



IMPROVING STUDENT LEARNING

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**St. Jude Thaddeus
Catholic School**
Where Faith and Knowledge Meet

A Self Study for:

**E850-St. Jude Thaddeus Catholic School
430 7th Avenue
Havre, MT 59501**

Continuous School Improvement Focused On High Achievement Of All Students

2015-2016



Preface

In the fall of 2016, St. Jude Thaddeus Catholic School will celebrate its centennial. Over the decades many generations of families have walked the halls of this great school, contributing to its continual blessings. This year we have been working, very diligently, on becoming an accredited school through the Western Catholic Education Association (WCEA). Forming the Self Study Committee gave us great pride and the realization that our school has many attributes in serving not only the Catholic community of Havre, but non-Catholic families as well. With that being said, we have held strong to the school mission of, “St. Jude Thaddeus Catholic School is dedicated to excellence in education and to the spiritual development of each of our students. We prepare each student spiritually, emotionally, and intellectually for a life of faith, service, and integrity.”

The sturdy foundation of our 100 year-old school has been our force while working through the Self Study process. We have gained from our strengths and we have recognized where we can make improvements. The Action Plans that have been created are a testament to our desire to always keep improving.

St. Jude Thaddeus Catholic School would like to thank Dr. Timothy Uhl, Superintendent of Montana Catholic Schools, for his guidance and leadership. Much appreciation is given to Father Daniel Wathen, Pastor, and Ms. Kathryn Tilleman, Development Director, for always being present at our meetings. Special gratitude goes to our staff, for all their diligent and dedicated work throughout the process. The School Advisory Council (SAC), parents, and community deserve credit for the input they have given, as well as their future commitment to our accreditation.

A handwritten signature in blue ink that reads "J. Gauger".

Ms. Julanne Gauger
Head Teacher



Mission:

St. Jude Thaddeus Catholic School is dedicated to excellence in education and to the spiritual development of each of our students. We prepare each student spiritually, emotionally, and intellectually for a life of faith, service, and integrity.

St. Jude Thaddeus Catholic School Belief/Philosophy:

By modeling the behavior of Jesus Christ in a safe and nurturing learning environment, each student can become independent, a life-long learner, a problem solver, and a responsible Christian.



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SLEs (Schoolwide Learning Expectations)

Spiritual

- ✠ Models Catholic beliefs, rituals, and traditions

Truth

- ✠ Applies values in making good choices

Journey

- ✠ Shares knowledge, gifts and talents

United

- ✠ Strives to excel academically

Dedication

- ✠ Works together to care for God's creations

Expression

- ✠ Practices respect for self, others, and God



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St. Jude Thaddeus Leadership Team

Julanne Gauger	Head Teacher
Father Daniel Wathen	Pastor
Kathryn Tilleman	Development Director/Parish Administrative Assistant
Michale Beck	School Secretary
Katie Hulett	Preschool Teacher
Tabitha Bradbury	Kindergarten Teacher
Jessie Kuhn	First Grade Teacher
Twilla Vance	Second Grade Teacher
Erin McLain	Third Grade Teacher
Linda Ferguson	Fourth Grade Teacher
Joyce Hellman	Fifth Grade Teacher
Carly Brunk	Middle School History, Literature, English, Computers
Kim O’Leary	Middle School Math, Science, Religion, Art, Computers
Tamecia Jarvis	Physical Education
Josh Knudson	Alumni, Parent
Rose Weatherford	Parent
Johnna Antonich	School Advisory Council Chair, Parent

Focus Groups

Catholic Identity, School Purpose & Support for Student Spiritual, Personal & Academic Growth (A, B, and G)

Twilla Vance	Second Grade Teacher
Erin McLain	Third Grade Teacher
Carly Brunk	Middle School History, Literature, English, Computers

Organization of Student Learning (C)

Katie Hulett	Preschool Teacher
Jessie Kuhn	First Grade Teacher
Joyce Hellman	Fifth Grade Teacher



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SLEs & Standards-Based Curriculum & Resource Management and Development (F and H)

Tabitha Bradbury	Kindergarten Teacher
Linda Ferguson	Fourth Grade Teacher
Kim O’Leary	Middle School Math, Science, Religion, Art, Computers
Tamecia Jarvis	Physical Education Teacher

Data Analysis & Instructional Methodology (D, E)

Katie Hulett	Preschool Teacher
Tabitha Bradbury	Kindergarten Teacher
Jessie Kuhn	First Grade Teacher
Twilla Vance	Second Grade Teacher
Erin McLain	Third Grade Teacher
Linda Ferguson	Fourth Grade Teacher
Joyce Hellman	Fifth Grade Teacher
Carly Brunk	Middle School History, Literature, English, Computers
Kim O’Leary	Middle School Math, Science, Religion, Art, Computers
Tamecia Jarvis	Physical Education Teacher
Julanne Gauger	Head Teacher
Father Daniel Wathen	Pastor
Kathryn Tilleman	Development Director/Parish Administrative Assistant
Michale Beck	School Secretary



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SCHOOL PERSONNEL AND POSITIONS

Michale Beck	School Secretary
Carol Bender	Title I Paraprofessional Havre Public School
Tabitha Bradbury	Kindergarten Teacher
Carly Brunk	Middle School History, Literature, English, Computers
Linda Ferguson	Fourth Grade Teacher
Julanne Gauger	Head Teacher
Peggy Hanson	Food Service Director
Joyce Hellman	Fifth Grade Teacher
Katie Hulett *	Preschool Teacher
Tamecia Jarvis	Physical Education
Michelle Kinsella	Food Service Assistant
Barb Konesky	Extended Care Director
Jessie Kuhn	First Grade Teacher
Erin McLain	Third Grade Teacher
Deacon Tim Maroney	Youth Ministry
Kim O'Leary	Middle School Math, Science, Religion, Art, Computers
Kathryn Tilleman	Development Director/Parish Administrative Assistant
Father Daniel Wathen	Pastor
Twilla Vance	Second Grade Teacher

*New staff for the 2015-2016 school year



CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

In 2013, the Superintendent of Montana Catholic Schools expressed the importance, benefits and necessity of being accredited through the Western Catholic Education Association (WCEA). St. Jude Thaddeus Catholic School began this accreditation process on June 1, 2015. At the first of numerous meetings—not including focus group and School Advisory Council (SAC) meetings—the faculty and staff were educated on the self-evaluation process, how the accreditation process works and the general expectations of their involvement.

The Leadership Team and Self-Study Committee were formed at the beginning of the 2015-2016 academic year. At the same time, the “Improving Student Learning for Catholic School” surveys for parents, students, and staff were distributed. As the School Mission Statement had been revised in the previous academic year, it was decided to keep it the same. The faculty and staff began work on the Schoolwide Learning Expectations (SLEs). It was decided that “St. Jude” would be our SLE acronym. The “St. Jude” SLEs embraces what we instill within a St. Jude Thaddeus Catholic School student. After identifying our SLEs, the School Philosophy/Belief Statement was revised and approved on October 20, 2015, by the SAC.

On November 11, 2015, our teaching staff was placed into three focus groups and assigned Chapter 3 sections by lottery. From January through April of 2016, the focus groups composed the Chapter 3 sections A through H, scheduled meetings and set deadlines, faculty and staff then discussed and edited each section as a whole. A small group of faculty and staff then further proofread and edited the draft version. The first draft was sent to the Superintendent of Montana Catholic Schools on May 4, 2016.

On May 18, 2016, the Superintendent visited the school to review his recommendations and comments on the draft. After receiving instruction from Dr. Uhl, the faculty and staff voted on the top three critical goals. At the end of the 2015-2016 academic year, action plans for our goals were formulated.

The greatest challenge throughout this process has been the amount of time required to make sure that the end product is a well-written, well-thought-out document.

Evidence

- † Record of ISL meetings
- † SLEs posted throughout the school
- † Surveys and results
- † SAC meeting minutes



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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.

The shareholders began their involvement with a presentation by the Superintendent of Montana Catholic Schools to the faculty and staff on September 22, 2015. The Superintendent also gave a presentation to the School Advisory Council (SAC). Due to the fact that we are a small school, the faculty and staff have been directly involved throughout the entire process. They were kept informed of the process during weekly staff meetings, as well as additional meetings focused on the accreditation. The SAC was also kept up-to-date during monthly meetings.

As we are a small school—and at the direction of the Superintendent—the Leadership Team and the Self Study Committee were comprised of the same individuals: faculty and staff, Pastor, Head Teacher, Development Director, one parent from the SAC, and two school parents. Focus groups were formed from the Self Study Committee and Chapter 3 sections were assigned by lottery. The entire committee directed the accreditation process, reviewed and edited the draft document. The Leadership Team and Self Study Committee, with guidance from the Superintendent, identified the critical goals and selected the top three.

Parents, students and staff received the “Improving Student Learning for Catholic Schools” surveys. Approximately 18% of the parent surveys were returned, students conducted the surveys during class time and the faculty and staff were emailed the survey. The results were shared with the faculty and staff. The overall accreditation progress has been shared through social media and meetings of the SAC, School Finance Council, and Parish Council.

