs of the students. Throughout the year the students are tested in a multitude of ways. Through this testing, the staff are able to access the needs of our students and then readjust the curriculum to accommodate the needs of the students.
- For ASUPD classes, students can get high quality materials, including slides, worksheet and tests. Teachers can use Canvas to collect the grades and improvement, showing teachers which part the students learn well and which part they need to review. Then teachers can change their lesson plan, spend more time, and put more efforts into the weak part.
- The DLI program brings students the possibility of being immersed in a bilingual environment, strengthening their abilities to face the world in a more intercultural way and giving them the chance to be prepared for the challenges that the current world imposes
- Online application of Bloomz provides teacher/administrator/parent communication in regards to behavior management.
- Each teacher keeps a binder to track the progress of each student. Teachers meet on a regular basis to discuss the needs and support of each student.
- KSA educators have reviewed and analyzed data to support our students and direct a more personalized and informed instruction.
- Creating a comprehensive behavior plan to improve student learning and develop Catholic identity.
- Proactively creating and implementing curriculum standards for grades 4-8.
- Implementing components of the Comprehensive Behavior Plan, including Positive Action social-emotional learning curriculum to support SLEs and religious formation classes.
- Implementation of the BLOOMZ for school wide behavioral management.
- Implementation of Chrome Book to access supplemental websites to increase achievement. During this process, the students can get familiar with the technical tools, for example, how to use Canvas and Google classroom.
- Implementation of the blended learning through ASUPD courses for 7th and 8th grade students and received high school advancement.
- Spiritual Growth Accomplishment-Students are regularly afforded the opportunity to participate in the life of the Church through sacraments during school hours, thus reinforcing the importance of spiritual and academic growth.
- Personal Growth Accomplishment - Implementation of the comprehensive behavior plan which clearly defines inappropriate behaviors and their respective consequences thus supporting children in development of personal character and integrity.
- Personal Growth Accomplishment-Introduction of anonymous bullying reporting forms which empower all students to advocate for themselves and one another in expectation of behavior in accordance with our SLEs. This helps students develop self-discipline and compassion.
- Academic Growth Accomplishment-Partnered with the neighboring public school district, and invited School Psychologist to perform assessments to determine if students require additional academic support.
- Assessment results informed KSA's further decision-making regarding scholarships, individualized support, and referrals in the best interest of the student's academic growth.
- Academic Growth Accomplishment-Kearns-St. Ann offered several new classes in support of student learning based on needs, including Study Skills, one-on-one tutoring, and Healthy Lifestyles.
- Implementation of Faith Formation classes through UND and STEP - Required for all faculty
- Enhances Catholic Identity for both staff and students
- Buildup and prioritization of Extended Care Center (ECC) - waitlist for incoming students and marketing
- Budget and Revenue Review - Multiple grants received; Budget approved monthly/shared

List of Significant Goals.

- Improve family participation/connection to the church through community dinners and other events.
- Re-Implement various religious activities a. Name the Saint Contest b. Visitation to the elderly at St. Joseph Villa by various grades
- Reintroduction of church families
- Students participate in service projects/activities throughout the school year
- Continue to provide our successful religion program, through weekly lessons and mass.
- Continue setting high expectations by creating a scaffolding system to meet the students' personal and learning needs, while providing a strong academic program for all students.
- Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.
- Blending academics and faith is an essential part for KSA. Combining Catholic values and learning standards is key to each students' success.
- Continue enhancing the National School Lunch Program to provide students with the nutrition necessary to think clearly.
- Increased access to online services for online programs to challenge students at their level.
- Reinforce Spanish language use and specific language features in daily situations based on the DLI program.
- Utilize the Star and ARK assessments to meet the needs of the students and ensure high achievement of all students.
- Update and modernize the school library to reflect 21st-century learning standards to optimize student learning.
- Train parents at the beginning of the 2022-23 school year on the use and function of the Bloomz app, as well as acquaint them with the Positive Action SEL curriculum. This will encourage parents to support the improvement and development of their student's Catholic identity.
- Student average score improvement in the end of the year STAR assessment.
- Provide high quality Spanish instruction that meets bilingual education standards.
- Star testing for grades 1-8. For middle school grades, the implementation of study skills class.
- Creation and implementation of a new bilingual program based on the expectations set by the Diocese and aligned to national standards, with the supervision of a highly qualified language specialist, and content and skill level high quality materials.
- Improve communication between KSA and Promise After-school in support of academic growth for our students.
- Re-introduction of Church families which collaborate to learn about and celebrate Catholic feast days, as well as foster greater community spirit amongst our students.
- Increase enrollment - continue to build up ECC and continue with marketing campaigns
- Implement business plan to help with budget deficit - continue with grants, Title 1 funding, utilize SKAGGS for tuition assistance and scholarships
- Collect all tuition/school fees including back fees from families; implementing payment due dates and following through with consequences (disenroll)

