



IMPROVING STUDENT LEARNING

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A Self-Study for:

Our Lady of the Snows School

E443

1125 Lander Street

Reno, NV 89509

Continuous School Improvement Focused on High Achievement of All Students

2021 Self Study

Opening Statement

Welcome to Our Lady of the Snows School (OLS), one of the oldest parochial schools in Northern Nevada. The school is located near the downtown corridor of Reno, Nevada. Our Lady of the Snows School is proud of its legacy of service and excellence in Catholic education. It strives to build upon this legacy by continually improving the campus, the teaching, and the curriculum of the school. The mission at Our Lady of the Snows School is “Inspired by our Catholic faith, Our Lady of the Snows School guides and nurtures our students to become young leaders who love God, love learning, and love their neighbor.”

This Self Study began as we entered our first year back to in-person learning after COVID had caused all schools in our state to move to distance learning in the Spring of 2020. This was a tumultuous time for all schools, but Our Lady of the Snows School worked all summer long to establish procedures, provide training, hire new staff, acquire new instructional space, and create a school environment that would allow the students to return to school in the most normal way possible. The goal was to maintain the instructional excellence that the OLS families had come to expect. Our Lady of the Snows School spent considerable resources to equip the school with everything needed to follow all CDC guidelines and still keep the students in a classroom with a certified teacher at all times. This required the school to secure more instructional space by partnering with the Parish and using the Parish Center for classrooms. The school needed to hire new certified teachers to decrease class sizes in order to follow social distancing guidelines in the existing school classrooms. The school also had to purchase furniture, COVID safety supplies, and expand the ventilation in the Parish Center classrooms. All teachers needed training in order to be prepared in case it became necessary to move back to full-time distance learning. Our Lady of the Snows School did all of this and was able to open to in-person learning on the first scheduled day of school and never had to close our doors for any COVID related situations. The students at Our Lady of the Snows School flourished as measured by increases in attendance, decreases in discipline referrals, and increases in test scores. The staff, families, and students of Our Lady of the Snows School made all the accommodations asked of them, and together they made a very difficult year into a great success.

This Self Study was finalized over the course of 12 months, beginning in September of 2020, through the work of the entire school community. This process provided the opportunity for teachers and administrators to deeply look at the way they work together to provide the best education possible for their students. The school community participated through surveys in examining its expression of faith and all aspects of learning. The process of completing this project not only gave the school community of Our Lady of the Snows School a chance to reflect on, and celebrate, the achievements it has made but even more importantly it helped the entire community recognize areas for growth to be worked on during the next accreditation cycle. Our Lady of the Snows School has developed a strong working team and a solid game plan for continued school improvement for the future.

The community of Our Lady of the Snows School is proud of their accomplishments, their journey together, and the production of this Self Study document that will guide us to grow and thrive in the future.

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Our Lady of the Snows School List of Personnel and Positions

<u>Name</u>	<u>Title</u>
Tim Fuetsch	Principal
KayAnn Pilling	Vice-Principal
Kelsey Melarkey	K
Storm Buxton	K
Leslie Crouser	1/2 Image
Jayne Drescher	1/2 Image
Kathy Hogan	1/2 Image
Christina Ferguson	3/4 Image
Allisyn Pugh	3/4 Image
Mary Rielly	3/4 Image
Theresa Crowley	5
Jim Ripplingham	6
Deirdre Romero	6
Faith Bardet	Jr. High SS/REL, 7/8 HR
Elizabeth Egan	Jr. High LA/Spanish, 7/8 HR
Jessie Cartinella	Jr. High Science/Pre-Algebra, 7/8HR
Tamera Buzick	6th Advanced Math / Jr. High Math
Katherine Cafazza	Algebra/Geometry
Linda Feroah	MS Enrichment
Ann Boeser	PE
Michelle Hurley	Intervention
Zach Miletich	Technology
Jen Wathen	Art
Belia Cherry	Secretary
Lorinda Maez	Bookkeeper
David Shore	IT
Courtney Guillen	K Aide (Buxton)
Julia Johnson	K Aide (Melarkey)
Carolyn Ferraro	1/2 Aide (Hogan)
Sherri Smith	1/2 Aide (Crouser)
Pam Pehle	1/2 Aide (Drescher)
Dan LaFountain	Aide (Drescher)
Megan Azzi	Library
Charlotte Michaels	Music
Jamie Thompson	Maintenance
Norman Thompson	(normanthompson10@gmail.com)
Andy Kachurak	Safety Coordinator
Gloria Rios	Night Custodian
Daniel Gamboa	Night Custodian

CHAPTER 1 – OVERVIEW OF THE PROCESS

CHAPTER 1A

HOW THE SELF STUDY WAS CONDUCTED

To what extent has the school used the Improving Student Learning protocol to develop its Self Study, promote Catholic Identity, involve shareholders and analyze data?

Our Lady of the Snows School completed our last Accreditation in February of 2016. The goals and action plan that were approved by the visiting committee at that time provided the framework for the school's work during the next six years and on this Self Study.

Our Lady of the Snows Catholic School began the formal Self Study process in August, 2020 using the 2012 ISL protocol. The Principal and Vice Principal met with the Diocese Superintendent for preliminary training and to determine the organizational approach to the Self Study process. It was decided that the school would use a "committee of the whole" approach in order to best educate the staff on the 2012 ISL protocol and encourage full teacher participation in this process. The Principal and Vice Principal created a timeline and schedule of meetings that was presented to the faculty at their initial staff meeting for the 2020-21 school year. The Superintendent provided a whole staff training on the 2012 ISL protocol and Self Study process in mid-September. Following this meeting the school faculty divided themselves into teams and each team selected a section of Chapter Three that seemed most relevant to them. Each team was assigned a meeting date and given the responsibility to facilitate staff discussion and analysis for a section of Chapter Three and write their findings.

For the remainder of the 2020-2021 school year, the staff of Our Lady of the Snows School met weekly to work on the different sections in Chapter Two and Three and eventually, in late spring, on Chapter Four of this Self Study. The staff had Friday afternoons available for these meetings because of the COVID school schedule. These meetings took a workshop format; presentation of the requirements for the section, discussion and self-evaluation using the questions provided in the 2012 protocol, and then brainstorming of key points, as well as significant accomplishments, and future goals, for the writing of the section. The study was assembled, section by section, by the entire faculty. At the end of the draft writing of Chapters Two and Three, the teams peer edited the sections that were done by other teams. Progress on the Self Study was reported by the Principal to the School Board and Pastor at their monthly meetings during the 2020-2021 school year.

During the 2020-2021 school year parent surveys were sent out and 163 families completed the survey, an approximate 69% return rate. The average time taken by families to complete the survey was 20 minutes. Student surveys were completed during November and

December of 2020, and Staff surveys were completed in May of 2021. All results are included in this report.

Upon completion of the drafts of Chapter Two and Three, as well as review of assessment data and survey results, the faculty met in late Spring of 2021. They reviewed each section of the document, focusing on the Significant Accomplishments and Goals. From this they drafted three goals that best represent the findings of the Self Study and will have the greatest impact on continued improvement of student learning. The staff will meet again in August of 2021 to complete the action plans that support these goals.

At the beginning of September of the 2021-2022 school year, the document will be presented to the Pastor, School Board, and at a PTO meeting for review and comment. The Self Study will also be posted on the school website for all to review. Notification will be sent to all community shareholders that the Self Study is posted, and the school is requesting final feedback.

Then this Self Study will be submitted to the WCEA Commissioner for review and a final Action Plan will be written. This plan will align with the school's mission, philosophy and SLEs and have well-defined and concrete strategies and activities, which the school believes will best support high achievement for all learners at Our Lady of the Snows School.

Evidence:

- Tabulated parent, staff, student, and school board surveys
- PTO and School Board minutes
- OLS Website
- Tuesday Newsletter

CHAPTER 1B
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.

Our Lady of the Snows School began the formal Self Study process, following the WCEA 2012 ISL Protocol in the fall of the 2020-2021 school year. In accord with both the directives and the intent of the protocol, the school endeavored to include shareholders in all steps of the process and to keep them informed about the work the faculty was doing. Having the in-person participation of our shareholders was more complicated this particular year because of the COVID protocols mandated for our school. OLS has a very active and supportive PTO. They are usually involved in all our activities and help with decisions that impact our school. However, our PTO did not hold meetings this year because of COVID protocols. However, parents were asked to complete surveys, and we received thoughtful feedback from the 163 families that participated. The average time that parents spent completing the survey was 20 minutes. Students were also involved in the Self Study through their participation in school surveys. The results of all these surveys were presented by the administration, discussed in staff meetings, and incorporated into the Self Study as appropriate.

The faculty and staff were introduced to the 2012 Improving Student Learning (ISL) for Catholic Schools protocol in September 2020, by the Diocesan Superintendent. After this initial training, the staff were provided copies of the ISL for their particular sections of Chapters Two and Three. They also received timelines, reference materials, and directions for completing their individual sections, facilitating discussion groups, and assembling evidence.

During the 2020-2021 school year the staff met weekly in staff meetings to discuss and draft the school's Self Study. Following the sections outlined for each chapter in the 2012 ISL Protocol, faculty teams took the lead on each section. They facilitated discussions, wrote rough drafts that were posted on a shared google document, elicited feedback, and created a final submission. In the initial phases of discussion and drafting of the document, the faculty provided most of the input and structure for the final document. The Principal and Vice Principal guided the process and managed the timeline, provided updates, and facilitated discussions with the Pastor and School Board.

We are hopeful that we will be able to share our final draft of the Self Study with our community in the fall of 2021 in an in-person format. A special parent information night will be held once the final narrative and proposed action plan are completed, and this information will be posted on the school website for parents to review. Hard copies of the draft will also be made available in the school office for any parents wishing to read them.

Our Lady of the Snows School worked hard to make this Self Study process a time of growth and a time to further build the school's partnership with its parents and other shareholders. All suggestions and input were welcomed. The school feels this process produced a more connected sharing of information between the school and its shareholders and believes this enhanced level of engagement will continue to help OLS support the high achievement of all students.

Evidence:

- Tabulated parent, staff, student, and school board surveys
- PTO and School Board minutes
- OLS Website
- Tuesday Newsletter

CHAPTER 2 – CONTEXT OF THE SCHOOL

CHAPTER 2A SCHOOL PROFILE

Our Lady of the Snows School was founded in September 1951, under the direction of Msgr. Patrick J. Connors. At its inception, Our Lady of the Snows School consisted of four classrooms with three faculty members: two Dominican sisters and one lay teacher. Initially, 107 students were enrolled at Our Lady of the Snows School and that number has grown steadily over the years to the 346 students who were enrolled for the 2020-2021 school year and the 361 students that are enrolled this year. In 1953, the school was officially blessed by Bishop Dwyer. Beginning in 1971, the administration of Our Lady of the Snows School transitioned to the Congregation of the Brothers of Our Lady of the Holy Rosary. Since 1988, Our Lady of the Snows School has had an entirely lay administration and faculty.

The charism of the school is rooted in its Dominican heritage. St. Dominic and his followers were given the gift of preaching. Our Lady of the Snows School understands preaching as a call to share Jesus' message of service, mercy, love, and justice, not only in word but more importantly in how the school community lives and serves others. The school is guided in these efforts by the story of its Patron Saint, Our Lady of the Snows. Blessed Mary shared the sign of an August snowfall in Rome with a devout couple to help them know her will. Our Lady of the Snows School continues to use the symbol of a snowflake to acknowledge community members when they are seen following the will of God and preaching the message of Jesus through words, actions, and service.

From 1954 through 2010, the school facility remained essentially unchanged. Minor updates to paint, décor, flooring, and bathrooms were made, but there was growing awareness among all shareholders that the school needed an expanded and renovated facility in order to meet enrollment demand and provide a modern, state of the art learning environment. A capital campaign to build a school addition and renovate the existing structure began in 2010. The school and parish raised over \$3,000,000 and received money in a matching grant from the E.L. Weigand Foundation to complete this project. The new Junior High wing, including a science lab and technology center, was completed during the 2011-12 school year.

The following summer, renovation began on the existing school building including modernization of the heating and air conditioning systems, updating the school multi-purpose room, and installation of new security doors with a keyless entry system. Solar panels were added to help offset energy use. Common areas were repainted with a neutral palette and tack board wall covering was installed, giving teachers ample space to display student work and learning aids. The flooring throughout the entire school was replaced. The original boys' and girls' bathrooms were updated, and a workroom was added to the library area. The entryway was reconfigured to provide a secured entry point for the school so that all visitors are identified before being admitted into the building. The exterior was also modernized with the addition of a ramp to accommodate those with physical disabilities. In 2014, a security camera system was installed, and a music room was constructed. All these improvements have created a state-of-the-art learning environment that is safe and welcoming. Approval was won from the Reno City Council in 2011 to allow Our Lady of the Snows Parish to close the street in front of the school during school hours. In 2019, we installed balustrades at both

ends of the street. This provides a safe travel corridor for students between the school to the public park where the students play at recess and provides additional recess play space.

After the major renovation was completed seven years ago, we have continued to make ongoing facilities updates. In 2017, the exterior windows were replaced in all the classrooms, and a special security treatment was applied to these windows to allow our students to see outside, but no one outside is able to see into the building. This treatment also helps by managing inside temperatures to help save energy. In 2018, reflective security coating that is bulletproof was added to all the windows and doors in the school entryway. In 2019, the school upgraded and refreshed the landscape in the front of the building adding new trees, shrubs, turf, and benches for the students to sit on during their time outside. OLS also installed a new HVAC system to improve air quality and flow throughout the building. In 2020, a major upgrade to our classroom technology was done. Enough Chromebooks were purchased so that every student in the school has access to a computer in their classroom. These computers are stored in charging carts in every classroom. The teachers were provided with intensive training, much of it teacher-led, to acquire the skills necessary to implement distance learning and then transition to effective use of technology in the in-person classroom. In 2021, we replaced 25 security cameras with the most current models. There is a viewing hub in the principal's office. These cameras are located so they cover both the inside hallways and the outside of the school.

The 2021-2022 school year marks the 71st anniversary of the opening of Our Lady of the Snows Catholic School. The school is proud of its service to the Reno-Sparks community and its 2,000+ graduates. Our Lady of the Snows School remains a vibrant learning community. The school community strives to live and share the Gospel message. The members of Our Lady of the Snows School honor its rich history and traditions while embracing the call to continually grow and improve.

SCHOOL PROFILE

Our Lady of the Snows School is in the Old Southwest section of Reno and is centrally located to serve not only students from within the Our Lady of the Snows Parish but also students from other parts of Reno and Sparks. Our Lady of the Snows School is primarily a commuter school. Approximately 95% of Snows students commute from neighboring areas. In the last 6 years, the demographics of the school have not changed significantly. The school population is reflective of our local community and parish; 79% White, 9% Hispanic, 3% Asian, and 9% multi-racial. Seventy-five percent of Our Lady of the Snows School students are Catholic.

The professional staff at Our Lady of the Snows School consists of fifteen licensed and certified teachers in grades kindergarten through eight. The majority of OLS teachers are Catholic, and all teachers that teach religion are Catechist Certified. The teaching staff is made up of fourteen women and one man. Our Lady of the Snows School enjoys a beneficial balance of veteran teachers and teachers new to the profession. The composition of the school's specialized instructional staff is comprised of one physical education teacher, three art teachers, one music teacher, one technology teacher, one librarian, one speech therapist/reading resource teacher, and five classroom aides. The administrative staff is comprised of a principal and vice-principal. The support staff at Our Lady of the Snows

School includes a school secretary, business manager, information technology (IT) manager, and maintenance staff. The school also has a part-time security officer who implements the school's safety plan and trains staff on safety issues.

Over the last six years, Our Lady of the Snows School has had eleven teaching positions open. These staff changes were due to the creation of new classes to reduce class sizes, several retirements, a death of a staff member, and family relocations. The school administration, in collaboration with the school board, made it a priority to retain the school's highly skilled veteran teachers and to recruit recently trained teachers to create a dynamic professional working environment. To meet this goal, the school has been able to increase salaries to be comparable to the Washoe County School District. The administration of Our Lady of the Snows School identifies the retention and recruitment of excellent Catholic teachers as a strength that has led to our positive reputation in the Reno community.

All teaching, administrative, and support professionals at Our Lady of the Snows School meet the expectations and requirements of the Diocese of Reno. Staff development is provided on an ongoing basis, both at OLS and at the Diocesan level. Catechist Certification and re-certification is an ongoing process at the school.

The Our Lady of the Snows School campus is comprised of the original building and an adjacent addition, housing the school's upper-grade classrooms. In addition to fourteen regular classrooms, the school has a science lab, multi-purpose room, three offices, a library, music room, staff lounge, and main office. There are three resource rooms, which provide the opportunity for pull-out instruction, speech therapy, and conferences. Outdoor areas include a large grassy field for play, a playground area, and basketball courts. Students also play on the paved street area in front of the school, which is closed to traffic from 7:30 a.m. – 3:30 p.m. Monday through Friday.

Our Lady of the Snows School shows consistent enrollment trends for the last six years with a significant increase in enrollment during the 2020-2021 school year. We were able to increase our enrollment capacity that year because we added additional classroom space by using the Parish Center which was necessary in order to comply with COVID social distancing measures. The enrollment for the 2021-22 school year is up again, and there are 361 students enrolled this year.

Since our last accreditation, we have changed the configuration of the primary grade classes. We now have all image classes in the first through fourth grades. There are three 1-2 classes, and three 3-4 classes. We also have three middle school classes that are comprised of students from both seventh and eighth grades. We teach a two-year rolling curriculum in all the subject areas except math, where we offer four differentiated levels of math (middle school math, pre-algebra, Algebra-H, and Geometry-H) for the students to progress through depending on their individual needs.

Analysis of longitudinal data shows that Our Lady of the Snows School students consistently perform above the national average in their ACT Aspire, MAP, and ACRE (catechetical formation) scores.

The school used ACT Aspire data in grades three through eight for 3 years (2016-2019) during our last accreditation cycle. We had hoped that this would be our primary data source

for examining longitudinally how our students were performing and to look for trends indicating the need for intervention services, curricular adjustments, and professional development during our whole 6-year cycle. Unfortunately, ACT Aspire discontinued the scoring of the writing tests after the first year of administration. And starting in 2020, the ACT Aspire couldn't be administered by distance learning, and then the company announced that it would no longer be providing this assessment. In response to this, OLS expanded the use of the MAP assessment to include the subjects of Science and Language in grades 3-8 in addition to the Reading and Math subtests that are taken at all grade levels.

However, the longitudinal data that is available from ACT Aspire does show growth by OLS students. In Math, the percentage of students that scored in the Ready and Exceeding category grew from 2016-2019 at every grade level except for fourth grade where it remained relatively stable. The most notable growth was made in grade three where the percentage of students performing at Ready and Exceeding grew from 54 percent to 71 percent, and at grade six where the growth went from 68 percent to 94 percent. In Reading, the percentage of students that scored in the Ready and Exceeding category grew or stayed stable in every grade except fifth where we had highly variable results. The grades that had notable growth were grade three (from 27 to 64 percent), grade four (from 46 to 60 percent), and grade eight (from 66 to 79 percent). Although this particular data is no longer available to us, it was helpful while we were able to access it. While the ACT Aspire and MAP assessments generated different types of scores and score categories, the scores were always similar in the ranking of students and identifying areas of weakness to be targeted for instructional growth.