The faculty and staff composed the action plans at the end of the 2015-2016 academic year. Our plan to keep shareholders involved in the process is comprised of: quarterly Principal/Head Teacher newsletters, reports to SAC, Alumni Newsletters, social media, school website, and the church bulletin.



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CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

Havre, Montana is located approximately forty-five miles south of the Canadian border in the center of Montana's Hi-Line. The city of Havre was founded in 1893 primarily as a major railroad service center for the Great Northern Railway, with its location midway between Seattle and Minneapolis-St. Paul. Havre is the eighth largest city in Montana and the largest city in the Montana's section of the Hi-Line. From its founding, the city population grew explosively, with an average growth of 62.92%, up until the 1960's. Havre saw a decrease in population from 1970-2010. In 2014, the city population was estimated at 9,792, which is a 5.2% growth since 2010 and a 1.6% growth from 2000. The estimated median household income in 2013 was \$43,476.00, which greatly increased from \$29,944.00 in 2000. Havre's current median income is below the Montana median of \$46,972.00. The largest employers are Northern Montana Hospital, Montana State University Northern, and the Burlington Northern Santa Fe Railroad.

On September 11, 1914, St. Jude Thaddeus Catholic School moved from just a vision to a dream coming to life when Reverend Father Patrick Mahoney purchased the city block between 4th and 5th Streets and 6th and 7th Avenues, in order to create a more central location for the construction of a Catholic school and future new church. Construction on St. Jude Thaddeus Catholic School began in 1915 and was to be used, not only as a school building, but also as a temporary church. The three-story brick building measures 40 feet high by 60 feet wide with the total construction cost coming to \$20,000.00. The project was completed in the summer of 1916. Classes began on September 5, 1916, with an enrollment of 100 students in four elementary grades utilizing only the second floor classrooms.

By 1919, the school had grown to 300 students in eight grades, taught by six teachers. As the need for additional classroom space grew, the main floor, which had been reserved for church services, now had to serve dual purposes. By the fall of 1924, with the new church nearing completion, church services were moved to the basement which allowed three spacious classrooms to be formed on the first floor. The construction of the new church was completed on November 30, 1924, opening up the entire building for the sole use of the school.

St. Jude Thaddeus Catholic Church and School were first featured in the *Havre Daily Promoter* on January 18, 1925. The article noted that the school enrollment was 330 students in ten grades, elementary through high school. It was also stated that the pastors were aided by a staff of seven teaching Sisters of St. Francis of Penance and Christian Charity. The article highlighted that the school was a public Catholic school, supported by the parish and open to all Catholic children. No charges were made for books or tuition.



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The Sisters of St. Francis of Penance and Christian Charity was founded in the small Dutch village of Heythuysen, in 1835, by Catherine Damen who became Mother Magdalen. Sisters from the Order arrived in Havre on September 29, 1911, to serve at the Sacred Heart Hospital. This was the first time that these Sisters, in the United States, worked in healthcare. They became the first teachers for St. Jude Thaddeus Catholic School in 1916.

St. Jude Thaddeus Catholic High School classes began in 1924 with three juniors, 18 sophomores, and 18 freshmen. *The Ray* was published as the high school newspaper from December of 1924 through September of 1926. The high school enrollment increased to 55 in 1926, causing a lack of space, which required rooms to be rented in the basement of the Presbyterian Church. Sister Cyrilla and Sister Celesta were appointed the first high school teachers. Unfortunately, these sisters were recalled by their Mother Superior in September of 1926. Bishop Lenihan and the Jesuit priests were anxious to keep the high school running so Reverend Father Bolter and Mrs. Duffy taught the classes until Christmas of 1926. Sister Electa was able to continue the school until December of 1927, when the high school was closed.

Construction began in 1948 on the new Central High School building, under the guidance of Reverend Father Charles Reger. A large gymnasium, accommodating 2,500 spectators, was later completed in 1951. The re-opening of the high school on September 6, 1949, had a chaotic start due to construction delays, which caused a shifting of classrooms. The 9th grade students were housed temporarily in the old Knights of Columbus Hall. The 8th graders inhabited the grade school basement, while the 7th graders took their classes in the library. There was a great sigh of relief when these grades moved into the half-finished high school building on October 10, 1949. The formal opening of the Havre Central gymnasium was held on October 26, 1951.

As a result of increasing enrollment in the 1950's, the original grade school was entirely remodeled and a new addition was built under Reverend Father Joseph Balfe. Construction started in 1954 on the two-story addition to the elementary school, which added 12 classrooms, additional restrooms, and office space. In September of 1955, the first classes were held in the completed lower floor of the addition. Once the second floor was completed, it allowed rooms in the original building to become the library, music room, projection room, Boy Scout room, and later the teachers' workroom.

Due to a growing lack of religious Sisters who taught and the continued increase in enrollment, it became necessary to hire lay teachers. In 1956, the elementary school enrollment reached 450 students. In 1968, the financial burden imposed by the need to hire qualified lay teachers forced the administration to close the Havre Central High School. During this same year, the Sacred Heart Hospital was also closed and the number of religious sisters was reduced from 26 to 13. That fall, the 7th and 8th grade students moved into the Havre Central High School building. In 1971, the building officially became the Havre Central Junior High. In 1984, the 6th grade was also moved from the elementary to the junior high building. A kindergarten class was added in the 1970's, but was dropped after only a year due to a lack of students.



By the 1980's, the enrollment, which had dropped off in the 1970's, had climbed again. A new kindergarten class was added in the fall of 1987. Preschool and extended care services were added in the fall of 1989.

The Jesuit Order ended their service to St. Jude Thaddeus Catholic Church and School in 1994. The students participated in the send-off of the Jesuit priests, which marked the end of 91 years of Jesuit service in Havre. The care of the parish and school was assumed by the Diocese of Great Falls-Billings, and the first diocesan priests to serve in this assignment were Reverend Father Robert Grosch and Reverend Father Patrick Zabrocki.

Our school is located next to St. Jude Thaddeus Catholic Church which has 378 registered families. Our church plays a vital spiritual role in our students' faith formation. We are blessed to have Reverend Father Daniel Wathen involved in our school. We gather weekly for Mass as well as penance services, our patronal feast day, and Holy Days of Obligation. Our close proximity to the church also allows our students to receive hands-on altar server training, extraordinary minister training, cantor practice, and 8th grade retreat prayer time. Forty-eight percent of our students are Catholic and 52% are non-Catholic. Eight out of 11 faculty or 73% are Catholic. Five out of five support staff or 100% are Catholic. Our teachers are licensed by the State of Montana and hold a minimum of a bachelor degree and our head teacher has a master's degree in Educational Leadership.

Our students have a history of high achievement when they enter the local public high school. In the 1st quarter of the 2015 academic year, 90% of our 2015 graduates, 80% of our 2014 graduates and 67% of our 2013 graduates made the honor roll.

St. Jude Thaddeus Catholic School is a parish school that educates students from preschool through 8th grade. In the spring of 2016, our enrollment was 91 students. Twenty percent of our students qualify for free or reduced lunches. Tuition for the 2015-2016 academic year was \$2,650.00 for a single student, a second child receives a 25% discount, and three or more receive a 50% discount. Twenty-nine percent of our students receive financial aid. Preschool tuition for the 2015-2016 academic year for the 3/4 year-old class is \$585.00 and our 4/5 year-old class is \$810.00. If a preschool student has a sibling enrolled in our K-8, they receive a 10% discount. There is no financial aid provided for preschool students.

The parent and student surveys revealed that our school provides a quality, faith-filled Catholic education. The parent surveys indicate that their students learn in an atmosphere in which Christian values and attitudes are emphasized and practiced (81%), learn the basic facts of the faith (88%), have prayer opportunities (81%), and are provided meaningful holy days (88%). Our students, in grades four through eight, feel that they are treated with respect from their teachers (91%) and feel that they belong at this school (86%).



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St. Jude Thaddeus Catholic School has seen an overall decrease in enrollment. There are numerous factors that have contributed to the decline. The enormous amount of operating debt that was incurred in the 2009-2010 and the 2010-2011 academic years totaled \$88,866.30. Other factors that contributed to the turmoil and decline are poor performance and turnover of teaching staff, changes in the administration, as well as a general lack of student retention. There were also concerns over facility maintenance and improvements. Additionally, at the end of the 2010-2011 academic year, the Central Junior High building was closed down, and the students were integrated into the St. Jude Thaddeus Catholic School elementary building.

Beginning in the fall of 2010, and throughout the following three academic years, the school was in great distress. Frustrated parents and staff had a direct impact on decreasing enrollment numbers. Through a number of staffing changes, the improvements in administration, as well as facility improvements, the school has slowly started, in the fall of 2015, to regain some families who had withdrawn. Raising our base salaries by 26% (70% of public school starting salary) allowed us to hire and retain highly qualified teachers.

To further complicate things, Reverend Father Dale Yurkovic was removed as Pastor from St. Jude Thaddeus Catholic Church and School in August of 2011. He was in the process of being indicted for embezzlement until his death from a cancerous brain tumor on December 10, 2014. His removal left St. Jude Thaddeus Catholic Church and School without a resident priest for three months at the beginning of the academic year.