Study skills class to assist and help middle school students with academics. Bloomz implementation which helps students and parents with academic monitoring. Academic eligibility requirements for athletics which help some students with motivation. Consistent expectations and standards with all teachers throughout the school. The greatest learning needs of the students are vocabulary acquisition as well as reading, writing, and math skills. More one on one assistance. Address these learning needs through continued focus and implementation of skills from elementary to middle school. More Title 1/tutoring services for students. Implement the GoGuardian tutor online to assist with academics. The correlation between the schoolwide action plan and analysis of student achievement of the Schoolwide Learning Expectations is both focus on high academic achievement for students as well as a focus on Catholic identity.

Critical GOAL #1: Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.

For high academic achievement the main resource that is needed is more staff to assist with students. The staff could help students with behavior issues or low academics. More staff could provide students with more one on one or small group academic assistance helping ensure high expectations within our scaffolding system to help meet students personal and learning needs. Also additional, qualified staff could help the implementation of the Dual Immersion program and Spanish instruction. The staff can monitor the Action Plan through classroom assessments as well as national assessments (ACT). The staff that monitors will include all teachers and tutors as well as administration. Teachers can monitor students' assessments through data analysis and provide assistance when needed. The assessments will help show if certain strategies are successful or not. Through quarterly report cards as well as implementing scores through RENWEB, parents and students can monitor academic progress. Many strategies including one on one or small group tutoring services have helped improve student learning. Also having high expectations and standards that are consistent with all staff that includes a scaffolding system to meet students personal and learning needs. These strategies can be replicated for the new goals.

Critical GOAL #2: *Improve family participation/connection to the church to increase faith formation*

To improve the family connection to the church to increase faith formation for students, St. Ann staff must implement various strategies to help participation for both families and students. Teachers can implement various religious activities such as Name the St. Contest, St. Joseph Villa visits, and reintroduction of church families. Parent attendance on the various activities as well as student achievement can help ensure a strategy is successful or not. Teachers, staff and administration can all help implement, monitor, and communicate the action plan.

Critical GOAL #3 *Encourage parents to support the improvement and development of their student's Catholic Identity*

To help improve students' Catholic identity through parent encouragement and support, St. Ann School will implement the BLOOMZ behavior app. Staff can provide training to students and parents at the beginning of the year to help ensure understanding of the app. Through successful implementation of the BLOOMZ app, students' behavior and academic progress can be monitored throughout the school year. BLOOMZ can also be used as a communication tool between teachers and parents. Parents can reinforce and support Schoolwide Learning Expectations (SLEs) through the tracking of BLOOMZ. Parent support and reinforcement will help develop and maintain students' Catholic identity. Through various religious activities and curriculum staff can track if the goal is successful

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

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

COMMITTEE B

Stephanie Frias, Dr Alice Liu, Christina Dignam, Carrie Justesen, Lidia Ordaz, Sandra Torres, Karen Hague

CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

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

Father Dominic and Deacon Bob are involved and wanting to implement more service outreach with the church, school, and city community. Shareholders are communicated with through newsletter, Facebook, flyers, Bloomz, emails, phone calls and word of mouth.