Our Lady of the Snows School also uses the MAP assessment three times a year with all students in grades Kindergarten through eighth. OLS students score very well in both Math and Reading. In Spring of 2021, only 1 percent of our students scored in the Lo Performance Range (under the 20th percentile rank). And 76 percent of OLS students scored in the HiAvg and Hi Performance Range (above the 61st percentile rank): this number includes 47 percent of our students who scored above the 81st percentile rank. In Reading the results were similar and less than 2 percent of our students scored in the Lo Performance Range, and 77 percent of our students performed in the HiAvg and Hi Performance Range: this number includes 42 percent of our students who scored above the 81st percentile rank. The data from the MAP assessment is easily and quickly accessible and has instructional resources that make it actionable. Teachers meet in PLCs after every MAP assessment session to analyze data, to inform instruction, to regroup students based on their instructional needs, and to pinpoint individual students who might need additional support. In fall of 2020, after the spring closure of school due to COVID, there was a slight drop in MAP scores especially in the lower grades. However, by the winter assessment, the students were showing tremendous growth and resiliency and had in fact exceeded the projected growth goals in every area, in every grade level, except second grade according to the MAP Student Growth Summary Report.

The Diocese of Reno uses the ACRE (Assessment of Child/Youth Religious Education) exam in grades 5 (Level 1) and 8 (Level 2). This test helps Catholic schools and parishes assess how well their religious education programs are forming committed Christian disciples. OLS students do well on this exam. During the last two administrations of the ACRE exam, there were zero percent of OLS students scoring in the Needs Improvement category on Level 1,

this includes both Catholic and non-Catholic students. And in Spring of 2021, 73 percent of our students scored in the Advanced category on Level 1. The scores for the 8th grade students (Level 2) are also good, but not quite as high and took a dip on the 2021 administration of the test. However, over 83 percent of students scored Proficient or Advanced on the Level 2 ACRE exam. These combined scores show that Our Lady of the Snows students are scoring far above the national average.

Scores from ACT Aspire, MAP, and the ACRE exam indicated that, while the average group score for Our Lady of the Snows students was above average across all tested domains, the same was not true for every student, at every grade level, in every subject. To address this identified need, teachers worked in their PLC meetings to discuss ways to differentiate instruction across subjects. Teachers also met with the Student Support Team and parents to create learning plans for students who were not showing adequate growth or achievement. The use of MAP data was used to target specific skill deficits and choose instructional programs and methodologies particular to individual students' needs.

Survey results from shareholders (faculty, students, parents, school board, and Pastor) indicate a high level of satisfaction with Our Lady of the Snows School. According to the surveys, parents' number one reason for sending their child to Our Lady of the Snows School was "Academic Excellence" which was followed closely by "Catholic Values." Parent surveys in the areas of academics, school environment, and Catholic Identity were positive with most all responses rating these areas "Effective" or "Very Effective." Parent satisfaction in curricular subjects was very high in Math, Reading, Language Arts, and Religion. However, there was a drop in parent satisfaction in the subjects of Science and Social Studies. These areas were still rated by 82-84 percent of parents as "Effective" or "Very Effective", but these scores were lower than the other subjects so they will be addressed in the goal setting section of this Self Study.

Evidence:

- Survey Results Data
- Test Data – ACT Aspire, MAP, ACRE
- MAP Student Growth Summary Report Fall 2020-Winter 2021

CHAPTER 2B
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.

The findings of the 2016 Visiting Committee guided Our Lady of the Snows School in focusing on three of the five goals originally written as Critical Goals. The Visiting Committee also suggested that, in addition to the three goals identified as a focus for the next accreditation cycle, the school should expand the goal for professional development to include an emphasis on maximizing the use of technology as a teaching and learning tool. Progress toward meeting these goals was consistently reported in the annual progress reports submitted to the Diocese of Reno. Consistent work towards these goals has resulted in meeting specific objectives, which have improved student learning at Our Lady of the Snows School.

Goal 1: Our Lady of the Snows will provide an appropriate level of support for both students and teachers so that all students show at least one year's growth year to year.

Our Lady of the Snows School held weekly PLC (Professional Learning Communities) meetings for training and collaboration of staff to ensure that the needs of all students were being identified and met. We established a training schedule of weekly meetings to address assessment data, scheduled early release days to bring in trainers, provided training opportunities outside the local area and set yearly goals for every student at the beginning of the year.

Through weekly teacher PLCs, Snows utilized various outside trainers. Regional Professional Development Program (RPDP) trainers guided us in developing writing tasks and rubrics, broadened our knowledge in Google Classroom, introduced Project Tahoe, and expanded our knowledge on close reads. The Diocese of Reno provided us social studies standard training during a Diocesan wide in-service. All staff attend the Annual Diocesan Conferences to enrich spiritual and faith formation.

Utilizing PLC meetings, the staff met to disaggregate and analyze various forms of data. The staff used testing and anecdotal data to set goals for individual students and classes. MAP quadrant reports helped to identify trends. Although not every student made a year's growth every year, overall classes exceeded growth projections. When a student did not meet his/her projected growth, enrichment or intervention was provided. Enrichment strategies included Khan Academy, IXL, peer tutoring, volunteers to work in small groups, book clubs, and Accelerated Reader to provide exposure to above grade level concepts. In addition, middle school students were placed in advanced courses. Intervention strategies included parent/teacher conferences, extra small group instruction, Title I tutoring, study hall opportunities, and referrals to the intervention specialist.

In addition to PLC meetings and local trainings, the staff had the opportunity to attend a variety of outside professional development. The staff was educated on how to identify a traumatic

brain injury and depression. The State Department of Nevada Division of Mental Health provided a suicide prevention training. Three Snows educators travelled to New York to receive training on dyslexia. Following this training, the teachers brought the information to the rest of the staff during our weekly meetings.

In response to distance learning due to COVID, Snows staff remotely participated in the CUE BOLD technology training. Following this training, each teacher became an expert on an Eduprotocol or online platform and during a weeklong training seminar shared their expertise with the rest of the staff. The teachers proceeded to implement these platforms in classrooms to help students achieve growth.

Continual improvement in teacher training and a variety of student supports enables the school to meet the needs of all learners and assist students in their growth.

Goal 2: Our Lady of the Snows will improve their writing scores so that all students will show at least one year's growth year to year in the subject of writing.

In keeping with the school's SLEs and mission, it is imperative that students develop strong writing and communication skills. For that purpose, the school has taken several steps during the last six years to improve all students' writing abilities so that there would be demonstrated growth. Teachers implemented numerous strategies in order to achieve this goal.

OLS adopted the MyAccess Writing Program, a web-based instructional program which scores student responses to writing prompts for grades three through eight. Our decision to adopt this program was based on its ability to increase the opportunities for students to write and receive immediate feedback. MyAccess uses a workshop approach with the 4-6 Traits of Writing. Through this program, students are exposed to multiple experiences writing in various genres, utilizing writing tools such as spelling and grammar checks as well as a thesaurus. Incorporating MyAccess into the classroom has allowed teachers to increase writing frequency. For instance, in the 2020-2021 school year students submitted nearly 4,000 essays on MyAccess. Upon completion of their pieces, students were provided with immediate feedback on their writing, helping students become more proficient in the traits of writing, as well as the importance of the revision process.

Our baseline assessment for the effectiveness of MyAccess was measured by the ACT summative assessment. However, the ACT assessment became unavailable in 2017 when they no longer scored writing as part of the ACT battery. Teachers were still able utilize MyAccess as a formative assessment. Students in grades three through eight complete benchmark assessments on MyAccess in the genres of narrative, opinion, and expository to evaluate student growth. Students' writing assessments are included in the student portfolios so teachers and students can see evidence of longitudinal growth.

OLS teachers in Kindergarten through second grade worked to improve students' writing scores so that all students demonstrated growth. Teachers in Kindergarten through second focused on conducting a writer's workshop at least three times per week. The writer's workshop approach included the critical elements of a successful writing process: brainstorming, teacher modeling, shared writing, independent writing, revision, editing, final

drafting, 1:1 conferencing, and peer response groups. Students in grades Kindergarten through second completed written benchmark assessments in the genres of narrative, opinion, and expository to evaluate student growth. Each benchmark piece was scored by two teachers using the developed and agreed upon rubrics. Again, students' writing assessments are included in the student portfolios so that longitudinal growth can be observed.

Grades three through eight utilized the MyAccess Rubrics, while Kindergarten through second grade adopted the rubrics from the Becoming a Writer program. Both rubrics are similar in that they focus on writing traits and genres. These rubrics allowed students across grade levels to hone in on specific areas to develop their writing.

While the school recognizes the need to assess progress, teachers also acknowledge the need to support organization of thought and creative expression. Staff worked together through professional development meetings to foster these qualities.

Teachers were supported through training sessions to identify and meet the needs of all learners. Teachers in grades Kindergarten through fourth received training from the Regional Professional Development Program (RPDP) in Becoming a Writer, a program based on the writer's workshop model which utilizes literature and books to help students develop and express ideas in narrative, informational, and opinion writing. Teachers received training in conferencing with a writer. This two year-long program was attended by teachers in grades Kindergarten through fourth once a month. Teachers in grades five through eight also participated in a two year-long training provided by the RPDP. This training focused on a variety of writing skills, including close reads, Signposts for Notice and Notes for both fiction and nonfiction, ideas for writer's notebooks, article of the week, text dependent questions, and mentor texts.

These action steps resulted in an increase in writing across the curriculum in all grade levels, increased frequency of writing across all genres, writing contests, and immediate feedback for both teachers and students.

Goal 3: Our Lady of the Snows will integrate art and music into the academic curriculum for all grades in order to enrich learning, best meet the SLEs, and support differentiated learning in the classroom.

Over the last 6 years, Our Lady of the Snows School integrated art and music into the academic curriculum for all grades. The integration of art and music looked different in each grade band with a focus on continuing to educate the whole child. The teachers communicate through PLC meetings to ensure that students are exposed to art and music across the curriculum. This helps meet the needs of students' different learning styles. Rather than providing specific training to classroom teachers, Our Lady of the Snows School hired a music teacher trained in Orff, a Loyola Press presenter for art instruction, and a technology teacher that integrates art and music through technology. The fine arts teachers are also in constant communication with classroom teachers to plan lessons that connect with the content and standards in each classroom.

In grades Kindergarten through second students engaged with various art and music programs during their weekly technology time. Examples included Beatboxing, Blob Opera, Chrome Music, and AutoDraw. Classroom teachers use songs and movement to help kids remember Schoolwide Learning Expectations, phonics, math, science, and social studies topics.

In grades three through six students also engaged with art and music programs during their weekly technology time. Programs included Choose Your Own Adventure books, 3D graphics, typing to make music, and Chrome Music Theory (write your own songs). Classroom teachers also use GoNoodle, Flocabulary, and Number Rock. Some classroom teachers taught unit songs which were presented school wide.

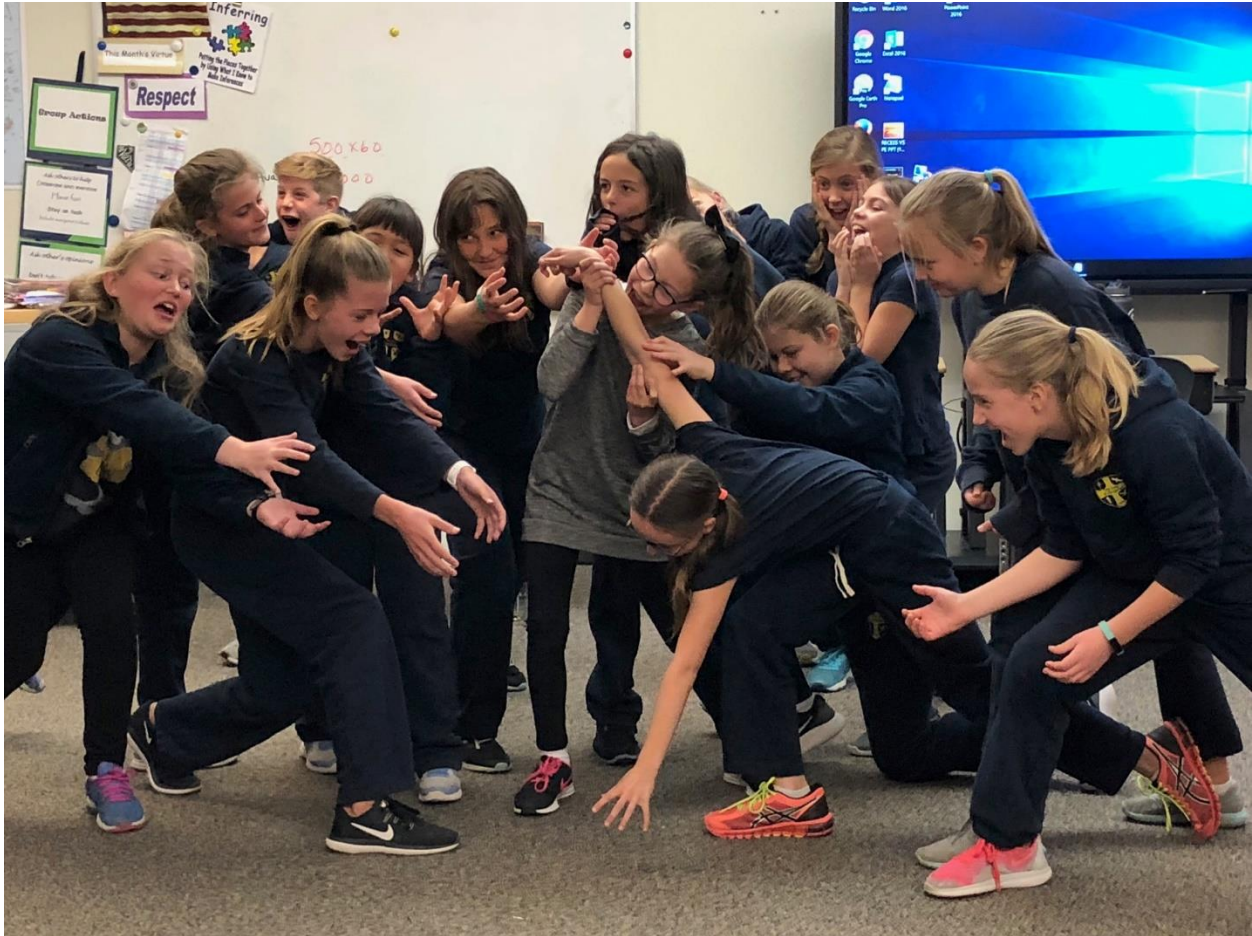
Middle school students (grades seven and eight) were instructed by a Loyola Press presenter, Vicki McGuinness. She focused on finding God in sacred art. Teachers have “Exploring Faith Through Art” posters in the classroom to keep religious art relevant and a focal point. Seventh and Eighth graders also engage with Gif Creation, Code to Animate, and other programs during their technology time.

Snow’s current music teacher for grades Kindergarten through sixth (since 2018) is trained in the Orff music method. This approach engages students’ mind and body through a mixture of singing, dancing, acting, and the use of various percussion instruments. The music teacher also created an honor choir and drumming group for sixth through eighth graders. These groups meet outside of school time, before school or at lunch recess.

The school offered a program called KidScape to students at all grades. During KidScape workshops, students were exposed to improvisation art to learn to respond to certain life situations through social cues, teamwork, and confidence building. Students practiced this art form through frequent presentations of singing, dancing, and acting.

Music and art help strengthen connections between the school and parish community. The church music director and the school music teacher collaborate for choirs at Wednesday School Mass and seasonal music presentations throughout the year. The church music director provides teachers with music for the weekly mass so that students are prepared to participate in the weekly Mass. Art teachers help design and implement class projects used as auction items for various parish and school fundraisers.

Although Snows did not hire Dawn Roskelly with Mindful Music, we did hire Charlotte Michaels, an Orff trained music teacher. Classroom teachers observe and engage with art, music, and Kidscape instructors strengthening their own confidence and abilities in these targeted areas.



Optional Goal: Our Lady of the Snows School will have an annual schedule of structured and focused professional development activities, driven by the needs ascertained through assessment analysis and teacher feedback. (Visiting Committee recommended this goal focus on an emphasis on maximizing the use of technology as a teaching and learning tool.)

Driven by the needs ascertained through assessment analysis and teacher feedback, Our Lady of the Snows School implemented an annual schedule of structured and focused professional development activities. Professional development included an emphasis on maximizing the use of technology as a teaching and learning tool. Advancements in use of technology and importance of 21st century skills over the recent years coupled with COVID. Distance Learning enabled staff to hone in on professional development directly related to technology and communications and therefore support high achievement for all students.

Professional development began in the fall of 2019, with the Nevada Regional Professional Development Program (RPDP) training teachers on how to utilize Google Classroom. The school was able to provide 1:1 Chromebooks for the upper grades. By 2020, OLS became a 1:1 school with each child being provided a Chromebook on campus. In the fall of 2021,

200 devices were replaced resulting in up-to-date technology throughout the entire school. Teachers integrated technology by incorporating the older systems such as RenWeb with the newer systems such as Google Classroom. In the spring of 2020, CUE BOLD, a week long virtual hybrid learning symposium, introduced staff to a variety of technology platforms and teachers selected an application to explore based on individual need and interest. Staff then held a five-day, in-house training using their expertise to teach one another about applications including EdPuzzle, Google Basics (Meet, Slides, Docs, etc.), Screencastify, Quizziz, Kahoot, Bitmoji, EduProtocols, Hyperdocs, Flipgrid, Pear Deck, NewsELA, Epic, and Opal. This continued throughout the 2020-2021 school year. Teachers discussed successes and ideas related to technology and communication through distance learning and in-class activities during Friday PLC meetings during the entire 2020-2021 school year.

In addition, Friday Assemblies were held virtually on YouTube during the 2020-2021 school year. An inclusive, pre-recorded video was prepared weekly featuring students from all grade levels, a prayer, the Pledge of Allegiance, classroom projects, advertisements, announcements, birthdays, and a joke of the week. The middle school had weekly art classes with Mrs. Vickie McGuinness via Google Meet based on current subject matter being covered in class, specifically religion. Students attended a virtual field trip centering on Nevada History and All Souls Day. Two teachers traveled to Virginia City and held a virtual field trip at the cemetery, St. Mary's in the Mountains, and the church museum. Students interacted live with the presenters, asked questions, and viewed real-time footage. This also included an art lesson on stained glass windows.

By the end of the 2020-2021 school year, all Kindergarten through eighth grade students were exposed to a multitude of technology applications. These experiences had an overwhelmingly positive impact on teachers and students. Depending on the grade level and subject, classrooms will continue to utilize relevant applications based on student need and teacher feedback. With these implementations, informal and formal data collection will continue to be used to drive instruction and create data sets for future benchmarks and achievement.

CONCLUSION

Our Lady of the Snows School has systematically addressed the goals identified in its Action Plan and made great progress in meeting those goals over the past six years. Over this period, the teachers, administrators, students, and parents have all worked together to improve student learning and build a positive, collaborative learning community. The school has been highly successful in improving their use of assessment data to drive instruction and professional development. The school has incorporated Music and Art into the curriculum. Success in this endeavor is reflected in not only parents, student, and staff satisfaction surveys, but also in the support of time and talent that Our Lady of the Snows receives from many different groups of its shareholders.