Although the table below indicates decreases in enrollment coinciding with increases in tuition, we do not believe that higher tuition was the primary cause of families leaving our school. In the 2008-2009 academic year, single student tuition was \$2,250.00. Over the last eight years, our tuition has increased \$400.00 or 17.8%. In the Diocese of Great Falls-Billings, St. Jude Thaddeus Catholic School has the 2nd lowest tuition, after Sacred Heart School in Miles City. For the 2016-2017 academic year, our single student tuition is \$2,650.00, with a multi-child tiered discount. In relation to other parish schools within our Diocese, we are \$350.00 higher than Sacred Heart in Miles City, \$1,475.00 less than St. Mary's in Livingston, \$100.00 less than Our Lady of Lourdes in Great Falls, and approximately \$810.00 less than Holy Spirit, also located in Great Falls.

Academic Year	Tuition	Tuition %	Enrollment	Enrollment %
2008-2009	\$2,250.00	NA	165	NA
2009-2010	\$2,275.00	+ 1.1 %	165	+ 0.0
2010-2011	\$2,275.00	+ 0.0 %	168	+ 1.8 %
2011-2012	\$2,500.00	+ 9.9 %	133	- 21.0 %
2012-2013	\$2,600.00	+ 4.0 %	118	- 11.0 %
2013-2014	\$2,650.00	+ 2.0 %	93	- 21.0 %
2014-2015	\$2,650.00	+ 0.0 %	98	+ 5.0 %
2015-2016	\$2,650.00	+ 0.0 %	91	- 7.0 %



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B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

St. Jude Thaddeus Catholic School has not been accredited by the WCEA or any other accrediting agency. Throughout this new process, our collaboration with each other and support staff has given us great insight, strength, and unity. We have diligently worked toward our accreditation and look forward to the opportunities it will provide.



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CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

St. Jude Thaddeus Catholic School has a mission statement which outlines the goals and support given on the levels of students, teachers, parents, and the community.

Prayer is ever-present in our school. Our day starts with a student-led daily devotion, followed by teacher-led individual classroom prayers and special intentions. For example, in the 4th grade students learn about a new saint each day. In addition, teachers guide students in prayer before meals, snacks, and to close the day. Our students volunteer to lead prayer, cantor, and participate in every aspect of school Mass from greeting to serving as extra-ordinary Eucharistic ministers. Both teachers and students display our Catholic school name and logo on shirts that are designed for Mass. Preparation and support is afforded to them in order to accomplish this each week and Holy Days of Obligation. Additionally, students exemplify Catholic tradition through the Crowning of Mary, Mary’s Hour, Burning of the Palms, and the Living Nativity every year.

Teachers, staff, and administration aid and instruct, explain roles, define words and phrases, and describe processes: such as Mass, Holy Days, and the Sacraments. Each teacher focuses instruction on essential concepts of the Catholic faith. Teachers model prayer, Mass roles, and charity through projects of giving and expression of faith, through religious displays, saints’ projects, bulletin boards, food drives, and charity fundraisers. Student Council members design a religious or support message which is displayed on our playground fence on a regular basis in order to promote our Catholic identity.

Encouragement and assistance are given by parents and community members in a variety of ways, ranging from Mass and Sacramental preparation to volunteering in classrooms and chaperoning field trips. Our fundraisers and activities are volunteer-driven with the assistance of parents and community members.

Students of St. Jude Thaddeus Catholic School have the opportunity to receive the Sacraments of Initiation and Reconciliation during the school year. Our religious instruction includes curriculum, text, and materials that are faithful to the Roman Catholic teachings and meet requirements set forth by the United States Catholic Conference of Bishops (USCCB). Instructors regularly attend diocesan required annual trainings/courses, which provide our educators with enhanced religious foundation. Teachers also receive professional support in the form of *The Catholic Teacher* magazine. Additionally, weekly emails and links are provided by our Superintendent of Catholic Schools, Dr. Timothy Uhl.



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ACCOMPLISHMENTS

- † Focus is placed on daily prayer, weekly celebration of school Mass, and traditional religious events shared with parents and community.
- † Emphasis is placed on creating a strong, faith-based relationship with God.
- † The school's Catholic identity is expressed through clear Mission and Belief/Philosophy Statements.

EVIDENCE

- † School Religion Standards and curriculum
- † Morning schoolwide prayer
- † Individual class prayer
- † Saint of the Day
- † Morning staff prayer
- † Prayer before meals
- † Crucifix in every classroom
- † Religious statues throughout school
- † Rotating class Mass (student driven)
- † Advent and Lenten school Reconciliation services
- † Student Mass prayer partners
- † Catholic Daughter prayer partners for Kindergarten
- † Student generated newsletter
- † Social media
- † School and Parish websites
- † Mary's Hour
- † Crowning of Mary
- † Living Nativity
- † Burning of Palms
- † *The Catholic Teacher* magazine
- † Religious themed bulletin boards
- † Northern Montana Care Center Mass provided to the residents.
- † Advent and Lenten service projects

GOALS

- † All teachers will be certified as Catholic religious educators.
- † Increase school participation through religious observances of the Roman Catholic faith.
- † Full implementation of the new Diocesan Religious Standards.
- † Increase our parental involvement in the student faith formation.



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B. DEFINING THE SCHOOL'S PURPOSE

The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Through an effective Mission Statement, strong Belief/Philosophy Statement, and well-developed Schoolwide Learning Expectations (SLEs), St. Jude Thaddeus Catholic School provides a quality Catholic education to all of its students. Through the cooperative efforts of the staff, St. Jude Thaddeus Catholic School's Mission Statement and Belief/Philosophy Statement have been developed and subsequently approved by the School Advisory Council (SAC). In addition, age appropriate SLEs were developed so our students may incorporate them in every aspect of their learning experience.

St. Jude Thaddeus Catholic School applies teachings, beliefs, rituals, and traditions of the Catholic Church through a variety of services. We share our school Mass with fellow parishioners weekly, a monthly Mass at Northern Montana Care Center, and a variety of our gifts and talents with our entire community.

A direct connection exists between St. Jude Thaddeus Catholic School's Mission Statement and SLEs on a point-by-point basis. Spiritual, emotional, and intellectual development are the foundation of our Mission Statement and are directly incorporated into the SLEs to be understood, internalized, and acted upon by students, staff, and administration.

SLEs can be assessed in a variety of ways at St. Jude Thaddeus Catholic School. As disciples of Christ, our students participate in liturgical celebrations, prayer, and demonstrate an understanding of how the Sacraments help them to grow. Students participate in prayer every day, celebrate Mass once a week, step up to challenges of what is right and wrong by making good choices, being fair, and acting with integrity. Our students recognize that God's gifts include knowledge as well as understanding, and work toward the highest achievement dependent on their abilities. Our students demonstrate support, encouragement, compassion, and empathy of others, and are strong stewards of God's creations. Responsible and moral expression is used by our students when they write, communicate, and use technology.

St. Jude Thaddeus Catholic School's religion curriculum is approved by the United States Catholic Conference of Bishops (USCCB) and the Diocese of Great Falls-Billings. A variety of signs and symbols of our Catholic faith are readily displayed throughout the school, such as crucifixes, statues, rosaries, and saints of the Catholic Church.



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St. Jude Thaddeus Catholic School has developed a rubric to use in the formal assessment of our SLEs. Teachers formally assess students in regard to prayer, Tradition, and religious doctrine in accordance with our curriculum. At the end of the academic year, each graduating 8th grade student produces a memory book which reflects the growth and knowledge of their Catholic identity.

ACCOMPLISHMENTS

- † Provides students with a solid academic base and an equally strong Catholic education.
- † Service and community participation are taught, encouraged, and modeled by the teachers and administration to create disciples of Christ in our students.
- † Parents are participants in our students' academic and religious success.
- † Development and implementation of the SLEs.

EVIDENCE

- † Measures of Academic Progress (MAP) testing three times per year
- † Curriculum aligned with the state standards
- † Visible SLEs displayed throughout the school
- † Academic growth reports
- † School Mass calendar
- † Catholic Schools Week
- † Student produced *Niner Star* newsletter for parents and parish members
- † Weekly school/parent newsletter, *Niner News*
- † Annual participation in Catholic Daughters themed contest
- † Annual student jog-a-thon fundraiser supported by families, parish, and community members
- † St. Jude Thaddeus Catholic School Mission and Beliefs Statements

GOALS

- † Students will learn, internalize, and demonstrate SLEs.
- † Catholic identity throughout the entire school will be increased.
- † SLEs achievement will be assessed.
- † The implementation of new religion standards.



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

The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.