Having access to Renweb and Bloomz allows shareholders to have up to date and accurate information on behavior and academic progress. In addition to in person conferences, Zoom conferences have been implemented to allow parents to attend meetings i.e. conferences, HSA meetings, etc. Translating written and spoken work. Providing accommodations to multilingual speaking families through providing translation support in different communications (emails, phone calls, etc.), as well as during parent teacher conferences.

Providing cultural support to cover gaps about the US educational system and the Utah Catholic school system specifically. University of Utah Tutors, Title 1 from Granite, Speech Pathologist from University of Utah

The budget allocates funds for the implementation of the Action Plan for New Curriculum, Bloomz, Positive Action, Go Guardian, Star Testing, Monetary gift for arts department via community organization, 21st century media center

Spanish bilingual program: the school leader has worked with the new Spanish Bilingual Coordinator to build a new bilingual program, according to the school community characteristics and the school and Diocese mission and vision for our students. A grant granted for this specific program is being used to allocate essential resources that the Bilingual program coordinator / specialist has selected for each grade to achieve language acquisition, performance and proficiency in Spanish.

Faith formation: the school provides religious resources to ensure that faith, moral and Christian principles are present in our students' lives, in English as well as in Spanish - aligned with the KSA Bilingual program.

The school will monitor the Action Plan and report progress to shareholders:

- Parents have access to Renweb to monitor academic progress. Students and parents have also received via paperwork and in person meeting
- Middle school students follow a points system where students must achieve a certain number of points in order to progress to the next grade level.
- Midterms are given to parents and students in order to monitor progress and increase academic performance as needed.
- Three times a year testing
- Every middle school child is in study skills minimum three weeks to ensure academic success

If all the goals are met within three years, how does your school intend to maintain continuous improvement through adding goals to your Action Plan?

- We continue the path but continually improve the methods to help the students achieve success, through regular meetings, staff and shareholders input, using standards provided for this accreditation.
- Shareholders input will be considered and implemented as appropriate.
- Completion of Goal 4

Rational, alignment, discussion: Capacity to implement & monitor the action plan

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

Increased the performance of the scoring below the 50th percentile in Reading (2017 Action Plan)

Based on our 2017 action plan, the school has implemented and made different efforts to increase and extend resources and materials to meet the goals set. These are the previous action plan itemized actions:

KSA now has a guided leveled reading library that supports primary, elementary and upper grades. This library is implemented and it enriches our students' reading levels.

The school has used multiple assessment programs that have provided input and have been used as indicators to accommodate the instruction. The main progress monitoring programs include: Developmental Reading Assessment, DIBELS, Phonics Screener, WIDA, Success Maker, Star Testing.

The KSA educators have been trained on those tools to ensure a successful use of them. Due to COVID professional development was temporarily put on hold and is now resuming to continue to satisfy the academic needs of our students.

As a Title I school, KSA counts with an on-site Reading specialist. As part of these services our school utilizes the required WIDA testing, following the characteristics for these services.

Develop a better system for analyzing whole-school data, and monitor how well students are meeting curriculum standards (2017 Action Plan)

In the past the school used ACT aspire testing. It was an ongoing testing tool for Grades 3 through 8th, meeting the previous measures adopted until 2022, when the SLC Diocese transitioned to Star testing. The reason for moving to this new resource is Star Testing provides more itemized information on our students' growth. One of the improvements it provides is Star Testing is administered several times a year compared to the one-time test from the previous assessment tool.

Student growth and success have been measured through scores. KSA educators have reviewed and analyzed data to support our students and direct a more personalized and informed instruction. In an effort to provide more itemized information to families and students on their progress, KSA has implemented RenWeb. It provides current data, sharing valuable information of students achieving content standards.