Evidence:

- PLC meeting emails
- Handouts from RPDP trainings
- Training schedules
- MAP student data reports
- Agenda from Digital Learning on-site training
- Teacher Survey data used to design Digital Learning on-site training
- Presentations from Digital Learning on-site training
- MyAccess benchmark reports for grades 3-6
- Writing benchmarks in portfolios grades K-2
- MyAccess usage data
- Writing Rubrics
- Art/Curriculum examples
- NCEA Convention Art presentation by Snows Art Teacher in 2020
- KidScape schedules for all grade levels
- Technology examples of integrated music and art
- Choir performances at mass
- Various music performances
- Observations in music class
- Friday assembly examples from YouTube
- QueBold attendance by teachers
- Distance Learning lessons in Google
- 1-1 Computers in every classroom
- Projects from digital field trip
- Usage of various platforms for digital learning throughout the school

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.

Our Lady of the Snows School integrates the Roman Catholic faith in all aspects of the school’s life. In alignment with our mission statement, Our Lady of the Snows School guides and nurtures our students to become young Catholic leaders who love learning, love God, and love their neighbor.

Our Lady of the Snows Catholic Identity is immediately evident at the daily opening assembly. The Student Council leads the entire school in daily prayer. Snowflake Awards, the Pledge of Allegiance, and announcements are also a part of the assembly. The Snowflakes, written by students or faculty, are a recognition of how students are modeling the school’s Schoolwide Learning Expectations (SLEs).

In the entry way to the school stands statues of Mary and Joseph, gifts from a previous graduating eighth grade class. Our school mission statement is printed on the wall in the entry way. And as you enter through the second set of doors into the school building you will see a newly created piece of art that showcases our mission statement again, but this project was done by the OLS students who all participated in making a piece of this art. This school wide project was done as another way to revisit and re-emphasize the importance of our mission statement in 2020.

Every classroom has a designated prayer center containing sacramentals, as well as a statue of The Blessed Mother, also gifts from previous eighth grade classes. The prayer centers reflect the current season of the liturgical year. Throughout the school year, teachers will display a variety of religious themed bulletin boards reflecting class lessons. The staff lounge, too, has a dedicated prayer space. Inspirational quotes, some of which are from saints and Catholic leaders, decorate the halls throughout the building.

Teachers incorporate religion curriculum goals as well as the mission, philosophy, and SLEs into each subject and lesson. SLEs are included in teacher lesson plans. Classes have chosen different ways to learn the SLEs including hand gestures, writing rap songs, creating power points, writing reflections, creating art, and having class discussions during class meetings. Teachers assess the SLEs through rubrics and reflections. The curriculum calls the school community to be active members in the faith community through service. Our Lady of the Snows School students serve their school, parish, and community. All students attend weekly Mass on Wednesdays. The upper grades (fifth through eighth) prepare and present the Liturgy each week, while the lower grades take up the collection and sing in the choir. Student Council and Faculty also take turns presenting the Liturgy. Altar servers are chosen from the upper grades (fourth through eighth). Eighth grade students are trained and act as Eucharistic Ministers for all school Masses. School Mass collections go to charities nominated by the Student Council.

The Diocese of Reno religion curriculum, and the Finding God (Loyola Press) catechetical text are used in grades Kindergarten through eight, both of which conform to the Catechism of the Catholic Church by the United States Conference of Catholic Bishops. The curriculum is also in alignment with the Growing Together: Ministry to Children, published by the Diocese of Cincinnati standards. Teachers supplement the text using a variety of approaches including art projects, songs, finger play, Bible story units, student-made decade rosaries, videos, Saint Reports, Daily Devotions, class meetings, class projects, prayer creation, student-created PowerPoints, memorization, skits, and guest speakers.

At each grade level, students apply their knowledge of Catholic teachings and values to real life situations. Each classroom has a Living Faith Kids Daily Catholic Devotional that focuses on the Scripture passage of the daily mass. Classes reflect on the Gospel message. Students are called upon to be active, responsible members of their community. The study of religion is integrated into the study of social sciences, specifically US History and current events. In the study of science, religion is implemented specifically in grades six through eight with the morality and ethics of new scientific developments. Teachers strive to create an environment in which students feel free to share their thoughts and ideas.

Student progress of the religion curriculum is monitored through various means of assessment. The ACRE test is administered annually to the fifth and eighth grades. Examples of other assessments used by teachers are text-based tests, discussions, projects, teacher created summative tests, verbal recitation of prayers (including verse of the month), essays, and class presentations.

OLS students do well on the ACRE exam. During the last two administrations of the ACRE exam, there were zero percent of OLS students scoring in the Needs Improvement category on Level 1, this includes both Catholic and non-Catholic students. And in Spring of 2021, 73 percent of our students scored in the Advanced category on Level 1. The scores for the eighth grade students (Level 2) are also good, but not quite as high and took a dip on the 2021 test administration. However, over 83 percent of students scored Proficient or Advanced on the Level 2 ACRE exam. These combined scores show that Our Lady of the Snows School students are scoring far above the national average.

OLS students also score well on the Affective Statements portion of the test. Level 1 results show that 100 percent of all students (both Catholic and non-Catholic) in the fifth grade say they care about the people here at their school, 100 percent of all student say people in their Parish Church care about helping others, and 100 percent of all students say that their school/Parish religion program helps them to grow in the Catholic faith. Level 2 results show that 97 percent of all OLS students (both Catholic and non-Catholic) pray, 92 percent of all students believe they have learned enough about the Catholic faith to explain it to others, 97 percent of all students say they are willing to confront friends who are doing something wrong, and 100 percent of all students say they are responsible for helping to make the world a better place. The biggest concern for students in both fifth and eighth grade is cursing, blasphemy and swearing occur at school. This is an area that can be a focus for improvement.

Prayer is an important part of the Our Lady of the Snows School faith community. Each classroom has a prayer center kept current in the liturgical year. Students begin the day with prayer at morning assembly and continue praying throughout the day including before snack,

before lunch, during class meetings, and at the end of the day. The end of the day all-school prayer includes the reading of Snowflake Awards and for which SLE the award was given (Faith, Leadership, Knowledge, Service). Our verse of the month is displayed and memorized and practiced through writing, art, and recitation.

Our Lady of the Snows School service projects are divided into three categories: school, parish/community, and global. Projects include cleaning school grounds and park area, writing letters of encouragement or thanks, and collecting food and clothing for Sister Carmen's ministry or others in need. The school also collects hygiene products, toys, and clothing during the Christmas season. The middle school makes Christmas quilts for Kids Kottage during this season also. Students work at Reno Rescue, a place for abandoned and abused horses. Students, parents, and faculty participate in a food drive for Sister Carmen at Thanksgiving and an Angel Tree at Christmas. During Catholic Schools Week, the school has a toiletry drive for Catholic Charities. At Easter, we put together Easter Baskets to be given to children who are living at Kids Kottage. Teachers serve meals at St. Vincent's Dining Room during the summer. The school also collects sack lunches to be donated to St. Vincent's Dining Room when they are running short on donated food. The student council picks various groups who are in need and then organizes Mass collections to send contributions to the groups they have chosen. This has mostly included victims of natural disasters, families who have suffered tragedies, and children who are ill. Parents are expected to perform 20 service hours to the school per year, except last year when COVID made it impossible to have volunteers in the school building. This year we have announced that we are resuming the requirement for parent service hours, but we will watch this situation and modify as necessary.

To celebrate Catholic Faith, Our Lady of the Snows School participates in many of the rich traditions of the Catholic Church. Student buddies in eighth grade and kindergarten study the saints, culminating in the All Saints' Day Mass, in which they dress as saints and participate in the Litany of Saints. Activities that integrate the traditions in the school's Catholic identity include hall decorating during Advent, Las Posadas procession and prayer, the Christmas program, Catholic School's Spirit Week, the Lenten Triduum retreat, decorating the cross during Holy Week to remember the meaning of the season, eighth grade and kindergarten presentations of the Stations of the Cross, the May Crowning of our Blessed Mother, recognition of our school's First Communicants during the last school Mass of the year, and the Mother's Day Mass to honor our eighth grade students' mothers. Parents often assist with these events, and all are invited. Schoolwide Reconciliation is offered during Advent and Lent. Students preparing for the Sacraments of Reconciliation and Holy Eucharist are required to attend Sacramental retreats coordinated by the school and parish. Weekly Adoration is offered to all classes. Fr. Tony, Fr. Mike, Fr. Bob and Fr. Chris visit different classrooms and provide instruction/explanations of various Church traditions and practices to students.

Parents, the first educators of the faith, are recognized as partners in the academic, moral and spiritual development of our students. The school strives to evangelize all families. Families are invited to be present during morning assemblies, weekly school Masses and to serve as Eucharistic Ministers. Many non-Catholic parents also attend this weekly celebration of the Liturgy. Traveling Mary statues are presented at every school Mass to three families wishing to take part in Marian devotions for the week. Catholics and non-

Catholic families participate in this tradition. Parents are involved in our Advent Hall decorating, Lenten retreat, service projects, school sponsored family nights, and the Christmas Program.

Teachers, staff, and parents participate in various faith formation opportunities throughout the year, including the Diocesan Conference, School Retreats, Parish faith formation opportunities, and Catechist classes (both onsite and online). All teachers of religion are Catholics and are approved by the Local Ordinary. At the time of this writing, 94% of full-time teachers are Catechist certified. If a teacher intentionally ignores certification, the principal will meet with him/her. Through staff discussions it has been found that the faculty and staff desire more opportunities for ongoing formation for Catechetical and instructional competence during the school day through professional development time - or online - to ensure compliance with the Local Ordinary.

During the Self Study process, the staff discovered that Catholic Identity at Our Lady of the Snows School is quite strong. Through staff discussions and surveys, we have found that our traditions and practices are living tributes to the teachings of the Church. The Snowflake Awards promote recognition of Catholic values among our faculty and students. Our SLEs and mission statement are so closely connected that our students exemplify them as part of daily life.

Significant Accomplishments:

- Snowflake Award update
- Implementation and Use of the Daily Catholic Devotions
- Verse of the Month activities
- Mission Statement mural created by the student body
- Sustaining important traditions such as:
 1. All Saints' Day mass with Kindergarten and 8th Grade students
 2. Deck the Halls at Christmas
 3. Christmas Program
 4. Lenten Retreat
 5. Mother's Day Mass
 6. Various service projects

Significant Goals:

- Increase opportunities both through professional development and online access to complete the Catechist Certification process
- Improve service-oriented outreach to Church and the civic community for students, faculty, staff, and parents
- More intentional service project activities; in and out of the school

Evidence:

- Catholic Identity surveys
- Sacramentals and prayer corners in classrooms

- School routines that incorporate prayer (example: morning assembly)
- Teachers completed Catechist Certification
- Bulletin boards
- Textbooks
- Living Faith Kids Daily Catholic Devotional books
- Lesson plans
- SLE posters
- SLE assessments
- Verse of the Month copies
- Snowflake bulletin board
- ACRE results
- Family night brochure/flyer



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.

Mission Statement:

Inspired by our Catholic faith, Our Lady of the Snows School guides and nurtures our students to become young leaders who love God, love learning, and love their neighbor.

In the 2014-15 school year, Our Lady of the Snows School (OLS) revised its mission statement. The school administration, faculty, PTO, School Board, Parish Council, and parents continue to believe in its relevance and value to the school today.

One of the strengths of the Mission Statement is that it highlights acting in a manner of service by encouraging the OLS students, parents, and staff to "love their neighbor." The school also has a unique opportunity to teach the students to be leaders in their school, family, parish, and community.

Our Lady of the Snows School is a Catholic School in the Diocese of Reno. The Bishop is officially responsible for all educational programs within the Diocese. The Superintendent assists the Bishop to carry out his authority on all matters concerning Catholic Schools. OLS is accredited by WCEA, and works closely in conjunction with Washoe County School District for specific services and professional development. The school follows Diocese of Reno standards, as well as the products of ACE collaborative work that was done with the Superintendent. As a parish school, the mission and the aforementioned standards act as guidelines when planning for student learning and Schoolwide Learning Expectations (SLEs).

Our school philosophy is, "We, the staff of Our Lady of the Snows Catholic School, in partnership with parents, are dedicated to challenging every child to live according to the Gospel teachings, to develop a sense of community, and to achieve educational excellence in all areas of the curriculum."

In the pursuit of academic excellence, the staff of Our Lady of the Snows School are committed to creating an environment for the development of critical thinking and communication skills that allow students to reach their greatest potential in light of the unique gifts to each one.

In response to Jesus' commandment that we love one another and serve others, the students of Our Lady of the Snows School will demonstrate self-discipline, respect for others and a sense of community now and in the future.

The school's SLEs were developed to mirror the mission statement's goals. Each SLE was written to create ownership of the mission statement as they are in "I choose" form. The main SLEs are created around Faith, Knowledge, Leadership, and Service. Faith refers to the mission statement's aim to nurture the students to love God. Knowledge connects to the "love learning" aspect of the mission statement. The SLE of leadership relates strongly with the wording "become young leaders" of the mission statement. The SLE of Service helps the students remember to always love their neighbor. The staff felt the SLEs would be better remembered in heading and subheading form. By having only four main words to remember, the students are able to categorize many aspects of their life at OLS into Schoolwide Learning Expectations. The school spent a great deal of time writing the SLEs to be easily understood and adaptable for all grade levels. All the meetings involved teachers of all grade levels to ensure that each developmental level was represented. The SLEs are meant to be direct enough for younger children to understand while being broad enough for the older students to dive deeper into their meaning. Another way that the school ensures that the SLEs are age-appropriate is in the method of assessing them. Our Lady of the Snows School developed rubrics for the Student Learning Expectations as a collective staff. Each grade level band has a rubric that assesses the SLEs in a developmentally appropriate way. The rubrics build on each other, expecting students to learn more and develop a deeper understanding of the SLEs as they move through the grades. For example, kindergarteners are expected to know the four main headers and an associated motion for each, while eighth graders are expected to be able to discuss examples of each sub header from their own life. The SLEs are physically very present throughout the school for those who enter Our Lady of the Snows School. The school has large posters of the SLEs in every classroom, as well as in the teacher's lounge, office, library, and in students' homework folders.

Teachers incorporate the SLEs in a variety of ways. Examples include creating rap songs, coordinating hand movements, creating posters, labeling assignments, and writing SLE reflections on lessons. A school wide project was completed during the 2020-21 school year that involved all students' participation to create a mural of the school's mission statement. This mural is displayed for all to see when they enter the school to remind students and families of the importance of the mission at Our Lady of the Snows School. Snowflake Awards have been a great way to incorporate the SLEs in Snows' daily life. Students, teachers, and parents can write the name of another student or teacher and explain something they did to deserve the Snowflake Award. They are encouraged to circle the SLE that the behavior demonstrates. Each teacher has a Catholic Daily Devotional journal that is read to her students throughout the week. This is used as a tool for students to better understand their own spiritual growth. It gives them time and space to be introspective about Faith, Knowledge, Leadership, and Service.

In an ordinary year, parents are expected to log twenty hours per school year, per family by volunteering. This gives them opportunities to help in different ways: covering recess duties, copying, helping with small groups of students, providing materials for class experiments, and chaperoning on field trips. Parents are invited and encouraged to attend the Wednesday School Mass, family nights, class parties, and other classroom activities. The PTO meets monthly. Room moms help relay information from the PTO meetings to other parents. Parents are kept abreast of student academic progress throughout the year with conferences, nightly reading, report cards, progress reports, test scores, and through RenWeb, which shows individual assignment scores. Through all this interaction and information, the parents

become involved in the spiritual and academic growth of their child/children. Parents also drive on field trips, lead Girl Scouts, coach Girls on the Run, and CYO sports. Parents often assist teachers with small group work, copying, and other clerical duties. The school has parents who teach art, PE lessons, and others who help in the office. The school has many parents who volunteer to be extra duty help. Parents volunteer as Eucharistic Ministers for Mass, leaders at sacramental retreats, and help at the book fair. Those that can't help during school hours are still able to offer help by taking things home to complete. Parental involvement enhances the school community and academic and faith programs at Our Lady of the Snows School.

Significant Accomplishments:

- Snowflake Awards
- Snowflake Bulletin Board
- Implementation of the Living Faith Kids Daily Catholic Devotional books
- Mission Statement mural created by the student body


Significant Goals:

- Place more emphasis on the importance of the Mission Statement and how it connects to the students' growth

Evidence:

- SLE standards
- SLE- poster and rubrics
- Daily devotional journals
- Snowflakes
- Snowflake Bulletin Board
- Mission statement
- ACE collaborative mapping standards






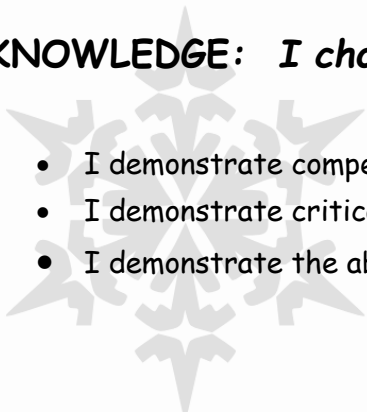
Our Lady of the Snows

Snows Schoolwide Learning Expectations

FAITH: *I choose to have a personal relationship with God*

- 
- I know the prayers, traditions and teachings of the Catholic Church
 - I make choices that reflect the Gospel message
 - I honor Mary as my Blessed Mother

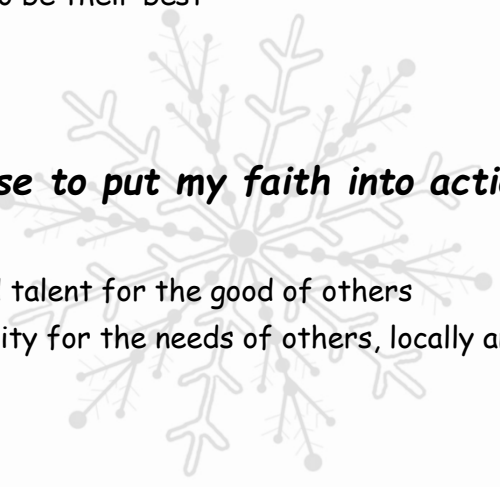
KNOWLEDGE: *I choose to always grow and learn*

- 
- I demonstrate competence in arts and sciences
 - I demonstrate critical thinking and problem solving skills
 - I demonstrate the ability to listen, speak and write clearly

LEADERSHIP: *I choose to be a positive influence in our community*

- I model virtuous behavior (behavior Jesus would be proud of)
- I take personal responsibility
- I inspire others to be their best

SERVICE: *I choose to put my faith into action*

- 
- I use my time and talent for the good of others
 - I take responsibility for the needs of others, locally and globally
 - I pray

Hey Snows!

Let's keep

those

snowflakes

falling!

A collection of snowflake cutouts in various colors (blue, green, silver) and numerous small white notes pinned to the bulletin board. The notes contain student feedback and comments, such as "Great Snow Day", "Love Snow Day", "Really an AWESOME PE Coach!", "The Decor", "After Year Program", and "Doing an AWESOME PE Class!".