St. Jude Thaddeus Catholic School's Advisory Council (SAC), Pastor, Principal/Head Teacher, Development Director, and staff work hard to promote Catholic identity. St. Jude Thaddeus' Pastor, Head Teacher and classroom teachers encourage students to take a faith journey through planned religious events throughout the school year. The Pastor presides at Mass each Wednesday or on Holy Days of Obligation which preschool through 8th grade attend. Father Wathen prepares the students for Easter and Christmas by having Reconciliation services, officiates at the 8th grade retreat and Mary's Hour, and speaks to classes on various religious subjects. Classrooms and common areas are adorned with sacramentals such as crucifixes, bibles, and statues of Jesus and Mary. Religion classes are held daily as well as individual classroom prayers. Every morning before school begins, the Head Teacher and classroom teachers join together in prayer. The Student Council President leads the school every day with a Scripture reading, and then each class continues with their morning prayer. St. Jude Thaddeus Catholic School prepares for the coming of Jesus Christ by having a Christmas program centered on the Nativity. The school's Mission Statement and Belief/Philosophy Statement reflect the promotion of our Catholic identity. The SAC advises different ways to promote Catholic identity to the community. The Council is now formulating ideas for the 2016-2017 Centennial celebration of St. Jude Thaddeus Catholic School.

The administration supports high achievement for all students through Schoolwide Learning Expectations (SLEs). Through weekly faculty meetings, the Principal/Head Teacher discusses how to implement the Montana Office of Public Instruction (OPI) Standards and Benchmarks, utilizing the Golden Triangle Curriculum Cooperative (GTCC). The parents have access to the school's Measures of Academic Progress (MAP) test scores, midterms, report cards, and Gradelink, our online student information system. Twice a year, Parent/Teacher Conferences are held to report on students' academic and behavioral progress.

Communication between teachers, administration, parents, and the community are vital to student success. Weekly staff meetings are held to discuss students' academic and behavioral growth, calendar events, and teachers' concerns. Throughout the year, the teachers and Head Teacher attend academic and religious in-services. At the monthly meeting of the SAC, the Pastor, Principal/Head Teacher, Development Director, a Booster Club member, and a Teacher Representative give monthly school, financial, and academic reports. The council consists of parents and business owners who are continually collaborating on how to bridge the gap between school and parents.



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Communication is used to inform parents of students' educational progress, academic projects and events in the classroom, in the form of letters, face-to-face conferences, weekly newsletters, annual Alumni newsletter, social media, and SchoolMessenger (our immediate parent information system). Examples of promotion and advertisement at St. Jude Thaddeus Catholic School are church bulletins, Child Find, the Great Northern Fair booth, Catholic Schools Week student testimonials, billboard, radio, Facebook, and newspaper ads.

To achieve a safe environment, St. Jude Thaddeus Catholic School utilizes SchoolMessenger to advise parents immediately of emergencies, schedule changes, and ongoing or upcoming school events. The school administration has installed security cameras and monitors which are placed throughout the school. Emergency handbooks are located by classroom doorways and emergency drills are regularly conducted for fires, earthquakes, and lockdowns. St. Jude Thaddeus Catholic School families are required to either attend or opt out of a *Safe and Sacred* abuse prevention session. All staff, supplemental staff, and volunteers must undergo a background check and certified by *Safe and Sacred* before involvement with students.

St. Jude Thaddeus Catholic School offers a healthy, nutritious lunch program. The school offers an Extended Care program for its students and their younger siblings.

The teaching staff focuses daily on the students' spiritual, academic, and social growth. Student's spiritual growth is achieved through daily prayer and religious instruction. It is demonstrated by student participation in weekly Liturgy which includes: greeters, lectors, cantors, altar servers, gift bearers, extraordinary ministers, and mentoring younger students through peer modeling. Schoolwide Advent and Lenten service projects foster the Corporal Works of Mercy. Academic growth is achieved through rigorous classroom learning expectations. Students participate in the school Spelling Bee, Geography Bee, academic fieldtrips, the Montana Council of Teachers of Mathematics (MCTM) contest and outreach programs. Upon entering St. Jude Thaddeus Catholic School, the walls are decorated with art, academic projects, and colorful bulletin boards. One can hear the laughter of the students, whispers of students doing group activities, or the silence of learning. Socially, students have the opportunity to participate in the school play, perform at the Christmas program, sing and play choir chimes in grades 2–5 music classes, and participate in sports, as well as games and activities in physical education classes. Additionally, we facilitate the interaction of our students with the community at the Parish Harvest Dinner, Knights of Columbus Fish Fries, Northern Montana Care Center Masses, Walleyes Youth Day, Community Thanksgiving Dinner, Montana Fish Wildlife and Parks' Hooked on Fishing, and Bureau of Land Management (BLM) Conservation Day.



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ACCOMPLISHMENTS

- † Schoolwide knowledge and understanding of our SLEs.
- † A safe, healthy, nurturing learning environment is afforded.
- † Teacher implementation of the Montana OPI standards and benchmarks.
- † Staff continually sets high expectations for academic excellence.
- † Continual communication through church bulletin and Alumni newsletter.
- † Regular collaboration with SAC.

EVIDENCE

- † Posted SLEs in classrooms and throughout the school
- † Security cameras and monitors
- † Emergency handbook and procedures
- † Emergency drills
- † SchoolMessenger
- † *Safe and Sacred*
- † Background checks
- † School hot lunch calendar
- † Daily physical education classes/recess
- † Structured Extended Care environment
- † Peer mentoring
- † School and student newsletters
- † GTCC curriculum coupled with OPI standards and benchmarks documented in weekly lesson plans
- † MAP testing results
- † Midterms and report cards
- † Parent teacher conferences twice a year
- † School website, social media, and Gradelink
- † Church bulletin and Alumni newsletter
- † SAC agenda and minutes

GOALS

- † To purchase up-to-date materials necessary for enhancing current standards.
- † To continue to implement the new Religion Standards from the Diocese.



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

The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

St. Jude Thaddeus Catholic School has one class of each grade K-8 and offers preschool to ages three through five. Our kindergarten is all-day, and our junior high is departmentalized, with specialized teachers rather than a contained classroom. For the last three years, our Development Director has gathered data on past students who currently attend Havre High School to establish trends in academic excellence, graduation rates, and post-secondary education. At Havre High's graduation ceremony for 2015, three St. Jude Thaddeus Catholic School alumnus graduated with academic honors, in the top 10%, and three graduated with departmental distinction.

Based on data collected through various assessment processes, professional development has been driven by analysis of the current academic needs of our students. Examples of professional development that St. Jude Thaddeus Catholic School teachers have completed include: Golden Triangle Curriculum Cooperative (GTCC) trainings and workshops to help build student skills in writing, workshops to incorporate social networking enhancements for the classroom, teacher development of interactive learning boards, and Region II Comprehensive System of Personnel Development (CSPD) workshops addressing both math and classroom management. Our staff and faculty will continue utilizing both resources each year, in addition to our annual Marian University classes. Current technology trends have shown to be an obvious incentive for St. Jude Thaddeus Catholic School to recognize and invest in more widespread technological modes for student work, reinforcement, lecture, and visual aid, in order to provide a strong foundation in their future.

Despite the current economic strain on residents in our community, families moving away, and teacher/administrative turnover, St. Jude Thaddeus Catholic School has successfully increased its fundraising efforts over the past four years. Fundraising contributes to 32% of our operating income. Data analysis and trends indicate that financial development takes place in the form of increased fundraising, grants, paying off an \$88,866.30 debt, and accomplishing a balanced budget.

We have recognized that changes were necessary to recruit students as well as quality educators and administrators. Actions that have been taken to benefit students and families include: state certified teachers, increased teachers' base salary, expanded full day kindergarten, extended care opened to younger siblings, increased scholarships, improvement to religion and reading curriculum, updated science lab with dissections, and schoolwide security cameras and monitors. In an effort to make our school more visible, various forms of media and advertising are being utilized throughout the community and state.



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In the past, we have implemented MontCAS testing as our criteria referenced assessment. Currently, we use Measures of Academic Progress (MAP) testing for grades K-8, three times a year as a standard base assessment and data analysis tool. The data gathered from MAP test results, as well as related reports, are used by most of our teachers to assess students. Three areas are a focus in analysis: grade level, Rasch Unit (RIT) scores, and the Learning Continuum. Through the use of scores and several types of graphs, the teachers are able to create a goal sheet with students to project academic growth. Another feature to enhance improvement is the Skills Navigator application. It is a technology resource teachers use to enhance and improve students' skills in a variety of academic areas. We recognize the data provided to us through MAP testing will drive new trainings, such as Skills Navigator. Evidence that analysis data is creating an impact on students comes from teacher observations, documented in lesson plans, and through continued collaboration with each other. Our staff and administration have and will continue development activities through our partners in GTCC, MAP, and Promethean.

For grades K-4, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing is also administered three times a year. The DIBELS reading test is used to measure comprehension, fluency, and phonemic awareness. Teachers in grades K-4 receive DIBELS results and conduct their own regular assessments to analyze and use the data in order to adapt curriculum to support achievement for all students. Additionally, grades five and eight are given the Assessment of Catechesis/Religious Education (ACRE) test annually, which assess the students' knowledge of the Catholic religion. Up to this point the ACRE data has not been a factor in our religion curriculum. At present, we are implementing the Diocese of Great Falls-Billings standards which include preschool through 8th grade.

In order to ensure the greatest success in the implementation and retention of our Student Learning Expectations (SLEs), we plan to conduct interviews, observations, student self-assessments, and have developed rubrics to measure understanding. It is our goal that through the SLEs, students develop a strong notion of discipleship, faithful citizenship, and self-directed learning.