Increase the performance of students scoring below the 50th percentile in writing

Step Up To Writing was implemented in Grades K -8th. Teachers received multiple training sessions provided by the SLC Diocese that supported the implementation of this valuable resource.

ESL students' data has been tracked through WIDA testing. This data has been used to support ESL by the ELA teachers.

KSA 2022 - 2028 Action Plan

Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.

Our KSA strategies aim to cover a multifaceted approach, including faith formation, academic learning and bilingual development. Such strategies include: School Families Activities, Differentiated Digital Tools, Spanish Bilingual development through various content areas, renewing our KSA traditional library into an updated engaging Media Center aligned to developing 21st Century skills.

Improve family participation/connection to the church to increase faith formation

KSA counts with service hours for families to offer their time or monetary donation to support and engage into school, faith, and extracurricular activities. The school is also an open space for religion formation for members of St Ann Parrish. Extending our premises for these important activities reinforces the crucial cooperation between KSA and the Parrish. This religious education is offered in English and in Spanish to provide a wider community outreach. The school and the Parish work hand-on-hand to extend access to the Catholic sacraments to KSA students as well to our Parish community.

Encourage parents to support the improvement and development of their student's Catholic Identity.

Bloomz was implemented in 2021 at Kearns St. Ann School. The teachers, staff and parents have access to the Bloomz application. Bloomz supports our Schoolwide Learning Expectations by creating accountability within the student community. Bloomz allows a real time service to show how students are meeting or not meeting the SLEs that are required by the school. This app allows staff and faculty to adjust activities to correct or praise behaviors of the students which are parents notified of students' behavior.

Positive Action was implemented in 2021 through extensive research by the Behavior Committee at Kearns St. Ann School. Positive Action provides a curriculum and a dialogue for the Kearns St. Ann community to learn and practice positive actions through real life situations.

C. NEW ACTION PLAN

COMMITTEE C. ACTION PLAN FOR KEARNS-ST. ANN SCHOOL

Dominique Aragon, Sr Patrice, Janet Nerdin, Ingrid Griffee, Heidi Qin, Fr. Dominic Sternhagen, Steve Belnap, Susan Nakaba

Goal #1: Provide high quality instructional methodology using a variety of resources to improve academic achievement for each student.

A. Rationale for this Goal: (how will the accomplishment of this goal increase STUDENT ACHIEVEMENT?)

As a school community focused on the development of the whole child, we elect to prioritize helping each child fulfill their God-given potential as our ultimate conceptualization of student achievement. By prioritizing this goal, the school’s resources will be dedicated to Student Achievement

B. How is this goal aligned with the KSA mission, philosophy, SLEs:

Our current mission statement is, “We teach the world!” The mission statement reflects our values of education, as well as our strong relationships with families through our love of God. We honor non-academic strengths our students bring to the community, and acknowledge that students will begin and follow their academic paths at differing rates, necessitating prioritization of progress over standardized percentile rankings.

Kearns St. Ann’s philosophy reflects the relationship between our school and the Catholic Church through our diverse and disciplined environment. We take pride in our academic excellence through Catholic education. Through all of these things, our Catholic mission is accomplished. The role of the parents is described in our philosophy, “We provide an educational environment where lifelong learning is a shared responsibility among students, teachers, administrators, families, and the parish community.” Kearns-St. Ann’s Schoolwide Learning Expectations are related to our school’s mission and philosophy by including our expectations in our curriculum and church teachings.