A chart titled "PE UNIFORM" showing illustrations of a long-sleeved shirt, shorts, and pants, with corresponding text describing the required attire.

A partial view of another bulletin board with text including "se of", "ne", "with:", "one", and "ld".

A decorative border on the right side of the bulletin board featuring colorful polka dots and cutouts of a pumpkin and a witch's hat.

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.

Our Lady of the Snows School (OLS) is a parish school. Led by the Pastor, the organizational structure of the school is composed of the OLS Board (consultative) and the staff and faculty. These groups ensure that the needs and concerns of all shareholders are addressed effectively, that the school is consistently providing opportunities for academic and spiritual growth, and that budget decisions are focused on student high achievement and spiritual growth.

A major goal of the faculty and staff of OLS is to provide a family-rich environment in which parents and parish members feel a sense of active membership in the continuity and growth of the students and school. Staff members communicate opportunities for parents, families, and parish members to become involved in the daily school community and special events through a weekly Tuesday Packet, which includes information about faith formation and school activities. Collaboration and communication between the parish, school, and parents are maintained through regular monthly reports on school activities, student progress and staff concerns by the principal at parish staff meetings, school board meetings, PTO meetings, and Parish council meetings.

The Pastor and School Board play an important part in recruiting new students. This is done through social media, newsletters, announcements and bulletins at church, Catholic Schools' Week, and the school website. The Pastor has a very active presence on social media and highlights the school in his posts at least weekly. The School Board monitors the strategic plan through monthly meetings including the Pastor, School Board members, and Principal. The School Board, as a whole, works in unison to make sure the spiritual growth of students, parents, staff, and shareholders is being met. This quote from the School Board survey made by a board member exemplifies the mission of the board, "*The school board makes great decisions for Our Lady of the Snows with each family and staff member in mind. There is not one person on the school board that has their own agenda they are trying to push, we talk things through and try to make the best decision knowing we are representing all the families/staff in our Snows Community.*" The School Board allocates funds to send teachers to religious conferences, such as the NCEA conference and LA Congress, along with community gatherings including parish and staff, continuing religious education classes, and retreats. The Principal reports monthly to the School Board on the school's curriculum and assessments. This helps determine future spending allocations towards curriculum and high achievement of students.

In order to maintain high expectations in the school's academic progress and spiritual growth, OLS creates and implements clear policies in relation to maintaining excellence in the school community. Policies for students, school, and staff members are communicated using clearly written policies including the Staff Handbook and Parent Handbook. Additionally, expectations are discussed during staff meetings and Professional Learning Communities (PLCs) with the intent of ensuring that all staff members are clear on all policies and expectations within OLS. Parents and Parish members are encouraged to bring concerns or

questions about school policies to appropriate staff members to be discussed or clarified. Usually the chain of communication starts with the classroom teacher. If the concerns continue both the Principal and Vice Principal are very accessible and maintain an open-door policy towards all students, parents, and staff. If a concern has still not been addressed, it can be taken to the Pastor and/or the Superintendent.

While maintaining a school environment with clear policies and expectations is beneficial in supporting the high achievement of all students, it is equally important that the school be an active place of faith development and practice. At OLS, staff members are given multiple opportunities for faith formation throughout the year in the form of school wide retreats, Diocesan retreats, and independent religion training opportunities. Students are given similar opportunities for faith formation throughout the school year with the regular study of saints, the Daily Catholic Devotions and prayer, Reconciliation services, Sacramental Retreats, an all-school Triduum Retreat, and guided prayer such as Stations of the Cross, and recitation of the Rosary. Parents are invited and encouraged to attend the school's weekly Mass and any faith formation activities sponsored by the school and church. OLS adapted to Covid regulations for the 2020-2021 school year. The school did a weekly assembly virtually with all the students and staff, as well as a virtual Mass every Wednesday. The children received Holy Communion in their classrooms and parents were invited to watch the Mass live via YouTube. This year the school is back to attending school Mass in person on a weekly basis.

The school maintains a safe and healthy environment in which staff and students work and learn. Staff is expected to actively participate in creating this environment by completing Protecting God's Children awareness sessions and follow up bulletins, attending to duty assignments at drop off, pick up and recess times, and to be easily identifiable (via bright yellow jackets) while on playground duty. Students help maintain a safe environment through the participation in values-based community building activities (Snowflake Awards, classroom meetings) and Personal Safety training classes. Meeting state and Diocesan regulations, all teachers have cleared fingerprinting and background checks. A team of ten staff members make up the Code Blue team at OLS. These staff members are CPR certified, and all teachers are EpiPen trained. The school has an AED (Automated External Defibrillator) located next to the office, and all Code Blue team members are certified to use it.

Parents also follow several requirements to help ensure a safe and healthy school environment. Many parents participate in providing recess supervision. Parents assist with field trips and volunteer in the classrooms, giving aid to the teachers and helping to create efficient, well-managed classrooms that meet the needs of all learners. All parent volunteers who work with children at OLS have completed Protecting God's Children trainings and approved background checks.

All staff at OLS are informed of students with allergies or other medical conditions, and EpiPens are available in several locations throughout the school. The school's custodial staff maintains a facility that meets all health and safety requirements, and the school regularly passes all health and safety inspections. OLS has submitted a crisis response plan to the State and submits required reports to Catholic Mutual. The school is routinely led through safety drills and staff is trained annually on these procedures. The school has a videotape system to monitor the campus, this system has recently been upgraded. The local police department has access to these video records. The glass in the front office is also bullet

proof. All the windows throughout the school are tinted so that students and staff are not visible from the outside. Concrete balustrades have been added to the sides of the front parking lot to protect the students during the school day. They are removed after the students are dismissed.

Fostering the high achievement of all students at OLS is a schoolwide priority. The school environment, previously discussed, plays a key role in meeting this goal. The Diocese of Reno supports the high achievement of students through an elementary/middle school-wide grading scale.

Additionally, the high achievement of all students is supported through identification of student needs, individualized services to meet those needs, assessment, curriculum planning, professional development and collaboration, and long-range planning to ensure the school's financial stability and ability to attract and retain exceptional teachers.

Teachers employ a variety of strategies to facilitate high achievement for all students based upon on-going assessment of students. The school uses many different kinds of assessments including standardized testing, formal and informal assessment, and observation. This information allows teachers to target individual student's strengths and weaknesses. Teachers design instruction that reflects an awareness of the needs of each individual student in his or her classroom. A focus on understanding Multiple Intelligences helps teachers at OLS present information and structure assessment in a variety of ways so that the preferences and strengths of all learners are accommodated. Students are provided opportunities to work at their own level through grouping and collaborative learning opportunities. Students who struggle academically have access to a variety of support services through the school's Student Assistance Team and Learning Support Program. High achieving students have access to an enriched curriculum that is supported by online resources and small group instruction. The efficacy of services provided to identified students is regularly monitored using standardized and in-class assessment to ensure that students are showing appropriate growth and progress.

All students at Our Lady of the Snows School participate in an ongoing formative and summative assessments to determine academic growth. These programs are paid for through funding that has been discussed with the school board and allocated in our general budget. Programs used to assess achievement include MAP (2016-2021), ACT/Aspire (2016-2019), and DRA 2 (2017-2021). Students' abilities are identified at the beginning of the year through curriculum placement tests and growth is monitored using benchmark assessments throughout the year in both math and language arts for grades kindergarten through fifth. Based on the information gleaned through this assessment, teachers differentiate instruction to ensure high achievement by all students. Student achievement is also supported through the school's prior active participation in standards mapping. The Diocese of Reno had made available ACE mapping through the University of Notre Dame. This mapping included all subject areas. In addition to the ACE program, OLS has participated in the mapping of the Diocesan Religion Standards. This planning ensured that all students were exposed to the standards for their grade level and given the support and differentiated instruction necessary to make progress towards meeting these standards. Through this process of Self Study, the teachers have realized that it is time to revisit standards mapping in some subjects as standards have changed and the classroom configurations have changed.

High standards for student achievement are set and communicated to all shareholders in a variety of ways. The school follows the Adapted Common Core State Standards that were created during the work with the ACE Collaborative, along with the religion standards, to ensure consistency throughout the school and with the national norms. These standards are communicated through teacher websites, teacher newsletters, report cards, portfolios, and standardized assessment reports such as the MAP data. Standards are also communicated in a less formal manner through outreach events and programs such as family nights, board meetings, and PLCs.

To meet the learning objectives for the students at OLS, the administration also considers it imperative for the faculty to maintain a high level of professional growth and achievement. All faculty members are presented with ongoing opportunities to participate in professional development classes that coincide with their individual professional growth goals determined through their evaluations. When trends which need improvement are identified through testing, the school has brought in Specialists to train the staff on areas such as reading and writing assessment analysis and implementing accommodations for students with special needs. Many members of the staff participated in professional conferences on differentiation and special needs and have brought information back to share with the rest of the staff. All staff members are encouraged to share their own areas of specific knowledge and expertise with each other making the most of the talent of the entire teaching staff. This was most recently illustrated when the teaching staff was forced to move to distance learning at the beginning of the pandemic. The OLS teachers immediately signed up for an on-line training called QUE BOLD. After this training, the teachers had a basic understanding of resources, tools, and teaching strategies available to assist in producing quality on-line instruction. With this information, the vice-principal created a survey to assess the common information/instructional needs of the teaching staff. This survey produced the agenda for a five-day training. Each staff member selected a topic from the training agenda in which to become an expert and train the rest of the staff. This training was done during the summer on a voluntary basis, and every teacher on staff attended. The principal found funds to pay the teachers a stipend for attending. This training was very effective, and most all of the teachers have reported that this was the most relevant professional development that they have ever attended. OLS staff members are very effective in collaborating and working together to best understand the needs of all students in the school and design engaging creative and progressive lessons and activities that meet the learning needs of all.

OLS teachers also work together to analyze data and create solutions when weaknesses are perceived. An example of this happened in the fall of 2018 when the teachers met together to look at MAP and DRA baseline data from the fall administration of the assessment. Across grades Kindergarten through fourth, teachers noticed that some students were slipping backwards in reading over the summer, frequently known as summer slide. The teachers also noticed that students who reported reading over the summer (a question asked during the DRA) had little to no regression as opposed to the students who did not read. The teachers used this information to create a "Reading Night" to educate parents about the impact of summer reading, information about what parents can do to support summer reading, and created an incentive program for students who read over the summer. Teachers created these instructional sessions in the fall but waited to hold these classes in the Spring of 2019 when the impact would be the greatest. There were two sessions: one for parents of students in grades Kindergarten through second and one for parents of students

in grades three and four. Both classes were highly attended and more than 75 students had parent representation. This is an excellent example of OLS teachers using data to create solutions outside of the classroom and connecting with families. The teachers plan to continue to do this parent training when the school can be open to having visitors again.

Long-range planning for the school ensures that OLS will continue to have the resources available to support High student achievement. OLS School has a school website that is very active in promoting a positive image of the school with the goal of continuing to maintain enrollment demand. The website for the school streamlines communication between school and home, provides a consistent message regarding Catholic Identity and mission of the school, and provides information to help parents partner in their children's success.

Longitudinal forecasting by the School Board, Administration, and Parish also ensures the availability of funding to meet the needs of all students. The board has been successful in providing assistance in development which has resulted in upgrading the camera system throughout the school, installing bulletproof glass in the office, upgrading ventilation in parish and school, installing balustrades in the parking lot, creating a Teacher incentive program to reward teachers for longevity, Teacher bonuses, Teacher salary increases to match the local public school district, 1:1 Chromebooks in all classrooms, various classroom upgrades, and special teachers' salaries.

Survey results, staff decisions, and input from Board Members and the Pastor all indicate that Our Lady of the Snows School is successful in promoting a strong Catholic Identity, that OLS has clearly defined schoolwide learning expectations that have been communicated to all members of the school community and commits resources to ensure high student achievement.

Significant Accomplishments:

- Tuesday newsletter has an updated, easy to read format
- New code blue training done in 2021
- All teachers are EpiPen trained annually
- Updated security camera system
- Teacher training on Digital Learning done in-house by teacher experts
- All teachers attended QUE BOLD training on-line
- Teachers created Summer Reading Night and trained parents in grades Kindergarten through fourth

Significant Goals:

- Continuing Staff development for incorporating technology
- Continue Parent Nights for Math and Science
- Revisit Standards Mapping in Social Studies and Science
- Adopt new instructional materials in Social Studies and Science
- Adopt new instructional materials in Language Arts and Math that align with IMAGE classrooms

- Staff development on the use of newly adopted instructional materials in Social Studies, Science, Language Arts, and Math

Evidence:

- MAPS reports
- DRA Reports
- MyAccess student reports
- AR Reports
- Survey Results
- Parent Handbook
- Staff Handbook
- Safety Binders
- Website
- Facebook Page
- Distance Assembly Videos
- Tuesday Newsletter
- Staff meetings/PLCs
- Playground duty roster
- Yellow jackets
- Lesson plans
- Information on Professional Development Attended



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.

Our Lady of the Snows School (OLS) collects many types of data in order to assess learning, to make curricular and instructional changes, and to identify students who need extra support. Teachers collect formal and informal data using curriculum-based assessments, state and national standardized assessments, teacher created rubrics and assessments, spelling inventories, and running records. All of this information is then used to design differentiated instruction that will meet the needs of all our students.

Measure of Academic Progress (MAP) Testing Data

OLS administers the MAP test to all students three times each year. The first test is given during the second or third week of school, the second test takes place in late January, and the final test takes place at the end of May. This test measures growth and proficiency in both language arts and mathematics and provides insights to help tailor instruction to individual students. Starting in the school year 2021-2022, the Language Arts and Science tests are also given to the students in grades three through eight. The first test acts as a benchmark for all students. MAP provides teachers with concepts that need to be reinforced, retaught, or introduced. In kindergarten through 6th grade, these results are used to place students into math and reading groups. Specific areas of growth are identified and worked on during class time through teacher instruction, independent work, group work, and the type of homework assigned to specific students. For instance, during reading center time students who are in need to support begin at a teacher-led reading group, and end at a teacher-led station as well. This allows teachers to make sure these students receive a clear explanation before they begin independent work. This strategy also allows the teacher to check in with these students and informally check for understanding after students work through their stations. Students whose scores indicate that they are in need of additional support may begin seeing our Intervention Specialist for English Language Arts (ELA) as early as kindergarten. Students may see the Intervention Specialist in a one-on-one or a small group setting on a weekly or bi-weekly basis. During this time, our Intervention Specialist works on specific learning gaps based on assessment results.

MAP also identifies areas of enrichment for high-performing students. In Kindergarten through 8th grade, advanced book clubs have been offered by parent volunteers. Teachers help students choose more challenging outside reading books, and they also help students explore topics that are shown as suggested areas of growth. Students in third through sixth grades also use the Accelerated Reading (AR) program to monitor their “free reading”. Teachers use the data from MAP to help students set individualized goals every quarter. Through this process teachers are able to challenge readers of all levels. Teachers also assign specific IXL sections for enrichment opportunities. IXL is a digital learning platform that has skill practice in the areas of Math, Reading, Science, and Social Studies. Teachers offer students opportunities to explore advanced concepts on Khan Academy through centers, after-school math clubs, and distance learning.

MAP results are a key-indicator for student math placement in our middle school. At the end of sixth grade, middle school teachers look for patterns of achievement and growth in each student's MAP results. Teachers then place students into one of three math courses offered to seventh grade students: Middle School Math (seventh grade math standards), Pre-Algebra (seventh and eighth grade math standards) or Honors Algebra I (eighth grade and high school math standards.) Our Middle School Math course meets the needs of students who need extra support in mathematics. This class offers a low student to teacher ratio (approximately 13:1) and extra class time to master concepts. Our Algebra I course is offered to students who consistently score in the 85th percentile or higher on the math MAP test. This course is designed to challenge these students and expose them to higher thinking concepts and problems. MAP results are analyzed again at the end of each student's seventh grade year. Teachers then place students into one of three math courses offered to 8th grade students: Pre-Algebra (seventh and eighth grade math standards), Honors Algebra I (eighth grade and high school math standards) or Honors Geometry (high school math standards.) Our Honors Geometry course is offered in eighth grade to students who completed our Algebra I curriculum as seventh graders with a B- or higher and show consistent growth and achievement on their math MAP test. The Honors Geometry course introduces concepts at a high school level and pushes students to apply and problem solve using all areas of mathematics.

Teachers use MAP results as a goal setting and encouragement tool for students in kindergarten through eighth grade. Students can see their scores as well as the concepts they need to focus on to improve their score for the following test. Students use a goal-setting template to record their current score and write their goal for the following test. Students then brainstorm two to three things they can do to help them reach these goals. As students continue to see their scores improve throughout the year, they adjust and revise their goals for the upcoming assessments.

After every MAP testing session, the vice-principal and the intervention teacher meet to do a preliminary review of all the student scores by grade level. Students who are scoring below the 40th percentile are discussed to make sure each of these students is receiving some type of extra support. This can include extra assistance in the classroom or small group/individual instruction from the intervention teacher. If this extra help is not already in place, the discussion is expanded to include the classroom teacher and the parents. A plan is made by the group to help support the student at school and at home.

Detailed MAP achievement and growth results are sent home following each test to notify parents on specific areas students can work on at home.

Qualitative Spelling Inventory (QSI) Data

OLS begins administering the QSI in Kindergarten five times during the year. In first and second grade it is given three times each year, and in third through sixth grade it is given twice each year. Results from the QSI are used to develop word-sort and spelling groups within the class. Results from the QSI also helps teachers differentiate and individualize phonics and word study instruction for the class.

Developmental Reading Assessment (DRA) Data

Students are assessed using the DRA starting at the beginning of kindergarten and continuing through 4th grade. This assessment is done in a one-on-one situation and gives detailed information to guide individualized instruction. This reading assessment is done at least twice each year and tests for students' reading fluency as well as their comprehension level. If a student is assessed and determined to be below grade level, they are assessed three times a year in order to closely monitor growth. Teachers use these results to create their literacy groups. Students may be placed into a group that sees both the classroom teacher as well as a classroom aid or Intervention Specialist for extra support. Parent volunteers also assist in spending extra time working with readers in need to support. Advanced students are able to work more independently on language arts material during classroom centers. They are also pulled periodically from the class by parent volunteers to participate in a book club with more advanced reading material.

Results from the DRA also allow teachers to recommend classroom reading books at appropriate levels for their students. Student scores are sent home to parents so that parents know what level books they should be reading at home. Teachers also use these results to place students in a customized level in our RAZ Kids reading program.

In-Class Formal and Informal Assessment Data

Math Curriculum

Our students begin with the Math Expressions curriculum in Kindergarten and continue with this through second grade. This curriculum has short units and unit assessments that address a small amount of content. Teachers use these assessments to monitor student learning. The quiz and homework resources are used to both introduce new concepts and to reinforce topics after assessments. Results on these assessments are used to advance students as well as to identify students who require remediation. For students who show consistent mastery, packets that introduce the next grade level are provided during classroom centers. Teachers also use online resources to expose these students to more advanced topics. For students who do not show mastery after a unit assessment, Math Expressions provides specific materials to reinforce concepts. These materials are used during classroom centers. Results on these assessments are sent home on a quarterly progress report that include recommendations for concepts that students should practice at home.