Several types of differentiated instruction are used in our classrooms each day. Teachers differentiate through grouping, modified lessons, assignment modifications, curriculum adjustments, and Title I services. Lesson and assignment enhancement tools will come with Skills Navigator and greater computer/technology use.

All of these results and data are disseminated to parents through Gradelink, midterms, report cards, MAP testing results, and parent/teacher conferences.

Students of St. Jude Thaddeus Catholic School have shown improvement based on data gleaned from our assessments and related tools. However, the data does not indicate that this applies to every student. We are actively seeking additional strategies to promote each student's growth.



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ACCOMPLISHMENTS

- † The implementation and administering of MAP testing.
- † Students in grades K-4 are assessed using DIBELS testing.
- † Gradelink is used for communicating student progress to parents.
- † Our partnership with GTCC, Promethean, Marian University, and MAP to enhance all areas of development.

EVIDENCE

- † MAP scores and reports
- † ACRE results
- † DIBELS results
- † Gradelink
- † Marian University College Credit or Renewal Units
- † GTCC and Promethean Renewal Units

GOALS

- † Continued analysis of MAP testing data and implementation of student goal sheets.
- † Interpretation of ACRE results.
- † Utilize testing data to improve and enhance differentiated instruction.



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

All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.

St. Jude Thaddeus Catholic School ensures successful achievement by all students toward clearly defined Schoolwide Learning Expectations (SLEs). Following the school's Mission and Belief/Philosophy Statements, St. Jude Thaddeus Catholic School provides a challenging, relevant and defined curriculum for each student that results in achievement of the expected schoolwide learning results.

The SLEs promote Catholic values, follow the tenets of the Roman Catholic Church, and set a standard for students of St. Jude Thaddeus Catholic School to become models of Catholic beliefs, lifelong learners, and responsible citizens. These concepts are a reflection of philosophies from our past, our present, and our hopes for the future. For the past 99 years, St. Jude Thaddeus Catholic School has modeled the values we now present as our SLEs. We are incorporating rubrics to assess our SLEs.

The Catholic identity of St. Jude Thaddeus Catholic School is shown through a rigorous curriculum that is aligned with standards that follow the Gospel values of the Catholic faith. Religion classes follow the newly adopted standards as set forth by the Diocese of Great Falls-Billings. These standards allow for a thorough understanding of Church doctrine, practices, and history. The Bible is a primary source in the classrooms along with the *Catechism of the Catholic Church*. Throughout the school there are many outward signs of our Catholic identity. All the classrooms have crucifixes, statues of Mary, as well as other Christian symbols. The entire school participates in weekly Liturgy with each grade level hosting a month of Masses and a Mass at the Northern Montana Care Center. Prayer is a very important aspect of our Catholic identity. This is displayed throughout the day at St. Jude Thaddeus Catholic School. Each morning starts with a staff prayer, followed by students participating in a Scriptural reflection read over the intercom. Teachers lead their class in a prayer service with special intentions. Students pray before meals, snacks, and end their day with prayer. Father Wathen enhances classroom instruction on various topics including the hierarchy of angels, the election process of a new pope, early Church history, virtual tour of the Vatican, training of altar servers and extraordinary ministers. Catholic values and beliefs are not only emphasized and taught in religion classes, but across the curriculum as well.

In order to guarantee continuity of learning for all grade levels, St. Jude Thaddeus Catholic School is a member and utilizes the Golden Triangle Curriculum Cooperative (GTCC). Implementation of the strong, standards-based curriculum ensures that instructional time will be used efficiently. The schoolwide curriculum guarantees effective instruction as students move from grade to grade. St. Jude Thaddeus Catholic School administration has provided, and continues to provide, opportunities for training and encouragement to learn more about the



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GTCC and how to implement and adapt it at every grade level. Our classrooms support methods for a variety of learning styles. A few examples are: small group activities, one-on-one tutoring, peer tutoring, lectures, investigative experiments, projects, and hands-on activities. All of these encompass the differentiated learning needs of individual students.

Technology has been integrated into student's every day learning. Students in grades 6-8 have computer classes in the updated computer lab. The classes focus on Word, Excel, and PowerPoint, along with animations, *Digital Citizenship*, and coding. Students learn to research, share, and collaborate on different assignments across the curriculum. Grades 3-5 use the computer lab for keyboarding, word processing, and research. Kindergarten uses the computer lab for basic keyboarding and as skills reinforcement. Some grade levels use the iPad for skills reinforcement, research, practicing handwriting, Measures of Academic Progress (MAP) Skills Navigator, and as a Spanish translator. Promethean boards are also used in most of the classrooms. Teachers and students use the boards for attendance, lunch count, math, handwriting, English, history/social studies, science, reading, spelling, and as a visual aid. Grades 6-8 are planning on implementing Google Classroom in the upcoming school year.

St. Jude Thaddeus Catholic School uses a variety of formative and summative assessments to determine the academic success and needs of the students. Examples of formative assessments include, but are not limited to: tests, quizzes, projects, presentations, essay papers, textbook, and teacher generated tests. Summative assessments include group projects, observations, arts and crafts, rubrics, assessment of daily work and class activities. The SLEs are incorporated into the summative assessments by observing and recognizing behavior in the classroom and when working with others.

MAP testing is used to help track the academic progress of students. Testing was completed twice in the 2014-2015 academic year and then three times in the 2015-2016 academic year. Kindergarten and 1st grade were able to participate in MAP testing instead of screenings for the first time during the January testing of 2016. The school will continue to test three times a year to provide comparisons within our classes, Catholic schools community, and nationally to better see students' academic progress and achievement. The tests also allow for the measurement of each student's growth throughout the year. Fifth and 8th grades also participate in the Assessment of Catechesis/Religious Education (ACRE) testing.

St. Jude Thaddeus Catholic School utilizes a publicly funded Title I reading program that assists the staff in grades K-4 with students at-risk in reading. The Title I program is available five days a week for three and a half hours each day to provide students with reading enhancement. The Title I facilitator administers the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test to determine which students qualify for the program. Small class sizes enable our teachers to spend extra time with students at risk. The curriculum can be modified as needed to work with parents to develop short or long term goals to meet students' learning needs.



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Our school uses a variety of resources to keep an open line of communication with parents. This is accomplished by the weekly publication of the *Niner News* that is available as a hard copy and as an e-mail. Junior High students also publish a monthly newsletter, the *Niner Star*, which goes home with all of the students and is inserted into the Parish bulletins. Student progress in grades 1-8 is available on the school's electronic gradebook, Gradelink. Kindergarten through 2nd grade communicates student progress with parents through the use of daily reading logs, whereas grades 3-8 use assignment books. Parents are encouraged to set up an appointment for conferences with the teacher as needed. In cases of emergencies, reminders, or events, a text message is sent out through SchoolMessenger.

During graduation, St. Jude Thaddeus Catholic School's 8th grade students are acknowledged for their success. Those students who have reached high academic achievement and provided service are recognized in a pinning ceremony and/or the receiving of the Presidential Award of Excellence. Our small graduating classes have a high success rate in transitioning into Havre's only high school, both socially and academically. The rigorous grading scale of our school, enables most of St. Jude Thaddeus Catholic School's alumni to consistently be on the Havre High School Honor Roll. Many of our alumni are also active in multiple sports, clubs, leadership roles, and activities within the high school and throughout the community.

ACCOMPLISHMENTS

- † The schoolwide implementation of SLEs.
- † Up-to-date technology is used in various grades.
- † Each day begins with prayer.
- † Weekly Masses are celebrated.
- † Service projects involve both school, parish, and community.
- † The implementation of GTCC curriculum by the faculty.
- † Implementation of new religion standards provided by the Diocese.
- † Differentiated instruction is provided for students.
- † Assessments are utilized to meet the student's needs and learning styles.
- † The administering of MAP testing three times a year.

EVIDENCE

- † Classroom use of Promethean boards
- † Use of computer lab and iPads
- † Good Deeds board
- † Monthly Mass schedule
- † Canned food drive; Jaycee's Toys for Tots; coats, hats, and mittens drive for Human Resources Development Council (HRDC); Hi-Line Pregnancy Center baby bottles;



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- † Catholic Daughters toiletry bags; help with Harvest dinner and Knights of Columbus fish fries
- † GTCC Standards
- † Montana Catholic Schools Standards
- † ACRE testing results
- † MAP testing results
- † Report cards and use of Gradelink in disseminating information to parents
- † Eighth grade graduation award ceremony
- † One-on-one instruction, group activity, pullouts, additional assignment/work time, and re-teaching

GOALS

- † The implementation of SLE rubrics.
- † Enhance technology skills through teacher development workshops.
- † Professional development and continued implementation of GTCC Standards.
- † Continued integration of the Montana Catholic Schools Religion Standards.
- † Differentiating instruction provided to all students.
- † Implement Google Classroom for Junior High.
- † Increase student usage of computers/iPads in 1st and 2nd grade.
- † Complete installation of Promethean learning boards in all classrooms.