C. COMPLETE TABLE:

STRATEGY	ACTIVITIES	COST OR RESOURCES	PERSON(S) RESPONSIBLE	PROCESS FOR MONITORING	BASELINE ASSESSMENT	ONGOING ASSESSMENT	TIMELINE START/STOP	PROCESS FOR COMMUNICATING TO SHAREHOLDERS
Strategy #1 Blending academics and faith by combining Catholic values and learning standards.	<ul style="list-style-type: none"> • small-group academic assistance • Positive Action Program 	<ul style="list-style-type: none"> • additional staff • one-on-one 	<ul style="list-style-type: none"> • entire faculty and admin 	<ul style="list-style-type: none"> • quarterly report cards • STAR Testing • Renweb 	<ul style="list-style-type: none"> • RenWeb scores • STAR testing 	<ul style="list-style-type: none"> • STAR testing • Renweb 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • RenWeb, Bloomz
Strategy #2 High expectations with a scaffolding system to meet students’	<ul style="list-style-type: none"> • small-group academic assistance 	<ul style="list-style-type: none"> • Title I 	<ul style="list-style-type: none"> • Classroom teachers • Title I teacher 	<ul style="list-style-type: none"> • Bloomz reports • Acadience Reading 	<ul style="list-style-type: none"> • Acadience Reading testing (K - 5) 	<ul style="list-style-type: none"> • Acadience Reading testing (K-5) 	<ul style="list-style-type: none"> • ongoing 	<ul style="list-style-type: none"> • Benchmark reports shared with parents, teachers and administration

personal and learning needs				progress monitoring	<ul style="list-style-type: none"> DIBELS 8th Edition testing (6-8) 	<ul style="list-style-type: none"> DIBELS 8th Edition testing (6-8) 		
Strategy #3 Access to online services / programs to challenge students at their level.	<ul style="list-style-type: none"> ASUPD 	<ul style="list-style-type: none"> Net cost is zero 	<ul style="list-style-type: none"> ASUPD coordinator 	<ul style="list-style-type: none"> ASUPD online weekly assessment 	<ul style="list-style-type: none"> Beginning of course assessment 	<ul style="list-style-type: none"> ASUPD online weekly assessment 	<ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> Benchmark reports shared with parents, teachers and administration
Strategy #4 Provide high quality Spanish instruction meeting bilingual education standards	<ul style="list-style-type: none"> bilingual education curriculum 	<ul style="list-style-type: none"> additional qualified staff 	<ul style="list-style-type: none"> bilingual education coordinator 	<ul style="list-style-type: none"> quarterly report cards 	<ul style="list-style-type: none"> Beginning of course assessment 	<ul style="list-style-type: none"> classroom 	<ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> Benchmark reports shared with parents, teachers and administration
Strategy #5 Full Implementation of a dual immersion program	<ul style="list-style-type: none"> *bilingual religion classes *bilingual classroom materials (textbooks, resources) 	<ul style="list-style-type: none"> additional qualified staff 	<ul style="list-style-type: none"> bilingual education coordinator 	<ul style="list-style-type: none"> quarterly report cards 	<ul style="list-style-type: none"> Beginning of course assessment 	<ul style="list-style-type: none"> classroom 	<ul style="list-style-type: none"> Each semester 	<ul style="list-style-type: none"> Benchmark reports shared with parents, teachers and administration
Strategy #6 Update and modernize the school library	<ul style="list-style-type: none"> Update Library book inventory, furniture, technology, digital operating system 	<ul style="list-style-type: none"> Provided by donations & grants 	<ul style="list-style-type: none"> Assistant to the CSO principal 	<ul style="list-style-type: none"> Monthly reports to staff and donors 	<ul style="list-style-type: none"> 2021-22 	<ul style="list-style-type: none"> monthly 	<ul style="list-style-type: none"> August 2022 - August 2023 	<ul style="list-style-type: none"> Monthly reports to staff and donors

Goal #2: Improve family participation/connection to the church to increase faith formation

A. Rationale for this Goal: (how will the accomplishment of this goal increase FAITH FORMATION?)

Faith formation is a lifelong process. By increasing the whole families’ participation in the school’s Faith formation program, the students’ school faith experience is supported and enhanced. Important to invite the parents participate (outreach), meeting new people so they know the other families and interact at church - shared sacraments, struggles and opportunities, community. **Engaging with our faith with parishioners of different ages and backgrounds offers all children potential models for living a faith-filled life.**