Our third through sixth grade teachers each follow a math curriculum of their choice. Each curriculum provides lessons to guide instruction, quizzes to check for understanding, and summative assessments to show mastery. Teachers use the results on these assessments to assign specific topics on our digital practice programs to provide either remediation or enrichment.

While completing this Self Study, it became obvious to the teaching staff that OLS needs to do a review of current math standards, explore available curriculum and instructional materials, and create a coherent plan for math instruction going forward.

For three years during this accreditation cycle a sixth grade teacher's aide worked with students who were in need of support and students who were ready for enrichment opportunities. She provided opportunities for students to work with her before school daily. She also pulled students from class to work with her one-on-one or in small groups.

Seven years ago, OLS began offering an honors math program allowing students to take algebra and geometry before entering high school. We expanded this advanced program three years ago by providing an accelerated course for fifth and sixth graders scoring near or above the ninetieth percentile on MAP testing. In previous years, we pushed young sixth-graders into a middle school pre-algebra class with seventh and eighth graders. Now we offer separate sections for the younger students. A high qualified retired high school math teacher took on these new classes. With the help of the Into Math program, OLS designed each course to move students forward while ensuring they have no gaps created by skipping grades. The new fifth-grade class integrates the curriculum to cover both fifth and sixth grade standards in one year. The same integrated approach is applied during sixth grade, allowing students to cover seventh and eighth-grade pre-algebra standards. An added benefit to pushing strong math students forward is that it reduces the class size of regular fifth and sixth grade classes allowing for more individualized instruction and support for struggling students. Rather than track students at such a young age, each level is fluid, allowing students to change their path at any time. At the end of our first year, several students who remained in their fifth-grade math class improved enough to place into pre-algebra their sixth grade year. They are currently taking algebra as seventh graders. Other students chose to slow down and retake pre-algebra with the middle school math teacher. Based on MAP scores, this innovative math program is helping students at all levels succeed in a class designed to match their current abilities.

Our middle school students use Pearson and Big Ideas textbooks to complete the seventh grade through Geometry curriculums. Students take chapter quizzes and tests provided by these resources. Following assessments, students are required to complete corrections on problems they missed. Questions that are missed by many students are addressed as a whole class. At the end of each quarter, students are allowed to choose one assessment to retake to improve their score and show mastery of the material.

Finding God Curriculum

In Kindergarten, the Finding God curriculum is introduced and is used as an outline in our first and second grades. Rather than formal assessments, teachers use this curriculum to guide classroom discussions and activities. In our third and fourth grades, students begin taking unit assessments provided by this curriculum. Teachers use these results to revisit topics and to guide classroom discussion. Beginning in fifth grade, many unit assessments include a project-based component. This allows students to dive into the messages they are reading about and gives them an opportunity to put these messages into action. In middle school, students continue to be assessed through the unit assessments provided through this curriculum. Students also journal daily on topics they are currently exploring in the religion classes.

Lead 21 Curriculum

The Lead 21 reading program is the curriculum OLS adopted in 2012 for Kindergarten through sixth grade. This curriculum provides a wide variety of reading materials at various levels. A key element of the *Lead 21* program is its approach to classroom differentiation. By blending whole group and small group instruction with independent practice, *Lead 21* creates a curriculum for the teacher to use that incorporates both remediation and acceleration. *Lead 21* has many built in types of assessment for the teacher to use including a placement test that is given at the beginning of the year in order to gain information to design developmental reading groups. It also has unit assessments that can be given at the end of units throughout the year.

Our teachers use the Lead 21 science and social studies reading materials in literacy centers. Literacy groups are given leveled books that cover the same topic. All readers are able to learn about a specific event or concept, and then discuss what they learned from their reading as a class. Teachers assess students' comprehension through discussion and written questions.

While Lead 21 components are still used in the classrooms, the creation of the IMAGE classrooms has caused the focus of instruction to be more developmental and less driven by an actual grade level. In order to respond to this need, OLS created a leveled library with many student books at all different levels that are used for guided reading instruction. These book sets are located in the library and can be checked out by teachers. During this Self Study it has become apparent that this is an area that needs to be revisited in order to make sure that teachers have the instructional materials they need to cover all objectives and reach all students.

Informal Digital Assessment Data

Over the past few years, the school has purchased online intervention and enrichment programs for the teachers to use with students. These programs are aligned with Diocesan standards. All of these programs can be accessed from home, so this strengthens the home and school partnership in extending education beyond the regular school day.

RAZKids

RAZKids is an online book library that has developmentally appropriate books at 27 reading levels used in Kindergarten through second grade. Students read texts at the level recommended by their teacher after their beginning of the year DRA assessment. Each RAZKids book includes a 5-10 question quiz that tests the reader's comprehension. Teachers assign books for students in literacy centers and during distance learning. Teachers then track weekly progress made by students in weekly reports.

Accelerated Reader (AR)

OLS uses Accelerated Reader (AR) in grades three through six. This is a platform that helps teachers encourage and monitor “free reading” both at school and at home. Teachers work collaboratively with students every quarter to establish personalized goals to help students stay focused on the factors that matter most for reading growth. Then detailed reports provide teachers with insights into students’ progress. AR works with readers at all levels by encouraging them to read many books at a level where they have good comprehension. OLS purchased this program in 2020 in order to put a targeted focus on independent reading for our students. In PLC meetings over the years, teachers continually noticed more reading growth in students who reported nightly reading at home. We purchased this program in order to put more of an emphasis on “free reading”.

IXL

This digital tool is used by teachers in grades Kindergarten through eighth grade. It addresses both math and language arts concepts and gives students immediate feedback on whether the answer they entered was correct. It also gives students an explanation of how to do the problem correctly. Starting in 2020, IXL was also used in the subjects of Social Studies and Science with the older students. In kindergarten through fifth grade, IXL is often used during classroom centers and digital learning Fridays. Students take a diagnostic test at the beginning of the year and are then placed in the program at their developmental level. The responsive program provides more instruction and practice in areas where the student struggles. The diagnostic test is given multiple times during the year in order to inform correct placement in the curriculum throughout the year. In sixth through eighth grade, teachers assign both time limits and percent correct completion goals for their students. Teachers use daily and weekly data reports on the scores students earned during their time working and the number of questions answered. Teachers use this data to check in with students on what they missed.

MyAccess

MyAccess is a writing program used by our third through eighth grade teachers. In third through sixth grades, teachers use MyAccess writing prompts to practice writing all year long. MyAccess provides teachers with detailed reports on what skills should be retaught or practiced. It also provides feedback directly to the individual students with detailed information that can be used to guide the editing and revision process. After this process is followed, students may submit writing assignments multiple times to achieve higher scores.

Schoolwide (Kindergarten through sixth grades) writing benchmarks are done three times a year with each session focusing on a different genre of writing (narrative, opinion, expository). MyAccess is used to do this in third through sixth grades. For the purpose of gathering benchmark data, the students are given a common prompt at each grade level and only allowed to do one submission. These benchmark pieces are collected and placed into the student’s portfolio to show their progress over time.

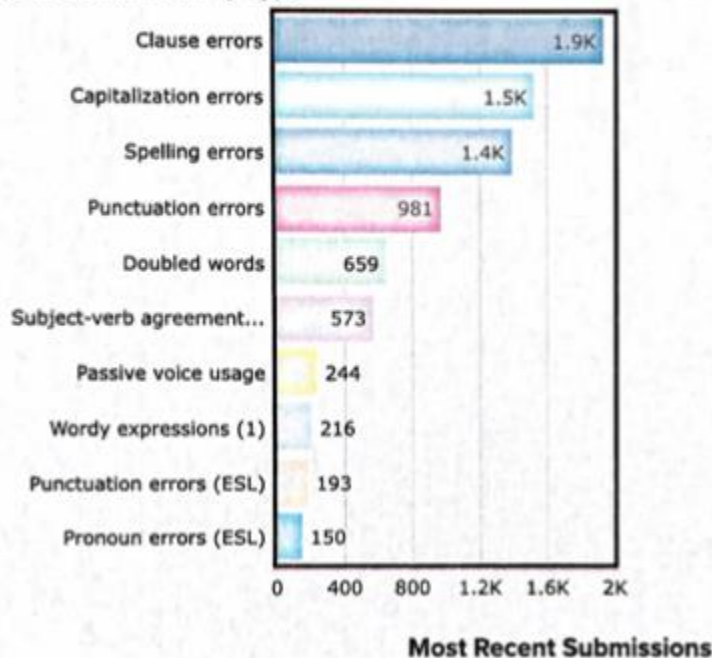
In middle school, students use the full writing process to complete assignments. MyAccess provides students with immediate feedback with their strengths and areas for

improvement. The program also gives the teacher one or more specific areas to focus instruction on before students complete their next writing piece.

The immediate feedback given through MyAccess is used extensively in our middle school. Our reading and language arts teacher can assign more formal and informal writing assignments. The results guide her grammar lessons for the weeks that follow a particular assignment. She is also able to see exactly what type of mistakes most of the students are making. She individually conferences with students to show them exactly what areas they need to improve upon.

MY EDITOR STATS

Top 10 Total Errors by Type



Khan Academy

Khan Academy is an online math instructional resource used to advance our students who are ready to explore math concepts beyond what is being taught within their class. Teachers in grades fifth through eighth have students take a diagnostic test that recommends concepts for students to explore. Teachers also assign specific lessons and videos for students to work through. RIT scores from MAP data can also be used to select specific lessons in Khan Academy as this platform provides a correlation between RIT scores and their curriculum.

Quizizz and Quizlet

Quizizz and Quizlet are additional online resources that teachers at Our Lady of the Snows School use to revisit, review and check for understanding. Teachers build their own assignments on any concept and both students and teachers see immediate results. Assignments can be used to formally or informally assess learning. Teachers can also allow students to revisit specific problems they missed.

High School Placement Assessment Data

Students graduating from Our Lady of the Snows School and applying for admission to Bishop Manogue Catholic High School no longer take a High School Placement Exam. Through following the Bishop Manogue Catholic High School math curriculum, our students taking Honors Algebra I or Honors Geometry take the same fall and spring final exams given to Bishop Manogue students in these courses. Our students have done well on these assessments. Typically, 90-100% of our students who take these tests “pass” (receive an 80% or higher) and are placed in the next-level honors course as freshmen. This also allows these students to enter into advanced science courses. Parents often report back that their children are highly prepared to enter into these advanced classes in high school

At the end of each semester, the results from these final exams are analyzed. Middle school math teachers look at specific questions missed and use this information to guide instruction for the following year.

Assessment of Children Religious Education (ACRE) Exam Data

Our Lady of the Snows School administers the ACRE exam to assess student achievement in religion curriculum and spiritual growth in fifth and eighth grades. Our students have always done well and have exceeded the national average. The ACRE exam is administered to the fifth and eighth grade students each spring to collect formal data. The ACRE is designed to assist in the evaluation of religious education programs in Catholic schools. As an integrated assessment tool, ACRE provides faith knowledge questions and questions related to religious beliefs, attitudes, practices, and perceptions. Overall, the students do an outstanding job on this test. In 2019, 100% of our students taking Level 1 in 5th grade scored proficient or advanced, with 58% scoring in the advanced range. This includes both our Catholic and non-Catholic students. Results include specific areas and questions that students missed. Teachers use these results to modify their curriculum. Areas of deficiency are focused on in-depth throughout the following year.

ACT Aspire Assessment Data

The ACT Aspire was administered to students in third through eighth grade in May of each year from 2017 through 2019. This test included English, Science, Reading, Math, and an optional (non-scored) Writing subtest. Scores from ACT Aspire were reported back to the school using two different types of data. The first score was reported to us as a National Percentile Rank so we could compare our students’ performance to other students across the country who took the same test. The second score was reported to us based on ACT’s Career and College Readiness standards. Students’ scores were placed into categories

titled: Exceeding, Ready, Close, and In Need of Support. According to ACT, this score provides a strong indication of whether students have the skills they need to succeed as they begin work at their next grade level. A significant result from our latest (2019) ACT report was that 82% of our students score within the Ready to Exceeding range. Additionally, higher percentages of total students score within the Ready to Exceeding range as they progress through the grades at our school. For example, 64% of third graders were in this range, 77% of sixth graders, and 79% of eighth graders. This shows that Our Lady of the Snows teachers are using the annual results to enhance student learning each year.

Teachers and administrators meet to review these annual results in staff meetings at the beginning of each school year. Teachers receive the results from their students for the previous year. Data from the ACT Aspire allows teachers to see what areas their students did well in and what areas they may need to focus on for the upcoming year.

School-Wide Intervention Specialist

The school has an intervention specialist who works with students in the area of reading, language, and speech. She is a certified special education teacher and speech pathologist. She uses the results of the MAP test and the DRA to inform her instruction, creating small group instruction to work on specific objectives. She is also able to administer a one-on-one, nationally standardized test with students who have been referred for extra assistance. This test is called the Kaufmann Test of Educational Assessment (KTEA-3). This assessment gives nationally normed scores in the areas of Reading, Math, and Writing. The intervention teacher uses this test as a screening instrument when the Student Assistance Team is contemplating whether or not a child should be referred for a complete psycho-educational evaluation, which can be done through the Washoe County School District or a private Psychologist. This test can also be used to monitor student growth from year to year in a more specific and pinpointed way than group tests allow in order to make instructional decisions for these students who need specially modified curriculum and instruction.

Significant Accomplishments:

- Meeting the academic needs of our lowest and highest achieving students with the implementation of 4 different math courses being offered for our seventh and eighth grade students
- Using a Math resource teacher to individual math instruction for students in fifth and sixth grades
- Use of many digital learning tools for in-class and at-home use to remediate, review, or enrich instruction
- Our Lady of the Snows School students scored 100% proficient or advanced on the ACRE Exam Level 1 for the last two test administrations
- 76% of Our Lady of the Snows students score in the high/average range or above on MAP math test and more than 77% score in the high/average range or above on MAP reading in 2020-2021
- Over 90% of Middle School students passing into an advanced math course in high school
- Providing an intervention specialist to give extra support to students in reading, language, and speech

- Created a leveled library for guided reading instruction

Significant Goals:

- Adopting school-wide math, language arts, social studies, and science curriculum that fits the needs of our students

Evidence:

- MAP Test results
- ACT Aspire results
- ACRE results
- *Finding God* textbooks and curriculum
- *Lead 21* curriculum
- *MyAccess* curriculum
- *Big Ideas* textbooks and curriculum
- *Pearson* textbooks and curriculum
- *Math Expressions* textbooks and curriculum
- DRA assessments and results
- QSI assessments and results
- Portfolios
- Lesson Plans
- Teacher Data Collection



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.

Our Lady of the Snows School (OLS) has clearly defined and measurable Schoolwide Learning Expectations (SLEs) and curriculum standards. The SLEs are based on the school crest of faith, leadership, knowledge, and service. The curriculum at OLS is adapted from the Common Core State Standards with an emphasis on our Catholic values. The school has a religion curriculum, which follows the USCCB standards and the Diocese of Cincinnati standards set forth by the Diocese of Reno. Catholic Identity and faith formation are integrated into the total curriculum in all subjects and extracurricular activities through lesson planning, instruction, and assessments. In addition to the textbook, teachers use a variety of supplemental materials including online resources, prayer books, prayers, skits, choral readings, memorization, videos, devotionals, class meetings, class projects, behavioral reflection forms tied to the SLEs, and one to one problem solving to enhance student learning and the integration of Catholic Identity across all curriculums.

OLS measures acceptable progress for all students in their faith formation through daily Religion classes, the SLEs, and by weaving Catholic values into learning throughout the day. Students at OLS know and understand the SLEs and can incorporate them into their daily lives. The tenets of the SLEs (knowledge, faith, service, and leadership) are exemplified daily using the Snowflake Awards. The Snowflake Award program identifies students who demonstrate behavior related to the SLEs. In addition to identifying students earning a Snowflake Award, the person writing the Snowflake Award may circle the SLE that has been modeled, thereby reinforcing the application of the school's SLEs to daily life. Assessing acceptable progress in faith formation for all students also includes using a rubric for monitoring the incorporation of the SLEs into the students' daily lives. Rubrics are grade band appropriate and can be used by both the student as a self-reflection, and the teacher as an assessment. These rubrics are completed by the students at the end of the year. They then become part of the student portfolios which future teachers can reference.

Teachers use a variety of methods to teach the SLEs. The lower grades are responsible for knowing the basic tenets of the SLEs: Faith, Knowledge, Leadership, and Service. Using finger plays, music, chants, connecting SLEs to characters in stories, self-reflection forms, games, application of the SLEs to shared life experiences, and continued reinforcement of the SLEs, students become familiar with them. Other forms of achievement towards the school's SLEs include a school-wide morning assembly at which time the students pray together, and Snowflakes Awards are announced.

The school's weekly Mass readings are prepared by students in grades four through eight. During Lent, students in eighth grade and Kindergarten perform the Stations of the Cross for the rest of the school. In addition, these two groups also prepare and present the All Saints' Day Mass. During the 2020-2021 school year, students participated in Mass by viewing a live stream in the classroom. The class preparing the Mass was able to attend in the church. All students were also able to receive the Eucharist that was brought to the classrooms by our Pastors and eighth grade Eucharistic Ministers. Sacramental preparation, Advent and Lenten

Reconciliation Services, service projects, and school wide religion-focused assemblies are all ways in which the SLEs are being taught, learned, and used.

Our Lady of the Snows School uses the SLEs and curriculum standards to create challenging and relevant learning for all students. These standards are based on a continuum of learning at all levels. Through Professional Learning Communities (PLCs), training, workshops, and one on one peer discussion, teachers can adapt, modify, or create curriculums for all learners. The kindergarten through fifth grade reading and math programs include leveling for all learners. For example, the reading program utilizes leveled readers ranging from two grades below grade level to two grades above grade level. The kindergarten through fifth grade math program offers resources to all learners as well, whether they are above or below grade level. Students in grades fifth through eighth are placed in math classes that best meet their needs. Students' MAP and ACT Aspire test scores, along with in class assessments, and teacher recommendations, are used to determine the math class each student is placed in. Numerous online resources meet the needs of all learners in all grades. OLS has purchased, and uses, a plethora of programs, (IXL and RAZKids for example) especially in the areas of reading and math, to better meet the needs of all learners. Using technology, updated information can be found to make learning relevant to the students' lives today.

OLS continues to stay abreast of current best-teaching practices including curriculum planning to ensure the continuity of learning for all students. In the past, the Diocese of Reno had made available ACE mapping through the University of Notre Dame. This mapping included all subject areas. In addition to the ACE program, OLS has participated in the mapping of the Diocesan Religion Standards. Individual student portfolios in each classroom track student growth and assure consistency in meeting curricular standards from grade-to-grade. This is useful in evaluating and improving curriculum pacing based on the previous year's performance. PLCs enhance effective coordination of curriculum designing and planning. MAP test scores help teachers to adjust curriculum to meet the needs of individual students. Teachers have designated time during PLCs to disaggregate test results, discuss, and share ideas.