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F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

St. Jude Thaddeus Catholic School staff supports the role of an apostle by teaching religion, attending and participating in weekly Mass, and sharing a faculty morning prayer. The school's staff draws from many resources in their ministerial instruction. Our newly adopted curriculum, along with The Bible, supplies both the standards and the guidelines which give a solid structure to our classroom education. Father Wathen not only provides our spiritual leadership, he also teaches our students mini-lessons to enhance the curriculum-based lessons. Prayer is shared with students at the beginning of the day, before snacks and lunch, at the end of the day, and when deemed appropriate, throughout the day. St. Jude Thaddeus Catholic School's staff and students are blessed to be able to pray at our weekly parish Mass along with our parish community. Many of the staff are extraordinary ministers, lectors, and cantors.

All teachers of St. Jude Thaddeus Catholic School have Bachelor degrees and are certified by the State of Montana. Our Principal/Head Teacher holds a Master's degree in Educational Leadership. Staff development is promoted and encouraged through various options. Teachers have been trained to access and use Measures of Academic Progress (MAP) testing results to strengthen individual student skills. Most of the staff has attended Promethean training seminars to build a variety of educational resources for use in the classroom. Additionally, a source of professional development is offered in our annual training with Marian University. Golden Triangle Curriculum Cooperative (GTCC) and Region II Comprehensive System of Personnel Development (CSPD) workshops provide our teachers and administrator with both methods and strategies as well as access to learning communities for support. Pupil-Instruction-Related (PIR) days are designated throughout the academic year.

St. Jude Thaddeus Catholic School utilizes a variety of assessments for teaching and helping the students' learning processes. Examples of formative assessments include, but are not limited to, written and oral tests, quizzes, projects, presentations, writings, classwork, homework, reading logs and journals, and for some teachers, Skills Navigator. Summative assessments include projects, arts and crafts projects, assessment of classroom activities, oral discussions and reviews, goal setting, and observation. Other assessments include: fall, winter, and spring MAP testing. Spring testing results are conferenced with the next grade level teacher. Additionally, Dynamic Indicators of Basic Early Literacy Skills (DIBELS) testing for grades K-4 are administered three times per year and Assessment of Catechesis/Religious Education (ACRE) testing for 5th and 8th grade, annually.

Utilizing formative assessments, teachers' instructional techniques strive to meet the needs of all learners and their individual style of learning. Instructional support includes: assignment modification, visual and auditory aids, both kinesthetic and tactile manipulatives, and



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technology skill development and reinforcement. Most classrooms have Promethean boards and students have access to iPads and computers to enhance their learning. Peer grouping and peer tutoring are techniques teachers rely on to build skills and social strengths. All these tools encompass the differentiated learning needs of each student.

Our curriculum, provided through GTCC, is the foundation for instructional planning. St. Jude Thaddeus Catholic School's goal, in its methodology, is to link curriculum standards for all grade levels. GTCC provides curriculum standards and objectives to match state Office of Public Instruction (OPI) standards and objectives, which are documented on weekly lesson plans.

ACCOMPLISHMENTS

- † Promethean board training remains continuous and active.
- † In-house training for staff on the usage of online school reporting and communication.
- † MAP testing takes place three times a year.
- † Teachers have implemented the GTCC Standards.

EVIDENCE

- † Two Promethean trainings
- † MAP testing webinar
- † Lesson plans
- † Gradelink: grades posted bi-monthly
- † MAP test schedule

GOALS

- † Teachers will continue to implement content/learning standards.
- † Teacher collaboration at all grade levels will take place.
- † Staff will use assessment data to generate curriculum and staff development needs.
- † Implementation and integration of MAP assessment program will be facilitated.
- † Student self-assessment of SLES will be administered.



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

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

St. Jude Thaddeus Catholic School provides parents with a variety of opportunities to be involved in their child's learning process. Gradelink, our online student information system, allows parents to monitor their child's academic progress. Parent/teacher conferences are scheduled twice a year. To keep parents informed of activities and/or schedule changes, we have implemented a text alert, email alert, and automated phone call system. Additionally, a weekly newsletter, generated from the school office, is sent via email and home with each student. Our parents serve as substitute teachers and chaperones, volunteer in the classroom, participate in Mary's Hour, and plan the annual 8th grade graduation celebration.

Faith formation is a main priority to the students, teachers, staff, and parents. Each school day is started with a schoolwide, student led Scripture reading, followed by individual classroom special intentions and prayers. St. Jude Thaddeus Catholic School celebrates Mass weekly, joined by staff, parents, and community members. Reconciliation services are provided to students and teachers twice a year. At the end of the academic year, we celebrate the achievement and religious growth of the 8th graders with a graduation Mass. Teachers and administration participate in their own faith formation, by gathering each morning before school to share a devotional reading and special intention prayers. Additionally, they have attended a yearly class presented by Marian University.

St. Jude Thaddeus Catholic School students participate in a variety of both athletic and non-sports activities. Our students may participate in boys' and girls' basketball, girls' volleyball, track and field, football, and golf. Grades 6-8, elect and hold offices in Student Council where the members' aims are service and charity. They produce their own newsletter which highlights schoolwide student activities and achievements and distributes it to students and parish members. The honor roll students in the junior high are recognized for their excellence in academics and rewarded with a luncheon. Each year a Spelling and Geography Bee are held in which winners advance to the County Bee. Grades 4-8 participate annually in the Catholic Daughters of America's writing and art contest and Grades 5-8 place entries in the American Legion *Americanism* essay contest. Grades 7 and 8 participate yearly in the Montana Council of Teachers of Mathematics (MCTM) Math Contest.

Every spring, St. Jude Thaddeus Catholic School celebrates Junior High Grandparents' Day. Junior high students invite their grandparents, or "adopted" grandparents, to Mass, open house, lunch, and the first performance of the annual school play. Parish members have stepped in to students' grandparents when necessary. The grandparents participate, alongside their grandchild



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in a classroom activity. Following lunch, the production is performed for grandparents and the student body. The play is supported by teachers, parents, community members, and local businesses which makes it a highly anticipated event.

Our students exemplify Catholic values through participation, cooperation, collaboration, and inclusion of younger students.

Teachers and administration work collaboratively to support the academic needs of students in many ways. In the classroom, students are grouped according to ability to enhance academic growth, and in some cases peer-to-peer mentoring is used to help strengthen skills. Teachers and administration support student academic growth, at an individual level, determined by formal assessment tools. Each student is placed and academically challenged to promote growth within and beyond the current curriculum. Measures of Academic Progress (MAP) testing, plus the compilation and reinforcement tools the program provides, are utilized in insuring student academic achievement. For those qualifying students, modifications in lessons and assignments are made. A Title 1 paraprofessional provides reading services to those students in grades K-4 requiring additional support in this area. Speech and other services are provided on a case-by-case basis through Havre Public Schools. A variety of assessment tools are used by teachers and coupled with parent input to promote learning, based on the child's emotional and developmental skills and needs.

Our school belongs to Golden Triangle Curriculum Cooperative (GTCC), which provides Continuing Education Credits and curriculum support. This partnership enables our teachers to implement Office of Public Instruction (OPI) curriculum, assessment, and staff development in order to provide the highest quality programs to our students. Through our membership, St. Jude Thaddeus Catholic School, is able to respond to changes, reforms, and mandates affecting national and state standards. In addition, Havre Public Schools extend invitations to our staff to join development training offered to their teachers.

Technology integration for our teachers and staff has become a prominent tool in instruction, as well as student growth. Classroom iPads are available for research, skill enhancement, and instruction. Interactive education technology boards are used daily by teachers to teach lessons, access information, provide differentiated instruction, giving us one more assessment tool in order to better serve our students. Additional benefits include their use in textbook replacement resources. Supplemental materials, such as *Scholastic News*, *Kind News*, *National Geographic Explorer*, the school and public library afford our teachers other avenues of information for students.

In order to promote continuity in student academic success, intervention is at times needed from our Principal/Head Teacher. A plan is implemented in partnership with the teacher and when necessary, parents, to better monitor student attendance, assignments, and grades. The collaboration may involve teacher and/or teacher/parent input, aided by the Principal/Head Teacher's supervision.



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Our online student information and school management system, Gradelink, allows our principal tracking capabilities of merits, as well as demerits, to better aid student achievement.

ACCOMPLISHMENTS

- † The staff and students participate regularly in liturgical services.
- † Extracurricular activities include:
 - Basketball
 - Annual school play
 - Volleyball
 - Student Council
 - Parish volunteer opportunities
- † Classroom technology has been integrated and continually updated.

EVIDENCE

- † Weekly Mass schedule
- † Contributions to Havre charities
- † Sports events and schedules
- † Student Council elections and activities
- † MAP testing results and compilation
- † Student generated newsletter for parents and parish
- † Regular monitoring of student growth through MAP testing
- † Adoption of curriculum cooperative
- † Legislative action trip to Helena
- † Missoula Children's Reparatory Theater
- † Chess Tournament
- † Local, County Spelling Bee
- † Geography Bee
- † Catholic Daughters annual themed contest
- † American Legion essay contest
- † Burning of Palms
- † Participation in county fair classroom achievement displays
- † Golden reward tickets for extraordinary behavior
- † Student of the Week recognition

GOALS

- † We will strive to utilize all facets of Gradelink and MAP testing to inform, implement, and achieve better communication to parents and students in order to enhance and improve student growth.
- † Teachers will differentiate instruction to provide our low-achieving students greater success.