B. How is this goal aligned with the KSA mission, philosophy, SLEs:

Our current mission statement is, “We teach the world!” This new mission statement reflects our values of education, as well as our strong relationships with families through our love of God. Kearns St. Ann’s philosophy reflects the relationship between our school and the Catholic Church through our diverse and disciplined environment. Our diversity strengthens our community, but our faith unites us. We also connect families with our parish through attending mass. The role of the parents is described in our philosophy, “We provide an educational environment where lifelong learning is a shared responsibility among students, teachers, administrators, families, and the parish community.” Kearns-St. Ann takes pride in encouraging parent and family involvement in order to maintain a flourishing community. Kearns-St. Ann’s Schoolwide Learning Expectations are related to our school’s mission and philosophy by including our expectations in our curriculum and church teachings.

C. COMPLETE TABLE:

STRATEGY	ACTIVITIES	COST OR RESOURCES	PERSON(S) RESPONSIBLE	PROCESS FOR MONITORING	BASELINE ASSESSMENT	ONGOING ASSESSMENT	TIMELINE START/STOP	PROCESS FOR COMMUNICATING TO SHAREHOLDERS
Strategy #1 Implement various religious activities	<ul style="list-style-type: none"> • Visitation with the elderly at St. Joseph's Villa • Name the St. contest 	faculty or parent time	All Faculty	<p>check number of times per year we interact with the Villa</p> <p>reinstatement of Name the St. contest</p>	how often we interact with the Villa currently (since COVID)	<p>based on student experience</p> <p>student/parent participation</p>	<p>immediately</p> <p>2023 school year</p>	<p>faculty member liaison for organizing interactions with the Villa</p> <p>Bloomz, letters home, in-class preparation</p>
Strategy #2 Re-introduction of Church families	church family activities every non-Mass Friday	faculty time	School Family Team	<ul style="list-style-type: none"> • count how often church families meet • Student prep 	how often we currently participate in church families (post-COVID)	regular prioritization of time to church families; student experience and learning	begin 2022 school year; continue	<ul style="list-style-type: none"> • e-mail/text amongst faculty • emails to parents & staff • motivations in religion class
Strategy #3 Students participate in service projects/activities	school wide service projects (collection projects, grade-level activities/projects), various collections for the needy (as implemented by Student Council service projects implemented through religion class	faculty time, supplies as needed	<ul style="list-style-type: none"> • religious ed teachers 	<ul style="list-style-type: none"> • count how many service projects are initiated and completed 	assess population needs met (amount of people impacted, number of population)	based on student participation and experience; feedback from organizations benefiting from student time.	begin 2022 school year; ongoing	Bloomz, notes home to parents, e-mails, classroom announcements
Strategy #4 Continue to provide successful religion program	<ul style="list-style-type: none"> • weekly lessons • mass & Religion Class 	<p>religious ed teachers' time</p> <p>textbooks/resources</p>	religious ed teachers/admin	Acre testing	current Acre testing	test data, as well as student classroom achievement		Bloomz updates, parent newsletters/communication, report cards (for Religion class)

Goal #3: Encourage parents to support the improvement and development of their student's Catholic Identity.

A. Rationale for this Goal: (how will the accomplishment of this goal increase FAITH FORMATION?)

Parents play an essential role in our community. At the end of the day, parents are the most important teachers for their children and KSA is a reinforcement of the Diocesan standards and values. Catechist for parents providing theological background to provide catholic identity in the home. Students become aware that their parents are accountable to knowing and supporting the school's values

B. How is this goal aligned with the KSA mission, philosophy, SLEs:

Kearns-St. Ann Catholic School's mission statement and philosophy integrate the Catholic faith in all aspects. Catholic identity is at the forefront of school life. Kearns-St. Ann School, as a ministry of St. Ann Parish and in partnership with families, fosters a deep love of God, academic excellence, and Catholic values.