The school implemented new online curriculums for various grades in the subjects of math, reading, science, writing, and religion since its last accreditation visit. These additions to our curriculum were driven by a need for new and various ways to access up to date information as we provide instruction using technology. The school continually worked to use and update technology as needed. This drive for new technology was heightened in 2020. The school was able to provide quality education for all students in class and via Google Classroom distance learning. New technology and programs were selected by the school's teachers and administrators. This was done through PLCs and grade level meetings to determine those that would best meet the needs of the students at OLS. During the spring of 2020, teachers participated in an online conference conducted by CUE Bold that focused on blended and online lesson design. Teachers then met as a large group in the summer of 2020 to select additional online curriculum to continue to best serve the needs of all students.

OLS strives to meet the needs of all learners and works to identify groups of students who are low and high achieving. MAP and ACT Aspire results identify quartile placement. The kindergarten through fifth grade math and reading assessments, the Developmental Reading Assessment (DRA), the Qualitative Spelling Inventory (QSI), and the ACRE Religion Test are also used to identify the needs of students, both individually and collectively, who are not making acceptable progress. The Student Assistance Team, intervention specialist, and

aides are instrumental in identifying and working directly with individual students. Identified students may also receive accommodations in terms of homework and classwork to remove obstacles to learning and help them meet their optimal learning potential. Students are partnered with other students in a mentoring/tutoring role in both the image classes as well as the stand-alone grades. Through the help of the the Student Assistance Team, the intervention specialist, and the school aides, students are able to experience small group and one on one instruction focusing on their particular area of need. In addition to the extra services, the intervention teacher meets with those students one or more years behind in reading. Many teachers tutor after school, and all teachers are available to meet with students for additional help throughout the day.

In the 2017-2018 school year, OLS expanded the use of Integrated Multi Age Grouping Education (IMAGE) classes by combining grades one and two, three and four, and seven and eight. This model has allowed the school to better meet the needs of individual students by creating a natural environment for differentiated instruction. In a caring environment, a wide range of abilities and talents make differences the norm. Students learn to become more accepting of these differences, while they stay together for two years. Students learn to work in a rigorous learning environment, taking risks while developing their social, emotional and verbal skills.

Students are able to use a variety of tools and resources to demonstrate their understanding of content, allowing students to have ownership of their learning. This can include the use of technology, as well as hands-on activities. Examples include Google Slide Decks, Flipgrid videos, movies, Google Slide presentations, Kinex, art projects, and oral presentations. The school provides the tools necessary to use technology. The school was already using Raz Kids, IXL, ReadWorks, and Khan Academy. Over time the school expanded the use of this technology and added additional programs such as Accelerated Reader, My Access, Quizizz, Kahoot, Flipgrid, Quizlet, Google Slides, Google Classroom, Google Meets, and ScreenCastify. Teachers have options to modify learning modules within these online resources to better aid student learning.

In addition to standardized testing, OLS uses multiple assessment methods to measure acceptable progress toward the curriculum standards. Assessment methods include MAP testing and ACT Aspire. Within the kindergarten through fifth grade, math and reading programs have differentiated and diagnostic assessments available to the teachers. Kindergarten through sixth grade teachers also use a diagnostic spelling inventory in the fall and spring. All students are given writing benchmarks with three different genres in the fall, spring, and winter. Formative assessments, summative assessments, performance assessments, and projects are additional means with which to measure acceptable student progress toward the curriculum standards. Portfolios that travel with the students are another means of assessing a student's needs in order to measure acceptable progress. With the help of the Student Assistance Team, the intervention specialist, and peer collaboration, students are closely monitored to ensure the goal of making acceptable progress. For more detailed analysis of test data and student improvement, please refer to Section 3D and to the school's Assessment Evidence and individual student portfolios.

OLS communicates student progress toward the clearly defined and measurable SLEs and curriculum standards to all shareholders, including students and parents in a variety of ways. Examples of this include the OLS newsletter, RenWeb, parent meetings, email communications, MAP Reports, ACT Aspire reports, and parent-teacher conferences as

needed. Student Progress Reports are issued every quarter at midterm and followed with report cards at the end of the quarter. The 1-2 IMAGE teachers have also created a skills checklist that accompanies the report card to give specific, actionable information to the parents of students in their classes.

OLS makes extraordinary efforts to ensure all shareholders are apprised at each juncture of student progress. The procedures to ensure staff, students, parents and other school stakeholders understand student progress toward the SLEs and the curriculum standards are highly effective.

Significant Accomplishments:

- Adoption of technological tools and programs
- Adapted teaching with technology both in person and online
- Addition of 1-2, 3-4, and 7-8 IMAGE classes
- More technology in the form of 1:1 Chromebooks
- Regular PLC meetings to discuss disaggregated student assessment data, provide teacher training, and planning

Significant Goals

- Continuing PLCs to discuss disaggregated student assessment data
- Expanding on our proficient use of ever-changing technology to improve student learning
- Provide continuing and expanding opportunities for enrichment to meet the needs of advanced students

Evidence:

- SLE rubrics
- Snowflake Awards
- New technology tools
- Assessment samples
- Portfolio checklists
- Portfolios



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.

Our Lady of the Snows School (OLS) has worked diligently since its last accreditation to meet the goals set through Self Study and the Visiting Committee's Report of Findings. Despite COVID, Our Lady of the Snows School has continued to improve the way that it uses instructional methodology to support high achievement of all students and has participated in professional development to seamlessly implement and utilize 1:1 technology in the classroom. Art and music have been integrated into the academic curriculum for all grades. Systems of accountability have been created to improve student achievement to meet the needs of all learners. Additionally, the school effectively models Catholic values and integrates them throughout daily school life and classroom instruction.

Through its Schoolwide Learning Expectations (SLEs), OLS embraces its mission to guide and nurture all students to be well-rounded leaders and Catholic Christians. The four values embodied by the SLEs: faith, knowledge, leadership, and service, permeate the school's instructional process. School days are rooted in faith, and each day begins with prayer. Daily Catholic Devotions are used to connect the daily devotion to daily life, and teachers work to incorporate the lesson or message of the day into classroom lessons. In addition, a school wide monthly verse is taught and discussed. Teachers model the importance of daily prayer by leading individual prayers in their classrooms before snack, lunch, and at the end of the day.

After staff conversations about what the school's mission and direction is, the mission statement and SLEs still provide a simple, measurable blueprint for who the students could be, not just as members of the school, but also as life-long Catholics and members within the Parish community. The SLEs explain and directly teach, can be assessed, and match the goals of the Parish participation as well as the learning outcomes expected by the curriculum standards and instructional methods used to teach them. The staff meets frequently to analyze and revise rubrics at different grade level bands to assess student knowledge of the SLEs in order to improve the manner in which they are taught and assessed. Specific lesson plans have been developed at the grade level bands to directly teach the SLEs. Artifacts demonstrating student knowledge of the SLEs and student understanding of how they are incorporated into life at OLS are included in student portfolios.

Teachers also maintain classroom prayer centers providing a classroom focus for faith that is based on the liturgical year. This includes the sacramental signs and symbols, a liturgical calendar, and other appropriate marks of faith. Teachers help students develop their leadership qualities giving grades four through eight the opportunity to prepare the readings and petitions for the weekly student Mass and eighth grade students serve as Eucharistic Ministers. Grades Kindergarten through three help with collection. Teachers also support a school wide program of age-appropriate service to various organizations at the parish, local community, and global level. While COVID restrictions have impacted this a bit, students still participate in live stream Mass (or in-person Mass when possible) prepared by grades five

through eight, and contribute to coat drives, food drives, Veteran's Day gifts of appreciation, and families who are in need and going through difficult times.

OLS takes its role as an integral part of the Parish and Diocese very seriously. The Pastor and Principal encourage and support a collaborative approach between the mission of the parish and school to minister to the Parish faith community. Natural attrition of experienced staff members and the welcoming of newer staff provide a forum through which all staff can form a better working relationship and share resources to better benefit all programs of the Parish. The Pastor and the Principal strongly support the ongoing education and participation of all staff members in the faith community. All staff are offered many opportunities to continue their faith formation and are expected to keep their certification current through attendance at the annual Diocesan Conference, staff retreats, and other opportunities provided for continuing faith formation at the Parish and Diocesan level. All staff are offered ongoing mentorship to ensure that their participation in the daily life of the school models Catholic values and presents a united faith to the students. This is integral to evangelization. The Parish/School Committee keeps all staff members informed about continuing education opportunities available to staff, as well as faith and sacramental celebrations for the Parish as a whole.

The school staff works with the priests and music director to provide seasonal celebrations for important liturgical seasons and feast days. The Pastor and Parochial Vicar have made great effort to know the staff as individuals, to assemble a united Parish team, and to set high standards for the way our Catholic faith is witnessed in the school community. The staff of OLS works to inspire each other's faith journey. This inspiration is enriched by the perspective and energy of both new and veteran staff, bringing this knowledge inspiration back to the classroom to share with students.

To further assure best practice in relation to instructional methodology, the Principal has promoted staff development in many areas with an emphasis on technology to incorporate research-based knowledge in development of classroom instructional and assessment plans.

The Intervention Specialist, who is certified in Special Education and as a speech pathologist, along with the Vice-Principal provide information to parents, teachers, students, and advocate for the student's success in the classroom setting. The school's Intervention Specialist and Vice-Principal have been crucial in connecting the staff with educational opportunities and assessments offered by Washoe County School District to support students with special needs.

Since our last accreditation, OLS implemented Integrated Multi Age Groupings in Education (IMAGE) classrooms in the primary grades and the middle school, a research-based practice that allows for optimization of academic differentiation as well as social emotional skills and development. Teachers and families have the opportunity to build relationships over time and students' needs are better met by standards and curriculum. The access to older and younger peer interactions adds more opportunities for meeting the needs of individuals.

In order to better meet the diverse needs of our middle school students, several math courses have been created. Higher level learners are challenged in a high school type setting with

Honors Algebra and Honors Geometry classes which follow Bishop Manogue High School's curriculum. Pre-Algebra and Middle School Math are also offered. Test scores and teacher recommendations are used to place students in middle school math classes. OLS math classes generally have less than 15 students per class.

Diocesan standards based upon the ACE Collaborative work are the guiding principles in academic instruction. The Principal has been very supportive of professional development opportunities including the Professional Learning Communities (PLCs) and outside presenters to make sure all staff members are knowledgeable about the standards and learning effective instructional methodology and practices to support student achievement. In-house training provided by experienced staff members better unify teaching approaches and techniques. The Principal allows time for professional development, as well as proactively identifies funding and resources in the Diocese and Washoe County School District. Additionally, the Principal has provided professional development opportunities in differentiated instruction to enable teachers to effectively teach and reach more students. Teachers have had professional development in areas such as Suicide Gateway Training, Document Based Questions (DBQs), Project Tahoe, Becoming a Writer, Close Reading, CUE BOLD Internet/Distance Learning, Number Talks, EduProtocols, and Google Classroom. In-house training provided by OLS staff included five days of applications in distance learning programs.

Using standards, considering the diversity of student strengths and learning preferences, along with teachers appreciating a variety of ways students can show what they know, means that assessment is frequent, varied, and matched to the curriculum standards and learning styles of the student. Teachers are encouraged to assess the learning styles of their classes at the beginning of the year in order to make instruction more relevant and effective.

Technology curriculum and distance learning have increased the need for student exposure to and proficiency with 21st Century skills. Typically, the technology lab uses the Creative Learning System Lab technology, which offers a research-based approach to the introduction of technological skills to students of all ages. Due to COVID restrictions, the lab is not currently in use. Instead, the technology teacher comes to the classroom and uses 1:1 technology to teach computer skills and concepts. In a developmentally appropriate way, students throughout the grades are scaffolded through basic computer skills and leveled projects in the areas of robotics, graphic design, electricity, hydraulics, solar energy, flight, photography, sound mixing, and computer programming.

OLS invested in 1:1 Chromebooks to meet the demand for the use of technology and as part of our COVID response. Class carts are available to each teacher. Staff members have continued their education in the use of technology for project and individual learning and are resources to one another. Students in the upper grades also use graphing calculators as part of their instruction in math and science. Students routinely use technology in researching, designing, and presenting information to the class, both as individuals and in groups throughout the subjects and the grades. There are a variety of research-based online programs being utilized school wide such as Google Classroom, IXL, RAZKids, AR, Khan Academy, Quizizz, Flipgrid, Kahoot, Screencastify, and keyboarding.

Formative assessments such as anecdotal observations during reading groups, exit tickets, homework, and directed question and answer sessions are used daily at all grade levels. These assessments help identify the possible need for re-teaching of concepts or adjustment of instructional pacing. Summative assessments designed to assess mastery are done less frequently, but can include at the lower grades, weekly quizzes in math or language arts based on differentiated expectations. Both DRA and QSI assessments are given regularly. Summative assessments in grades six through eight take the form of traditional objective tests, oral tests, performance tasks, project-based assessment, or essays. In grades Kindergarten through eight, MAP tests are administered three times a year to monitor progress and inform instruction, and the ACT is given in the spring for grades three through eight. Writing benchmarks are given three times a year. The ACRE test is administered to grades five and eight annually, except for the 2020 school year due to COVID.

Assessments are matched to the learning styles of the students. This can include expectations matched to ability based on the recommendation of the Intervention Specialist. Project design options presented to students, possibly as menus, tic-tac-toe, or simply choices from a list, match different learning styles. The middle school students have experienced three different formats of standardized, norm-based testing over their schooling. The MAP and the ACT Aspire testing have given them experience taking both timed and untimed, paper and pencil, and technology-based assessments. There is more emphasis on interpretive and claims-based writing, not simple content-based answers. More opportunities are provided for writing in a variety of contexts including Writing Workshop Centers, Daily Catholic Devotions, Exemplar Texts, DBQs, and writing to school wide writing prompts, which are then scored based on the writing traits. Students are encouraged to talk with each other about approaches to a problem and defend their answers.

Teachers observe students' test taking strategies and strengths and have adjusted assessment methods to help them become better test takers. For example, newer tests aligned with national standards involved closer reading of word problems, familiarity with multi-step thought processes, critical thinking skills, and writing. The teachers are working to incorporate these skills into classroom environments to best support high student achievement.

Disaggregation of these test results include specific standards/skills to be addressed in the academic classroom, specific skill trends observable across multiple grade levels, and longitudinal growth of students in the school. The test scores of individual students are invaluable for targeting instruction and assessment to particular skills within the curriculum. They also drive decisions around professional development needs.

Knowledge of curriculum standards, testing formats, and 21st Century learning skills provide the framework for instruction and choice of instructional methodology within the classroom. Focus on higher level thinking skills, types of questioning, and critical writing have changed the instructional approach in the classroom in incorporating less teacher-directed whole class instruction, and more problem solving, reflective writing, and project-based learning. Students are encouraged to communicate more directly with each other in the classroom while constructing their knowledge. To clarify what students are supposed to be learning and doing, the language for directions and objectives has been standardized to match the language students will need to recognize on standardized assessment. Homework assignments have

been redesigned in many cases to match the curriculum-based instruction occurring in the classroom. Homework in grades kindergarten through fourth is centered on nightly reading. The decision to eliminate formal homework assignments was based on research and the desire to put more focus on family. The overall conclusion in the many articles that were discussed in our PLC meetings said that while homework has a significant benefit at the high school level, the benefit drops off for middle school students and there's no benefit at the elementary school level, OLS has implemented many family nights (except for the 2020-2021 COVID year) including Reading Night, Science Night, Math Night, and Game Night.

Teaching staff communicates regularly with families through email or RenWeb regarding the progress of all students. Upper grade students check grades, weekly lesson plans, and progress on RenWeb. This helps in preparing them for high school by having them take initiative and advocate for themselves and their learning.

Teachers are encouraged and supported to continually improve their teaching skills and abilities through the support of administration, other staff, and professional development opportunities to assure instructional methodology is both appropriate and effective and that measurable student achievement is a reality.

Significant Accomplishments:

- Supportive administration
- 1:1 Chromebooks
- Continued Parish/school communication (social media, priest presence)
- Technology and Distance Learning curriculum
- IMAGE classrooms
- Differentiated math courses in grades fifth through eight
- Professional learning opportunities
- Use of Accelerated Reader (Renaissance)
- COVID response - immediacy of creating a Distance Learning Program to finish the 2020 school year, the development of Distance Fridays for the 2021 school year, and meeting CDC recommendations for in-person learning

Significant Goals:

- New textbook adoption for math
- Update reading resources to match IMAGE class configurations (reading curriculums)

Evidence:

- Samples of summative and formative assessments aligned to Standards/SLEs
- In-Depth Studies
- Records of Staff Development Program
- Use of Federal Program funds for staff development
- Samples of integration of technology into instruction
- COVID response plan for re-opening the school



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.

Our Lady of the Snows School (OLS) has established a positive learning environment that nurtures both faith and academic excellence. Inspired by the mission statement, students are encouraged and guided to become young leaders who love God, learning, and their neighbors. The school partners with parents to provide opportunities and activities that help the students grow spiritually, academically, and socially. OLS offers a variety of curricular and co-curricular opportunities for students and families. During the school day, classes in physical education, technology, music, performing arts, and art complement the core academic schedule. OLS takes a family-focused approach, recognizing parents as the primary educators. The staff of OLS has made a concerted effort to create extracurricular activities that foster the family and support parents. The before and after school care program has designated homework time. The school intentionally limits the number of extracurricular programs offered after regular school hours so that parents will not feel stretched thin trying to get their students to outside activities. The teachers host family nights focused on the learning benefits of reading and playing games. This also gives families a night off of homework and a chance to connect with each other as part of the learning community. The school newsletter serves as an important form of communication to help parents keep informed of school activities, recognition awards, upcoming events, and service opportunities.

Spiritual growth and the development of a strong, authentic Catholic Identity among all members of the school community is a priority for OLS. Faith is formed in prayer during morning assembly, by daily study, daily Catholic devotions, and reflection of lessons. Students learn about faith from the lives of the saints, weekly participation in school Mass, family participation with the traveling Mary statue, middle school participation with Youth Ministry, and varied service opportunities throughout the year. Eighth grade middle schoolers are encouraged to take a faith leadership role by volunteering to be Eucharistic Ministers for weekly school Mass. In addition, the school student council's adopted motto "Leadership through Service" provides a vehicle for inspiring daily faith-filled living among students, parents and faculty.

Faith formation is an integral part of the school. The school continues to work on the whole person and teaches the students to be followers of Christ. The Schoolwide Learning Expectations (SLEs), incorporated in each lesson throughout the school day, emphasize the qualities of knowledge, service, faith, and leadership. A monthly memory verse is shared throughout the school and practiced daily, so that students have the opportunity to learn and memorize scripture. In conjunction, Project Snowflake provides the opportunity to recognize those qualities in both students and faculty who are recognized with a Snowflake Award. OLS celebrates and honors Catholic traditions and holidays. The school begins the day with a prayer and often recognizes the Saint of the Day. This special intention connects students to their daily devotional. Prayer is said numerous times throughout the day including before

snack and lunch, and at the end of the day. Each classroom has a prayer center that allows students to take a moment of their time, when in need, and pray for whatever is in their heart.