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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, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

The Pastor, Principal/Head Teacher, Development Director, School Advisory Council (SAC), and School Finance Council monitor the financial needs of the St. Jude Thaddeus Catholic School to ensure the sustainability of the school. The school follows the guidelines of the Diocese of Great Falls-Billings accounting procedures and uses the ParishSoft accounting program. The budget cycle is from July 1st to June 31st. The budget is first completed by the Pastor, Principal/Head Teacher, and Development Director. It is then reviewed by the School Finance Council and revised in October utilizing current enrollment numbers. The total budget is created once the school has a projected enrollment number to estimate tuition revenue and personnel costs. An incentive of a reduced book fee is offered to encourage early registration. St. Jude Thaddeus Catholic School submits quarterly reports to the School Finance Council. Fiscal end-of-year financials are simplified and published to both the parish and the public through the church bulletin.

St. Jude Thaddeus Catholic School has several main areas of revenue which include: tuition from the students, St. Jude Thaddeus Parish operating subsidy, the St. Jude Thaddeus Educational Trust Fund, scholarships, program income, development funding and grants. The income generated from tuition is currently \$2,650.00 per student per year. The school provides a multi-child tiered discount to families. Tuition is also calculated on a needs-based system. The parish contributes roughly 40% of ordinary income to the school for operating assistance. The school currently receives a contribution of approximately \$34,800.00 per year from the St. Jude Thaddeus Education Trust Fund for operating expenses. In addition, we have been awarded 12 Alliance for Choice in Education (ACE) Scholarships. Each scholarship is in the amount of \$1,325.00. For the next academic year, 2016-2017, we will be receiving 16 ACE Scholarships. St. Jude Thaddeus Catholic School also annually awards “in-house” scholarships provided through memorials, grants, and anonymous donors.

Our scholarships vary year-to-year. Program income is generated from the extended care and the hot lunch program, which includes government funding.

St. Jude Thaddeus Catholic School has two major fundraising events. The first event is the Jog-a-thon. This fundraiser is student driven and for the 2014-2015 academic year raised \$20,403.50. The second major event is The May Awakening fundraising dinner. This event raised \$47,151.43. Donations also contribute to our fundraising. The Alumni and Friends Drive and the Gift of Grain collected \$44,331.77. The total amount raised for the school in the 2014-2015 academic year was \$111,886.70. Proceeds from these events help with operating expenses, special projects, and the Teacher Excellence Endowment fund.



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In the past, fundraising has helped with the replacement of the boiler and the retirement of the \$88,866.30 school debt in two years. In 2014-2015, we were awarded several grants including: Hill County Cooperative matching (\$2,500.00), Walmart (\$3,000.00), Raskob Family Foundation (\$12,000.00), Triangle Communications (\$2,500.00), Koch Foundation (\$10,000.00), and Kremer Family Foundation (\$10,000.00). The grants have allowed the school to purchase Promethean boards, printers, books, supplies, a reading program, provided scholarships, a refrigerator and microscopes for the science lab, and helped with operating expenses and grounds improvement.

St. Jude Thaddeus Catholic School is working to improve teacher salaries. In 2014-2015, the base salary was increased from \$16,000.00 to \$21,500.00 in an attempt to improve teacher retention, attract highly qualified teachers, and raise salaries to 70% of public school. Veteran staff members were given a 5% increase.

The school works to keep alumni and families involved and connected in order to generate support. An annual newsletter is sent to all the alumni and friends. The newsletter helps keep them informed of events happening within the school, special projects and needs, and the school's overall success. Later in the year, a special ask is made of the Alumni and friends for various projects. Parents have a variety of opportunities to volunteer through Booster Club, Jog-a-thon, The May Awakening fundraising dinner, and other events.

ACCOMPLISHMENTS

- † The school debt of \$88,866.30 has been paid off.
- † The main school boiler was replaced.
- † Additional Promethean boards were installed in classrooms.
- † Every computer in the school has been replaced.
- † New accounting protocol has been implemented.
- † The trust fund and teacher endowment has shown continued growth.
- † A new reading curriculum has been implemented.
- † Our science lab has been updated with new equipment.
- † Scholarship funding has continued to grow.
- † School grounds improvements have been made.

EVIDENCE

- † Annual budget approved
- † Quarterly financial statements reviewed
- † Detailed financial report for deferred maintenance updated
- † Simplified end of the year report distributed through the church bulletin



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GOALS

- † The school will continue funding for school improvements.
- † The school will increase teacher excellence endowment through donations.
- † The Development Director will utilize marketing strategies to increase enrollment.
- † Improvements in student retention will be ongoing.
- † The School Finance Council will maintain a balanced budget.



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CHAPTER 4 –ACTION PLAN

A. DESIGN AND ALIGNMENT OF THE 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 Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

ACCOMPLISHMENTS

- † Focus is placed on daily prayer, weekly celebration of school Mass, and traditional religious events shared with parents and community.
- † The school's Catholic identity is expressed through clear Mission and Belief/Philosophy Statements.
- † The school provides students with a solid academic base and an equally strong Catholic education.
- † Service and community participation are taught, encouraged, and modeled by the teachers and administration to create disciples of Christ in our students.
- † Parents are participants in our students' academic and religious education.
- † Faculty and staff have developed and begun implementation of the SLEs.
- † Our school environment is safe, healthy, and nurturing.
- † Teachers are implementing new Religion Standards, as well as the Montana OPI Standards and benchmarks utilizing GTCC curriculum.
- † Staff continually sets high expectations for academic excellence.
- † The school provides continuous communication to parents and the parish community.
- † The regular collaboration with SAC.
- † MAP testing is administered three times a year.
- † Students in grades K-4 are assessed using DIBELS testing.
- † Gradelink is used for communicating student progress to parents.
- † The school partners with GTCC, Promethean, Marian University, and MAP to enhance all areas of development.
- † Assessments and differentiated instruction are utilized to meet the student's needs and learning styles.
- † Extracurricular activities include:
 - Basketball
 - Volleyball
 - Annual school play
 - Student Council
 - Parish volunteer opportunities
- † Classroom technology has been integrated and continually updated.
- † The school debt of \$88,866.30 has been paid off.



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- † The main school boiler was replaced.
- † New accounting protocol has been implemented.
- † The trust fund and teacher endowment has shown continued growth.
- † A new reading curriculum has been implemented.
- † The science lab has been updated with new equipment.
- † Scholarship funding has continued to grow.
- † School grounds improvements have been made.

GOALS

- † The school will increase participation in religious observances of the Roman Catholic faith.
- † The new Diocesan Religious Standards will be fully implemented.
- † Students will learn and demonstrate understanding of SLEs.
- † Teachers will preview up-to-date materials necessary for enhancing current standards.
- † Teachers' continued analysis of data will enhance differentiated instruction to provide greater success to all students.
- † The continuation of professional development will aid in enhancing technology skills, behavior modifications, differentiated instruction, and the use of the GTCC curriculum.
- † Technology usage will increase in all classrooms utilizing Promethean boards, iPads, computers, Google Classroom, Skills Navigator, etc.
- † Staff will utilize all facets of Gradelink and MAP testing to inform, implement, and achieve better communication to parents and students in order to enhance and improve student growth.

Critical Goals

1. **To implement Montana Catholic Schools Religious and State Standards.**

The newly adopted Montana Catholic Schools Religious Standards were released in the fall of 2015. By utilizing the standards, along with our textbook, the school will continue to build on the foundations of the Catholic Church. After an initial overview of the curriculum features offered by GTCC, which correlates with State Standards, teachers began implementing standards in the 2015-2016 academic year. If the content is correctly aligned and curriculum has a clear progression, student achievement will increase.

2. **Increase professional development.**

Teachers will be provided opportunities to continue professional development. The varied and continual development of our staff will promote instructional planning and student learning.



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3. To improve and enhance differentiated instruction.

Instructional techniques will be formed from the results of formal testing and daily assessments/observations. They will allow for the measurement of each student's growth throughout the year. This will help ensure that each student's academic needs are being met by identifying their strengths and weaknesses.

4. Increase participation in religious observances of the Roman Catholic faith.

St. Jude Thaddeus Catholic School's purpose is to form our students as disciples of Christ. By actively participating in various devotions of the Church, students will gain the multiple facets of a Catholic life. Modeling the Beatitudes, The Spiritual, and Corporal Works of Mercy creates lifelong ambassadors of Christ and stewards of God's creations.

Three Critical Goals

1. To implement Montana Catholic Schools Religious and State Standards.

The newly adopted Montana Catholic Schools Religious Standards were released in the fall of 2015. By utilizing the standards, along with our textbook, the school will continue to build on the foundations of the Catholic Church. After an initial overview of the curriculum features offered by GTCC, which correlates with State Standards, teachers began implementing standards in the 2015-2016 academic year. If the content is correctly aligned and curriculum has a clear progression, student achievement will increase. We believe that when curriculum is adhered to it becomes the driving force behind a quality education. This ultimately will lead to an increase in our students' performance and will be evident through our assessments both formal and informal.