Kearns-St. Ann Catholic School promotes academic excellence and Catholic values within a diverse, disciplined environment. We believe in educating each student as a whole person, intellectually, socially, physically, emotionally, and spiritually, through the practice of service, compassion, love and respect. A Christian Virtue program has been implemented school-wide, which teaches students how to exhibit Christian behavior thereby enhancing and instilling pride in their Catholic identity and character development. Throughout the school, signs promoting the virtues are displayed to continue to remind students of appropriate Christian behavior. Combining Christian virtues with the Schoolwide Learning Expectations (SLE's) have strengthened the Catholic identity of both students and staff.

KSA's Schoolwide Learning Expectations are incorporated into the daily life of our school through our values. Our values are taught through our learning expectations. Our Bloomz cards, which are green, yellow, orange, and red, are all correlated to our learning expectations.

C. COMPLETE TABLE:

STRATEGY	ACTIVITIES	COST OR RESOURCES	PERSON(S) RESPONSIBLE	PROCESS FOR MONITORING	BASELINE ASSESSMENT	ONGOING ASSESSMENT	TIMELINE START/STOP	PROCESS FOR COMMUNICATING TO SHAREHOLDERS
Strategy #1 Train parents on the use and function of the Bloomz app	BTS night brief training and introduction; ptc	time; informational/instructional resources about Bloomz	<ul style="list-style-type: none"> classroom teachers Bloomz Administrator 	number of parents using Bloomz	<ul style="list-style-type: none"> Parent login can teachers rely on Bloomz to effectively communicate 	<ul style="list-style-type: none"> effectiveness of communications 	2022 school year; ongoing	e-mail; faculty text
Strategy #2 Acquaint parents with the Positive Action SEL curriculum.	*parent orientation/communication on Positive Action learning outcomes, learning philosophy and curriculum.	time; informational/instructional resources about SEL	all staff and faculty, school counselor	Parent/Student surveys	Parents understand what Positive Action is and how it will be implemented	Bloomz Data, Student Involvement/Engagement Data	2022 school year; ongoing	ongoing conversations with parents and students via BTS night and PTC week.

GOAL #4: (when one of the above has been accomplished) **Increase each student's average score improvement by the end of the year STAR assessment.**

A. Rationale for this Goal: (how will the accomplishment of this goal increase STUDENT ACHIEVEMENT?)

As test scores improve, our academic program can become more rigorous as we put more resources into challenging our students than remedial supports.

B. How is this goal aligned with the KSA mission, philosophy, SLEs:

Learning about the wonders of God’s creation through the arts, sciences, and physical activity, and the development of students’ God-given talents is our top priority. We strive to support children in developing their talents to the benefit of humanity in line with Catholic values.

Within the school’s community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curriculum and co-curricular standards

C. COMPLETE TABLE:

STRATEGY	ACTIVITIES	COST OR RESOURCES	PERSON(S) RESPONSIBLE	PROCESS FOR MONITORING	BASELINE ASSESSMENT	ONGOING ASSESSMENT	TIMELINE START/STOP	PROCESS FOR COMMUNICATING TO SHAREHOLDERS
Strategy #1 Star testing for 1 - 8. GR	offering the test on a quarterly basis	time;	classroom teachers	Online reports	Beginning of year assessment	quarterly	begin 2022 and ongoing thereafter	results shared with parents at PT Conf.
Strategy #2 Continue MS Study Skills	class periods for study skills learning	time; any curricular resources associated with study skills	middle school teachers	Online reports	Beginning of semester	monthly	begin 2022 and ongoing thereafter	results shared with parents at PT Conf.
Strategy #3 Improve communication between KSA and Promise After-school	*Regular shareholders meeting *Involvement in larger Promise network meetings	absorbed by Promise	Promise Director	Promise Monthly/Annual Reports	Families are aware and have opportunity to access Promise programs	monthly	begin 2022 and ongoing thereafter	results shared with parents at PT Conf.