2. To increase professional development.

Our staff will be provided opportunities to continue professional development. We believe that students benefit from examples of life-long learning. Our staff will be better equipped to inspire and engage students when provided with continued education through workshops, classes, and webinars. Personnel will return with beneficial strategies, ideas for collaboration and classroom implementation which will help the entire staff. The varied and continual development of our staff will promote instructional planning and student learning.

3. To improve and enhance differentiated instruction.

We believe that students learn in many different ways. By providing differentiated instruction, students' academic needs are met and challenged. Instructional techniques will be developed from the results of daily assessments/observations and formal testing, allowing for the measurement of each student's growth throughout the year. This will help ensure that each student's strengths and weaknesses are identified to form and implement a plan to provide a quality education.



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Action Plan for St. Jude Thaddeus Catholic School School Code E850

Goal #1: To implement Montana Catholic Religion and State Standards.

Rationale for this Goal: If the content is correctly aligned and curriculum has a clear progression, student achievement will increase.

Alignment with mission, philosophy, SLEs: As outlined in our Mission Statement, St. Jude Thaddeus Catholic School is dedicated to excellence in education and to the spiritual development of each of our students. Our philosophy is that each of our students become independent and life-long learners. From the SLEs “United”, the student strives to excel academically.

Strategy #1 State Standards	Verify scope and content of instruction. Using this strategy, teachers will create curriculum maps for the first year.
Strategy #2 State Standards	They will compare maps from grade level to grade level to make sure that content flows logically.
Strategy #3 State Standards	Teachers will verify that all standards have been taught and with the proper frequency.
Strategy #4 MT Religion Standards	Verify scope and content of instruction. Using this strategy, teachers will create curriculum maps.
Strategy #5 MT Religion Standards	They will compare maps from grade level to grade level to make sure that content flows logically.
Strategy #6 MT Religion Standards	Teachers will verify that all standards have been taught and with the proper frequency.
Activity #1 State Standards	Create curriculum maps for each grade level
Activity #2 MT Religion Standards	Staff religion curriculum mapping
Cost or Resources & Sources	Membership fee to GTCC-\$1790 Training through GTCC NWEA Map membership-\$1092.50 Skills Navigator \$100 ACRE testing in grades 5 and 8-\$3.25/student WCEA-\$445
Person(s) Responsible For Implementation	Administration Teachers Staff



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Process For Monitoring	<ol style="list-style-type: none"> 1. Teachers will share their maps and follow content across the levels. 2. Teachers and administration will decide if the content is building appropriately and logically. 3. Teachers will verify the teaching of standards in their lesson plans.
Baseline Assessment	<ol style="list-style-type: none"> 1. Current student achievement on MAP tests 2. Classroom religion testing and assessment
Ongoing Assessment	<ol style="list-style-type: none"> 1. Individual and schoolwide improvement on formal and informal assessment/observations 2. Students will be provided grade level curriculum instruction
Timeline Start/Stop	<p align="center">Fall 2016-workshop on curriculum mapping</p> <p align="center">2016-2017-administer MAP testing 3 times during the academic year with data analysis to follow</p> <p align="center">2016-2017-ACRE testing for grades 5 and 8</p> <p align="center">2017-2018-administer MAP testing 3 times during the academic year with data analysis to follow</p> <p align="center">2017-2018-ACRE testing for grades 5 and 8</p> <p align="center">2018-2019-administer MAP testing 3 times during the academic year with data analysis to follow</p> <p align="center">2018-2019-ACRE testing for grades 5 and 8</p> <p align="center">2018-2019-Fifty percent of students grades 3-8 will be Proficient in Math</p>
Process for Communicating to Shareholders	<p align="center">SchoolMessenger Parent/Teacher conferences report cards Niner News SAC</p>



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Goal #2: To increase professional development.

Rationale for this Goal: St. Jude Thaddeus School staff will be provided opportunities to continue professional development. The varied and continual development will promote instructional planning and student learning.

Alignment with mission, philosophy, SLEs: As outlined in our Mission Statement, St. Jude Thaddeus Catholic School is dedicated to excellence in education and to the spiritual development of each of our students. Our continued training will prepare students spiritually, emotionally, and intellectually for a life of faith, service, and integrity.

Strategy #1	Staff will identify appropriate and necessary instructional strategies to modify and improve existing methodology/practices.
Strategy #2	Personnel will return with ideas for collaboration and classroom implementation which will help the entire staff.
Strategy #3	Personnel will give presentations to staff to share information gained.
Activity #1	Three times a year staff will brainstorm various options for continued education.
Activity #2	Participate in various GTCC workshops
Activity #3	Participate in various NWEA (MAP) webinars
Activity #4	Participate in technology workshops
Activity #5	Montana Catholic Schools workshops
Cost or Resources & Sources	Cost will vary depending on workshop GTCC NWEA Diocese of Great Falls-Billings Other
Person(s) Responsible For Implementation	Administration/Staff



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Process For Monitoring	<ol style="list-style-type: none">1. Recording of all staff professional development2. Staff presentation3. Increase in alignment of standards
Baseline Assessment	Annual workshop attendance
Ongoing Assessment	<ol style="list-style-type: none">1. Documentation of staff workshop log2. Sharing of information by attendee
Timeline Start/Stop	Every academic year from 2016-2017 forward
Process for Communicating to Shareholders	Niner News Niner Star SAC



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Goal #3: To improve and enhance differentiated instruction.

Rationale for this Goal: Instructional techniques will be formed from the results of formal testing and daily assessments/observations. They will allow for the measurement of each student’s growth throughout the year. This will help ensure that each student’s academic needs are being met by identifying their strengths and weaknesses.

Alignment with mission, philosophy, SLEs: Using assessments/observations in making decisions helps to ensure academic excellence by employing the most effective strategies available. By differentiating instruction, student understanding and active learning will increase.

Strategy #1	Analysis and disaggregation of various forms of assessments/observations
Strategy #2	Form instructional/academic student strategies
Strategy #3	Implementation of various instructional/academic activities
Activity #1	Teachers will use results of assessments/observations to implement differentiated instruction.
Activity #2	Teachers will develop and document goals for differentiated instruction.
Activity #3	Teachers will transfer documentation of differentiated instruction longitudinally.
Cost or Resources & Sources	NWEA Map membership-\$1092.50 Skills Navigator \$100 Title I Assessments Formal/informal assessments/observations
Person(s) Responsible For Implementation	Administration Staff
Process For Monitoring	MAP Testing Mid-term and Quarterly Report Cards Formal/informal assessments/observations Title I Assessments Staff Observation
Baseline Assessment	2015-2016 Report Card 2015-2016 MAP Testing results Student Records Informal staff communication



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Ongoing Assessment	The teacher and administrator will meet on a quarterly basis to monitor effectiveness of differentiated instruction.
Timeline Start/Stop	Every academic year from 2016-2017 forward
Process for Communicating to Shareholders	Parent/Teacher conference Mid-Term and Report Card Contact Sheet Gradelink



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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.

On a monthly basis, administration and staff will monitor progress of each goal addressed in the Improving Student Learning Document. Staff meetings will be designated for the communication of progress and any needed adjustments. Updates will also be provided to the School Advisory Council (SAC) by school administration. A variety of communications will be utilized to keep everyone accountable, informed and involved in the form of: Principal/Head Teacher newsletter, SAC meetings, staff meetings, school website, social media, and church bulletin. St. Jude Thaddeus Catholic School's Improving Student Learning Self Study will be made available on the school website.

The proposed annual school budget is calculated by the Pastor, Principal/Head Teacher and Development Director. It is then finalized by the School Finance Council. The budget is reviewed in September and adjusted as necessary. To fully implement the Action Plan goals, the faculty and staff need a variety of resources. These resources include:

- Membership fee to GTCC - \$1,790.00
- NWEA MAP membership - \$1,092.50
- Skills Navigator - \$100.00
- ACRE testing in grades 5 and 8 - \$3.25/student
- WCEA membership - \$445.00

The Action Plan costs listed above are automatically included in the school budget.

It will be monitored in the following ways:

- Current student achievement on MAP tests
- Classroom religion testing and assessment
- Formal/informal assessments/observations – teacher and student
- Individual and schoolwide improvement on formal and informal assessment/observations
- Recording of all staff professional development
- Annual workshop attendance
- The teacher and administrator meet on a quarterly basis to monitor effectiveness of differentiated instruction
- Staff observation



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Reporting progress will be done through currently established outlets, as noted in the first paragraph.

In the goal setting process, a fourth goal was identified to meet and to maintain continuous improvement to the Action Plan. If all goals are met and implemented within the first three years, the school will next focus on increased participation in religious observances of the Roman Catholic faith.

St. Jude Thaddeus Catholic School's staff and administration have grown in appreciation for what we have and what we have overcome. During the accreditation process, the strength of our staff became evident, demonstrating dedication to its success and realizing the foundation of many of these goals has already been laid. We are eager to begin the process of implementing the goals to reach higher achievement. While our Catholic identity is strong and thriving, we acknowledge that there are areas that we can strengthen in order to enrich our students' journey of faith. St. Jude Thaddeus Catholic School continues to flourish and it is our fervent hope that the seeds we plant now will sustain us for another 100 years.