A safe school environment is imperative for student success. Recognizing this, OLS has a school safety officer who manages the school safety program and provides staff training. The Code Blue Team is CPR and AED certified. All of the teachers are Epi-pen trained. Emergency exit maps are mounted next to the door of each classroom, along with an emergency procedure manual with sections including fire drill, disaster plans, health, and field trip emergency checklist. The school conducts monthly drills that vary from fire, lockdown, and earthquake to better prepare in case of an emergency. The school campus is protected by recorded video surveillance and bullet-proof windows, which prohibit people from seeing inside the school. All visitors must report to the main office to be allowed access to the school. All OLS teachers and volunteers are required to wear bright yellow jackets on the playground that are highly visible to students and other staff members. Staff at OLS takes responsibility for the safety of the school's students. Teachers, administrators, and parent volunteers work in teams to provide supervision on the playground during recess times, outside, before, and after school for pick up and drop off. During the COVID pandemic, safety measures for both students and teachers have been implemented, such as masks, temperature checks, closed campus, social distancing, and deep-cleaning.

The guiding intent of the Our Lady of the Snows School discipline policy is to assist and promote students to be responsible, moral, and ethical. This policy creates an environment parallel to our Catholic Social Teachings which states each person has a commitment to observe and practice the rights and responsibilities to create a healthy community and promote human dignity. Discipline is administered on a student-by-student basis, with the common goal and purpose to redirect so that behaviors are parallel to the expectations of the SLEs. Yearly, students have SLE reflections that reinforce the understanding of the SLEs. Teachers structure discipline based on the Handbook Policy and implement it on an individual basis to create new and improved behaviors and responsibilities. These methods are then shared in Professional Learning Communities (PLCs) to develop new positive behavior goals throughout the school community. Grades Kindergarten through four conduct weekly class meetings where students are able to discuss problems that might have arisen during the week. The main goal of these meetings is to provide a safe space for students to express their feelings, and with the help of the teacher come to an appropriate resolution with their peers. In these meetings, students learn how to discuss their feelings and respond to feedback from one another.

At OLS, any student who is recognized as a candidate for academic assistance is assessed by the Student Assistance Team (SAT) upon request of the teacher and/or the parents. These students are assessed through formal and informal testing and observations. A learning plan is developed for the students with a diagnosis from an outside psychologist or from our assigned school psychologist from the Washoe County School District. The Intervention Specialist evaluates students after they are initially referred for assistance and gives strategies or direct services that may be implemented in the classroom. Reassessment of these students is given within a certain time period, evaluation of progress is analyzed, and recommendations are implemented. Any students may be moved to the next level of help due to lack of progress based on observation and/or documentation.

Each part of the school's student support program provides an increasingly intensive level of support, beyond the general curriculum, for students who experience learning difficulties with either reading or speech and language. All students in the program are assessed three times a year using MAPS and other informal measures to gauge their progress and help determine if they are showing adequate academic growth. Depending on the age of the student, they might also be assessed with ACT Aspire and the DRA. Individual Student Support Plans (ISSPs) are administered by the school's intervention specialist, the classroom teacher, and the vice-principal. Plans may often include small group instruction from the intervention specialist as well as in-class support. During the plan implementation the intervention specialist collects formal and informal data including an additional winter DRA score. After 6-12 weeks, the team meets again to review the data and update the goals and objectives. Students will move through differentiated support levels based on their academic needs:

Level One – teachers will use differentiated strategies within the classroom using the general curriculum to address specific educational needs.

Level Two – Based on progress data, students who are performing below their potential in Level One will be provided supplemental interventions matched to their needs. The Student Assistance Team will monitor the child's progress, and parents and teachers will receive ongoing feedback.

Level Three – Students who continue to struggle in Level Two will receive more intensive interventions and the level of instructional support will be increased. If adequate progress is not made, the team will meet with the parents to discuss alternatives, which may include referral for assessment outside of the school. Assessment is provided for Our Lady of the Snows students through the Washoe County School District's Child Find program. Information on accessing this service is provided to parents and the Student Assistance Team will facilitate this process if the parent wishes.

Strong academic students successfully completing grade level academics are candidates for a more challenging curriculum. By assessing grades and work product, teachers are encouraged to implement challenging alternatives to the regular curriculum. OLS has a site license for IXL, which is a math, language arts, social studies, and science online learning curriculum. Students are given advanced work in all subjects based on their ability to complete this advanced curriculum. The use of Khan Academy is used for flipped learning and enrichment. The school's Kindergarten through second grade classes use the program RAZKids to enhance and challenge students at their own reading level. The school's third through sixth grade classes use Accelerated Reader to encourage independent reading and assess reading progress. Students choose books that are on their own reading-level and complete a short assessment when they are finished with the book to check if they have understood it. Students who are advanced in language arts, history, math, or literature are given the opportunity to explore and develop academically on an individual basis. Class grouping are used to encourage advanced learning within a small group of a particular class. In grades six through eight, students who have scored at the high achievement level on both classroom and formal tests are given the opportunity to move from current grade level math curriculum to more advanced math using a high school curriculum.

Technology is an integral part of the excellence in academic goals that are present at OLS. Each classroom has an interactive whiteboard to allow for the newest and best in technology. Continual professional development is essential for teachers in the use of all technology. Training at the introduction, implementation, and advanced levels are all available for teachers ranging throughout these skill levels. Each classroom at OLS has a class set of computers. The students at OLS have the opportunity to use computers anytime throughout the day. The implementation of 1:1 Chromebooks in every classroom has made the technology lab obsolete, so OLS recently dismantled the lab and moved technology instruction into the classrooms. The students receive weekly training conducted by our professionally trained instructor in their classroom. This instruction is student centered skill, enrichment, and enhancement for advanced technological education. Teachers from fifth grade to eighth grade have been given an iPad and instruction with the use of Apple TV. Students can find excellent resources with the training they have received and the use of technology. Teachers can utilize Google Classroom for distance learning, individualized instruction, and assessment. The students are engaged at each individual level and thoroughly enjoy learning and creating using technology. OLS has been committed to the continued success of technology to create excellence in Catholic education.

In addition to academic support and use of technology to enhance student success, OLS is committed to nurturing the whole child. For this reason, art, music, technology, and physical education are important components of the school day for all students, kindergarten through eighth grade. The school has three part-time art teachers and art is particularly integrated into the school's religious education curriculum. OLS recognizes the many benefits of exposure to music and has made a strong commitment to building a comprehensive music program. On a basic level, most classes in the school practice singing regularly in order to help support the choir at the weekly school Masses. Approximately five years ago, the school revamped their existing music program to include more direct instruction in music theory and practice, culminating in the construction of a music room with percussion instruments and a part-time music teacher. The students in kindergarten through sixth grade at OLS have attended music weekly, ranging from 30-60 minutes depending on grade level and rehearsal needs. There are several performance opportunities for Snows students throughout the year. In the past three years there has been a performance ensemble comprised of students who come in before school or at their lunch time to take part in this group. The ensemble group leads the singing at the weekly school Masses and has done various performances in the community. This year there will also be an opportunity for middle school students to take part in a drumming group. The school also offers physical education instruction for all grades, two to three times per week. Students are exposed to a variety of athletic games, health and nutrition information, and set fitness goals. The school is also an enthusiastic participant in Catholic Youth Organization (CYO) athletics for both boys and girls in fifth through eighth grade.

Significant Accomplishments:

- Comprehensive safety program and enhanced campus security, especially in response to COVID
- Service driven Religion Curriculum
- Improved partnership with Parish Youth Ministry

- Improved technology accessibility and training
- Meeting the needs of individual student academic needs
- Schoolwide memorization of verse of the month
- Middle-school and Kindergarten buddy system

Significant Goals:

- Support further development of learning support program for students in lowest quartile or who need support, especially in math
- Identify and support students in the highest achievement quartile to ensure they are appropriately challenged and showing growth.
- Provide Professional Development for teachers in technology use for varied devices and incorporation into daily classroom usage to aid in differentiation and improved student learning.

Evidence:

- Parent surveys
- Teacher CPR/AED/EPI pen training
- Catechist Certification
- IMAGE classrooms
- 1:1 technology for all classrooms
- Eucharistic Minister training for eighth graders
- Monthly Youth Ministry meeting with middle schoolers
- COVID response plan for reopening the school
- School remained open safely throughout the COVID pandemic 2020-2021 school year
- Smaller class sizes in middle school math classes



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.

Our Lady of the Snows School (OLS) develops and implements financial management procedures that support student success and school stability. Revenues and resources are managed with full attention to providing an exceptional Catholic education, while at the same time making the tuition for that education affordable to as many families as possible. The management of finances at OLS is in accord with Diocesan directives. There is appropriate oversight of all fiscal matters and resources are allocated to meet needs determined by on-going assessment of student learning and shareholder satisfaction. The 2021-2022 budget of OLS provides a clear picture of how the school utilizes resources to best meet the objectives of its SLEs, building a Catholic learning community focused on knowledge, faith, leadership, and service.

The preliminary budget process at OLS begins in January in order to set tuition rates for the following year. This preliminary budget is drafted by the School Finance Committee and is submitted to the School Board in February for approval. The final budget is completed in September once enrollment figures are solidified for the year. This budget is submitted to both the School Board and the Parish Council finance committee for review and approval. The Parish Council finance committee is comprised of parishioners with backgrounds in business and accounting. The School Finance Committee is comprised of the school Principal, Business Manager, the School Board Treasurer, and one other appointed member from the School Board. The School Board Treasurer has a finance background and holds a degree in accounting. The Principal and the School Board Treasurer make monthly financial reports to the School Board, and the School Board Treasurer reports monthly to the Parish Finance Council. In State of the Parish and State of the School addresses, the Pastor shares this information with all shareholders in the school. General financial reports are also routinely made to the School Board and Parent Teacher Organization (PTO) who disseminate this information to school families. The OLS budget is adjusted based upon changes in enrollment if necessary; however, this is a very rare occurrence as the school practices very conservative budget planning and builds reserves into most budget categories.

In line with Diocesan standards, the school undergoes an annual audit, conducted by the Diocese. Additionally, the School Board periodically hires an independent accountant to review the books and submit a report to them. The school follows all audit recommendations to be in accordance with proper procedures in relation to cash handling, budgeting practices, tuition collection, accounting, and record keeping. Revenue reflected in the school's annual budget comes from tuition, a parish subsidy, and trust income. Grants, gifts, and fundraising monies are not counted in the annual operating budget.

An OLS teacher, employed by the Washoe County School District using Title I funds, provides tutoring for qualifying students. Funding for this program is based on the number of Title I

eligible students enrolled in OLS as of May the preceding spring of each year. Additionally, OLS participates in professional development activities that are sponsored by the Diocese using Title IIA funds.

OLS has one long-term restricted Endowment Fund that currently holds slightly more than \$1,200,000. The school may use 5% of the interest earned on this fund; however, to use this money the school must put a request in writing to the Diocese and have corporate board approval. The school also receives \$150,000 annually from what was previously known as the Thompson Trust. Recently the trust holdings were liquidated, and we now keep the \$3,494,000 in proceeds with the Reno Diocese Catholic Charities Fund. Approximately, \$75,000 goes towards the school's operating budget and \$75,000 is allocated for tuition assistance. OLS receives tuition assistance scholarships of up to \$2,000 per qualifying student per year through the Diocese of Reno Scholarship Program (D.O.R.S.) depending on verified FACTS applications. The School and Parish are in the middle of a capital campaign to fund the construction of the new Parish Community Center which will include a gymnasium, church offices, and more classrooms. Payments towards this capital campaign are being managed by the Parish.

Based on information gleaned from data analysis, a comprehensive plan was made to allocate funds in the budget for on-going professional development, new computers, equipment, and software updates. All of these updates have been accomplished since our last accreditation visit. The school budget specifically allocates money for textbook replacement, safety, and technology upgrades in order to be responsive to student learning needs as they are discerned from data analysis. Additionally, money is budgeted for faith formation for staff, students, and parents. The faith formation budget allows the school to offer retreat opportunities for students, parents, and staff, as well as update religion materials, add sacramentals to enhance the Catholic environment of our school, bring in speakers and retreat leaders, and participate in Diocesan faith-formation conferences. Through funding of the "Faith in Action" program, the school is able to live out its charism to preach through both word and deed. As a practical application of the school's SLEs, students are provided opportunities to participate in service and leadership, and funding for instructors, materials, and program costs are all included in the annual operating budget.

Resource management has been an area of strength at OLS for the last six years. Supported by steady enrollment and wait lists, tuition has been a reliable revenue source. Additionally, the School Board has received tremendous community support in response to its current capital improvement campaign. Gifts, grants, and donations from shareholders, especially currently enrolled families and families of alumni, as well as alumni who are Parish members, allowed the Parish to raise \$5,000,000 which is almost half the money necessary to complete the expansion of the school/parish addition.

To ensure financial stability, the school maintains an Emergency Fund, in accordance with Diocesan policy, of three-month's expenses. There is also a \$25,000 line-item in the budget for general improvements. Money not spent from year to year from this line item goes to the Emergency Fund.

Since our last Self Study, there were several improvements that drove the planning of the school and management of resources. These goals were primarily to:

- Raise Teacher salaries to be competitive in our local community
- Update technology resources to move to a 1-1 platform where every student has a Chromebook specifically for their use in their classroom
- Upgrade safety features of our campus such as adding bullet proof glass in our school entry, applying reflective safety coating on all exterior windows, and installing security cameras throughout our building (inside and outside)
- Enhance our front landscaping; this included new trees, flowers, bushes, turf and benches for the students to enjoy during recess and outdoor lunch
- Improve our air quality in the building by installing a new HVAC system in the multipurpose room in the basement

Over the last six years in particular, these goals have been accomplished. The school recognizes that creating a strategic plan to continue this trajectory of stability and success is an important next step for OLS.

OLS is in a fiscally strong position and appropriately manages its resources. Consistent oversight, responsible budget practices, long term savings, endowments and high enrollment allow the school to provide an exceptional Catholic education to the 237 families it serves, and to provide salaries on par with the local school district in order to attract the best teachers for the school's students. Tuition assistance provides the opportunity for OLS to offer enrollment to families who may not otherwise be able to afford a Catholic education. Providing this assistance is something OLS values being able to offer. Generous shareholder support has allowed the school to upgrade its campus and curriculum, especially in regard to its arts, science, and technology programs.

Significant Accomplishments:

- 1:1 Chromebooks at all grade levels
- New and expanding Music program
- Expanded Art program hiring multiple art teachers for all grade levels
- HVAC system upgrade
- Safety equipment installed (cameras and bullet-proof windows)
- Fiscally sound budget and resource management
- Savings and Emergency Fund
- Increased Teacher salaries

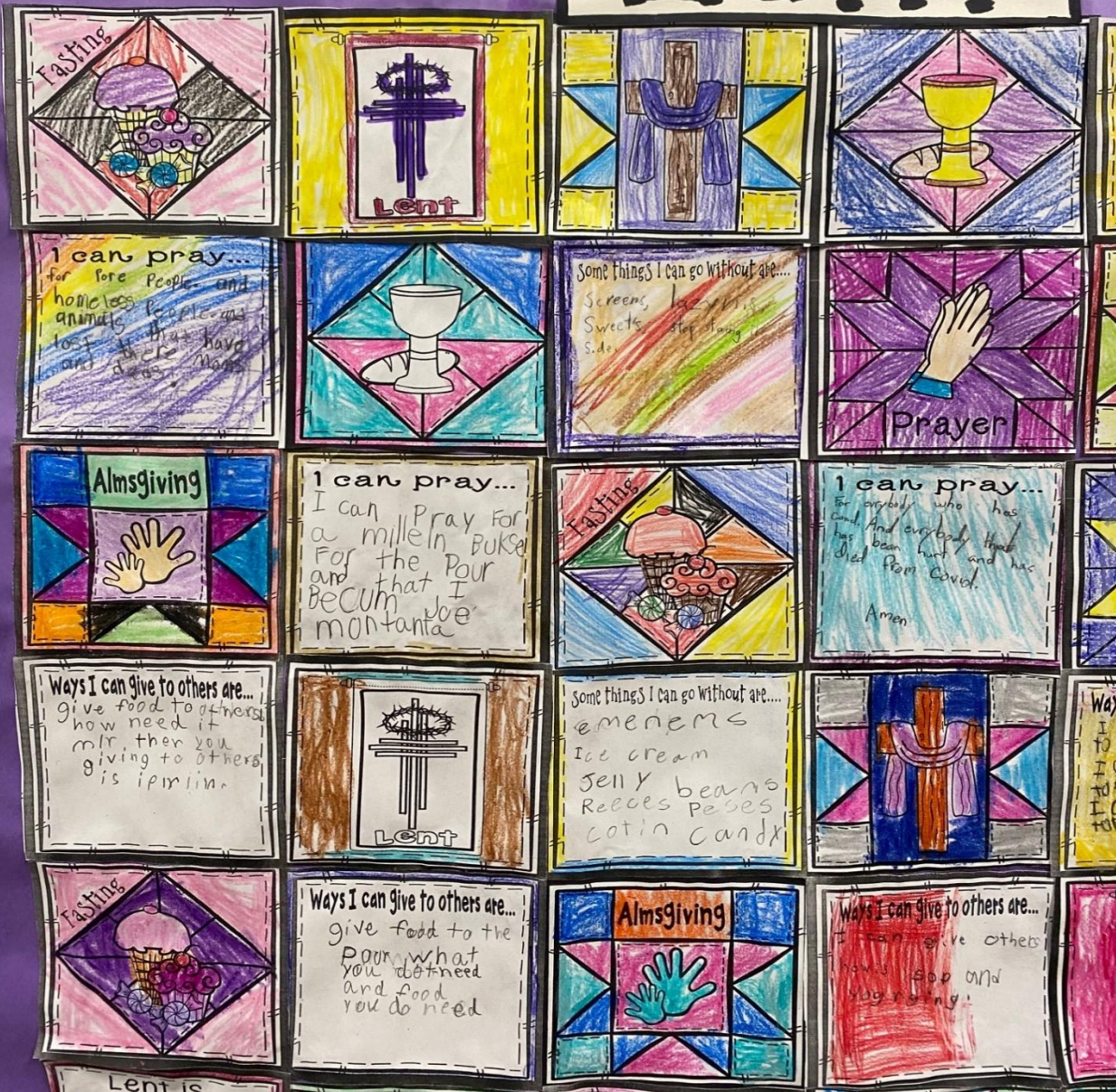
Significant Goals:

- Increase availability of scholarships
- Continue to support funding to hire and retain the best teachers
- Create strategic plan

Evidence:

- Financial statements
- Budget
- 2020-21 Audit
- Campus Tour of upgrades

Lent



CHAPTER 4 –ACTION PLAN

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

List of Significant Accomplishments from Chapter 3:

- Meeting the academic needs of our lowest and highest achieving students with the implementation of 4 different math courses being offered for our seventh and eighth grade students
 - Using a Math resource teacher to individual math instruction for students in fifth and sixth grades
 - Use of many digital learning tools for in-class and at-home use to remediate, review, or enrich instruction
 - Our Lady of the Snows School students scored 100% proficient or advanced on the ACRE Exam Level 1 for the last two test administrations
 - 76% of Our Lady of the Snows students score in the high/average range or above on MAP math test and more than 77% score in the high/average range or above on MAP reading in 2020-2021
 - Over 90% of Middle School students passing into an advanced math course in high school
 - Providing an intervention specialist to give extra support to students in reading, language, and speech
 - Created a leveled library for guided reading instruction
-
- Snowflake Awards
 - Snowflake Bulletin Board
 - Implementation of the Living Faith Kids Daily Catholic Devotional books
 - Mission Statement mural created by the student body
-
- Tuesday newsletter has an updated, easy to read format
 - New code blue training done in 2021
 - All teachers are EpiPen trained annually
 - Updated security camera system
 - Teacher training on Digital Learning done in-house by teacher experts
 - All teachers attended QUE BOLD training on-line
 - Teachers created Summer Reading Night and trained parents in grades Kindergarten through fourth

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 - Over 90% of Middle School students passing into an advanced math course in high school
 - Providing an intervention specialist to give extra support to students in reading, language, and speech
-
- Created a leveled library for guided reading instruction
 - Adoption of technological tools and programs
 - Adapted teaching with technology both in person and online
 - Addition of 1-2, 3-4, and 7-8 IMAGE classes
 - More technology in the form of 1:1 Chromebooks
 - Regular PLC meetings to discuss disaggregated student assessment data, provide teacher training, and planning
-
- Supportive administration
 - 1:1 Chromebooks
 - Continued Parish/school communication (social media, priest presence)
 - Technology and Distance Learning curriculum
 - IMAGE classrooms
 - Differentiated math courses in grades fifth through eight
 - Professional learning opportunities
 - Use of Accelerated Reader (Renaissance)
 - COVID response - immediacy of creating a Distance Learning Program to finish the 2020 school year, the development of Distance Fridays for the 2021 school year, and meeting CDC recommendations for in-person learning

- Comprehensive safety program and enhanced campus security, especially in response to COVID
 - Service driven Religion Curriculum
 - Improved partnership with Parish Youth Ministry
 - Improved technology accessibility and training
 - Meeting the needs of individual student academic needs
 - Schoolwide memorization of verse of the month
 - Middle-school and Kindergarten buddy system
-
- 1:1 Chromebooks at all grade levels
 - New and expanding Music program
 - Expanded Art program hiring multiple art teachers for all grade levels
 - HVAC system upgrade
 - Safety equipment installed (cameras and bullet-proof windows)
 - Fiscally sound budget and resource management
 - Savings and Emergency Fund
 - Increased Teacher salaries

List of Significant Goals from Chapter 3:

- Increase opportunities both through professional development and online access to complete the Catechist Certification process
- Improve service-oriented outreach to Church and the civic community for students, faculty, staff, and parents
- More intentional service project activities; in and out of the school
- Place more emphasis on the importance of the Mission Statement and how it connects to the students' growth
- Continuing Staff development for incorporating technology
- Parent Nights for Math and Science
- Revisit Standards Mapping in Social Studies and Science
- Adopt new instructional materials in Language Arts and Math that align with IMAGE classrooms
- Adopting school-wide math, language arts, social studies, and science curriculum that fits the needs of our students
- Continuing PLCs to discuss disaggregated student assessment data
- Expanding on our proficient use of ever-changing technology to improve student learning
- Provide continuing and expanding opportunities for enrichment to meet the needs of advanced students
- New textbook or materials adoption for Math, Science, and Social Studies
- Support further development of learning support program for students in lowest quartile, especially in math

- Identify and support students in the highest achievement quartile to ensure they are appropriately challenged and showing growth.
- Provide Professional Development for teachers in technology use for varied devices and incorporation into daily classroom usage to aid in differentiation and improved student learning.
- Update reading resources to match IMAGE class configurations (reading curriculums)
- Increase availability of scholarships
- Continue to support funding to hire and retain the best teachers
- Create strategic plan

Critical Goals to be Addressed:

1. Implement the Nevada Academic Content Standards in Mathematics that are based on the Common Core standards to improve math education and achievement for all students.
2. Implement the Nevada Academic Content Standards for Social Studies to improve Social Studies education and achievement for all students.
3. Implement the Nevada State Academic Content Standards for Science based on the Next Generation Science Standards to improve Science education and achievement for all students.
4. Adopt new Reading/Language Arts materials to create a vertically aligned curriculum across grades K-4.
5. Improve service oriented activities, in school and in the community, to make them more intentional.

Goal #1: Our Lady of the Snows School will realign math curriculum with the Diocese of Reno Math Standards to better match our current class configurations and course offerings to improve math education and achievement for all students.

In the past six years our school has undergone changes in the classroom structure and course offerings. We now have all IMAGE classes in first through fourth grades. We have three classes of first and second graders and three classes of third and fourth graders. In the upper grades we have implemented new course offerings in math. In the middle school, we offer middle school math, pre-algebra, Algebra-H, and Geometry-H. In order to prepare students for the more advanced math classes in middle school, OLS now offers advanced fifth and sixth grade math classes as well. This new classroom structure and course offerings have required us to look differently at the way math is taught and the materials that are used. OLS needs to realign our curriculum and revisit the standards to better match the

developmental teaching and learning that occurs in an IMAGE classroom. We also need to realign our curriculum and standards in the upper grades in order to ensure that all students continue to learn the foundational skills of math while learning in an accelerated class to prepare them for the high school honors math classes that we offer. Accomplishment of this goal will ensure that we align standards, resources, materials, and technological advances to improve instruction and student achievement.

Goal #2: Our Lady of the Snows School will unpack and implement the new Nevada Academic Content Standards for Social Studies, while incorporating the Peace and Justice standards from our previously adopted standards which reflect our Catholic values, to improve Social Studies education and achievement for all students.

During this last accreditation cycle, the Nevada Academic Content Standards for Social Studies were adopted in 2018, and these standards are vastly different in content and process than the Social Studies standards that the Diocese had previously adopted. These new standards include six content areas: history, multicultural, civics, geography, economics, and financial literacy (in grades 3-12 only). The standards consist of K-5 standards that are grade specific whereas the 6-8 standards are grade banded by content area. Each grade level includes a set of disciplinary skills, which set the stage for skill development and an analysis of rich inquiry digging deep into primary and secondary texts, documents, and media sources. OLS school will need to incorporate the areas of our last standards that reflect our Catholic values, Peace and Justice, to make the new Nevada standards more relevant for Our Lady of the Snows School. These changes to the standards will require our teaching staff to learn more about the new standards, explore available instructional resources, receive training, incorporate our Catholic values into the standards, and select materials that will assist in teaching them in order to improve student achievement.

Goal #3: Our Lady of the Snows School will unpack and implement the new Nevada State Academic Content Standards for Science based on the Next Generation Science Standards while adapting them to reflect our Catholic values to improve Science education and achievement for all students.

During this last accreditation cycle the State of Nevada adopted the current Nevada State Academic Content Standards for Science (NSACSS) based on the Next Generation Science Standards (NGSS). The Next Generation Science Standards are a set of K–12 science standards that were developed by states, for states. The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers. These current standards are vastly different both in expectations for learning and approaches to teaching science than the last standards that were mapped as a Diocese in 2015. For this reason, the Diocese of Reno Superintendent supplied all teachers with an extensive document created by the California Catholic School Superintendents' Curriculum Committee after the new standards were released. Thankfully, this document includes standards that

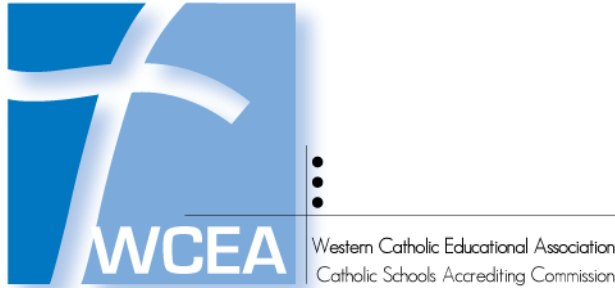
reflect Catholic values, so OLS teachers have started to use this as a platform to begin to incorporate these values with the Nevada standards. However, OLS teachers have had no formal training on the NGSS and the standards that incorporate Catholic values, and these standards represent the need for significant instructional changes in order to impact student learning. These changes to the Science standards require our teaching staff to learn more about the new standards, explore available instructional resources, receive training, incorporate our Catholic values into the Nevada standards, and select materials that will assist in teaching them in order to improve student achievement.

Goal #4: Our Lady of the Snows School will adopt new Reading/Language Arts materials to create a vertically aligned curriculum across grades K-4.

Our Lady of the Snows School adopted the Lead 21 reading/language arts program back in 2012. Although this program is based on the Common Core Standards that are still current today, our needs have changed with regard to instructional materials with the implementation of the IMAGE classes in the primary grades. Instruction must be more developmental, and it is not optimal to use a program that was designed for specific grade level usage. We have done many things in the last years to supplement the Lead 21 program, including the creation of a leveled library with book sets at many reading levels for teachers to use during guided reading groups. However, our Self Study meeting discussions revealed that it is time to create a cohesive and vertically aligned plan, that would include obtaining common materials, in order to improve our reading/language arts instruction and student achievement.

Goal #5: Our Lady of the Snows School will improve service oriented activities, in school and in the community, to make them more intentional.

Our Lady of the Snows School is proud of the service work that we do in our school, our parish, and our community. The school has made strides in increasing its expression of the school's Catholic Identity through service. While this is an area of relative strength for the school, we are always looking for ways to improve service opportunities for both students and parents. By increasing our faith through service, the school community will encourage a deepening faith journey for our school families and provide an experiential opportunity for faith formation.



Improving Student Learning for Catholic Schools

Appendix F-1

Action Plan for Our Lady of the Snows School
WCEA School Code E443

Goal #1: (from Chapter 3-C, D, F, G) **Our Lady of the Snows School will realign math curriculum with the Diocese of Reno Math Standards to better match our current class configurations and course offerings to improve math education and achievement for all students.**

Rationale for this Goal: In the past six years our school has undergone changes in the classroom structure and course offerings. We now have all IMAGE classes in first through fourth grades. We have three classes of first and second graders and three classes of third and fourth graders. In the upper grades we have implemented new course offerings in math. In the middle school, we offer middle school math, pre-algebra, Algebra-H, and Geometry-H. In order to prepare students for the more advanced math classes in middle school, OLS now offers advanced fifth and sixth grade math classes as well. This new classroom structure and course offerings have required us to look differently at the way math is taught and the materials that are used. OLS needs to realign our curriculum and revisit the standards to better match the developmental teaching and learning that occurs in an IMAGE classroom. We also need to realign our curriculum and standards in the upper grades in order to ensure that all students continue to learn the foundational skills of math while learning in an accelerated class to prepare them for the high school honors math classes that we offer. Accomplishment of this goal will ensure that we align standards, resources, materials, and technological advances to improve instruction and student achievement.

Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate critical thinking and problem solving skills.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #1	Snows teachers will align standards for math in grades K-8 in order to match our classroom configurations and course offerings
Activity #	<ul style="list-style-type: none"> • All teachers will meet together to do an overall review of the Diocese of Reno Content Standards in Math • Teachers will meet in grade level groups to review grade band standards (K-2), (3-5), and (6-8). • Teachers will meet together to do vertical alignment of class curriculum to make sure all foundational skills are being covered as well as accelerated standards are being covered to prepare students for advanced classes in the upper grades. • Teachers will use data to identify areas of past weakness to make sure those standards are being included in the vertical alignment as an area of focus.
Cost or Resources & Sources	Designated PLC weekly meeting time Nevada Standards Documents MAP score reports by grade level and class
Person(s) Responsible For Implementation	Teachers Vice-Principal

Process For Monitoring	Teacher attendance at PLCs Documents created with areas of instructional focus for each grade level
Baseline Assessment	Fall MAP data from 2021
Ongoing Assessment	MAP data collected after implementation of focused instruction in areas of weakness
Timeline Start/Stop	January of 2022 after the accreditation visit and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents MAP score reports distributed to parents Principal's report to School Board and PTO monthly

Improving Student Learning for Catholic Schools

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Strategy #2	Teachers will research, examine, and adopt math curriculum and materials to align with standards and focus on areas of instructional weakness
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Activity #	<ul style="list-style-type: none"> • Research available curriculums and digital platforms as a whole group • Examine materials in grade bands • Meet as whole staff to discuss findings and make recommendations • Pilot agreed upon materials at various grade levels • Discuss findings and look at student data from MAP as a whole group to make a decision about purchasing curriculums and materials for school wide use
Cost or Resources & Sources	Weekly PLC meetings Purchase of Pilot materials – cost to be determined Purchase of adopted materials school wide – cost to be determined
Person(s) Responsible For Implementation	Teachers Administration Budget Committee
Process For Monitoring	Teacher attendance at PLC weekly meetings Collect baseline data using MAP before piloting new materials Collect data using MAP after instruction has occurred using pilot materials
Baseline Assessment	Fall MAP scores from 2021
Ongoing Assessment	Ongoing MAP data collection after implementation of new materials
Timeline Start/Stop	March 2022 and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents MAP score reports distributed to parents Principal’s report to School Board and PTO monthly

Improving Student Learning for Catholic Schools

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Strategy #3	Teachers will receive training in the use of the new math materials
Activity #	<ul style="list-style-type: none"> • Contact the publisher of any purchased materials to provide on-site training • Teachers will attend on-site training • Teachers will meet in PLCS to discuss and share ideas and provide peer mentoring for implementation
Cost or Resources & Sources	<p>Weekly PLC meetings</p> <p>Cost of professional on-site training provided by publisher of adopted materials</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings and on-site training</p> <p>Classroom observations done by administration to observe math instruction</p> <p>Collect baseline data using MAP before piloting new materials</p> <p>Collect data using MAP after instruction has occurred using pilot materials</p>
Baseline Assessment	Fall MAP scores from 2021
Ongoing Assessment	Ongoing MAP data collection after implementation of new materials
Timeline Start/Stop	Fall of 2022 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>

Improving Student Learning for Catholic Schools

Action Plan for Our Lady of the Snows School

WCEA School Code E443

Goal #2: (from Chapter 3-C, D) **Our Lady of the Snows School will unpack and implement the new Nevada Academic Content Standards for Social Studies, while incorporating the Peace and Justice standards from our previously adopted standards which reflect our Catholic values, to improve Social Studies education and achievement for all students.**

Rationale for this Goal: During this last accreditation cycle, the Nevada Academic Content Standards for Social Studies were adopted in 2018, and these standards are vastly different in content and process than the Social Studies standards that the Diocese had previously adopted. These new standards include six content areas: history, multicultural, civics, geography, economics, and financial literacy (in grades 3-12 only). The standards consist of K-5 standards that are grade specific whereas the 6-8 standards are grade banded by content area. Each grade level includes a set of disciplinary skills, which set the stage for skill development and an analysis of rich inquiry digging deep into primary and secondary texts, documents, and media sources. OLS school will need to incorporate the areas of our last standards that reflect our Catholic values, Peace and Justice, to make the new Nevada standards more relevant for Our Lady of the Snows School. These changes to the standards will require our teaching staff to learn more about the new standards, explore available instructional resources, receive training, incorporate our Catholic values into the standards, and select materials that will assist in teaching them in order to improve student achievement.

Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate critical thinking and problem solving skills.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #1	Snows teachers will unpack and align standards for Social Studies in grades K-8, with special attention to grades 6-8 where the standards are banded, to make sure all standards are being covered thoroughly. Teachers at all grade levels will revise/incorporate the standards from Peace and Justice that were written during our last Diocese wide standards mapping that reflect our Catholic values.
Activity #	<ul style="list-style-type: none"> • Teachers will attend whole staff trainings in order to learn more about the Nevada Academic Content Standards for Science. • Teachers will review the Peace and Justice standards from our last standards document. • Teachers will meet together in grade levels to do standard analysis. • Teachers will meet together in grade level bands to do vertical alignment. • Teachers will meet together to revise and incorporate the Peace and Justice standards into our new standards document.
Cost or Resources & Sources	<p>Early Release Day for presentation of the standards – 3-hour meeting Copies of the Nevada Academic Content Standards for Social Studies Copies of previous standards with attention to the Peace and Justice standards Presenter from RPDP that is the expert in the Social Studies Standards PLC weekly meeting time</p>
Person(s) Responsible For Implementation	<p>Teachers Vice-Principal</p>

Process For Monitoring	Teacher attendance at training and PLC meetings Documents created that elaborate vertical alignment of the Social Studies standards Vice-Principal attendance at PLC meetings while teachers are doing standard analysis and vertical alignment
Baseline Assessment	Teacher discussion at the Standards Training about level of knowledge prior to the training
Ongoing Assessment	Teacher understanding of the Social Studies standards as they meet to do standard analysis and vertical alignment as observed by the administration
Timeline Start/Stop	January of 2023 and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents Class syllabuses in the middle school MAP score reports distributed to parents Principal’s report to School Board and PTO monthly

Improving Student Learning for Catholic Schools

Action Plan for Our Lady of the Snows School

WCEA School Code E443

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Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate critical thinking and problem solving skills.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #2 (add strategies as needed)	Snows teachers will research, examine, and adopt Social Studies curriculum and materials that align with standards
Activity #	<ul style="list-style-type: none"> • Investigate and research current materials that align with the NACSSS (textbooks, digital platforms, teacher created materials, websites) • Teachers will attend training on Project Tahoe resources • Contact publishers to obtain samples to review • Meet as grade level bands to preview materials • Meet as a whole group to discuss findings and make recommendations about materials • Pilot agreed upon materials at various grade levels • Discuss findings and look at student data as a whole group to make a decision about purchasing curriculums and materials for school wide use
Cost or Resources & Sources	<p>Weekly PLC meeting time</p> <p>Trainer from RPDP to do Project Tahoe training – no cost</p> <p>Purchase of Pilot materials – cost to be determined</p> <p>Purchase of adopted materials school wide – cost to be determined</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings</p> <p>Standards documents</p> <p>Collect baseline student data using MAP before piloting new materials</p> <p>Collect student data using MAP after instruction has occurred using pilot materials</p>
Baseline Assessment	Fall MAP scores from Fall 2022
Ongoing Assessment	Ongoing MAP data collection and analysis after implementation of new materials
Timeline Start/Stop	March of 2023 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>

Improving Student Learning for Catholic Schools

Action Plan for Our Lady of the Snows School WCEA School Code E443

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Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate critical thinking and problem solving skills.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #3	Teachers will receive training in the use of the new Social Studies curriculum and materials
Activity #	<ul style="list-style-type: none"> • Contact the publisher of adopted materials to provide on-site training • Teachers will attend on-site training • Teachers will meet in PLCs to discuss and share ideas and provide peer mentoring for implementation
Cost or Resources & Sources	<p>Weekly PLC meeting time</p> <p>Cost of professional on-site training provided by publisher of adopted materials</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings and on-site training</p> <p>Classroom observations done by administration to observe Social Studies instruction</p> <p>Student projects and classwork reflecting learning geared to the new standards</p>
Baseline Assessment	<p>Classroom observations done by administration to observe Social Studies instruction</p> <p>Student projects and classwork reflecting learning with the current standards</p>
Ongoing Assessment	<p>Classroom observations done by administration to observe Social Studies instruction</p> <p>Student projects and classwork reflecting learning with the current standards</p>
Timeline Start/Stop	Fall of 2023 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>

Improving Student Learning for Catholic Schools

Action Plan for Our Lady of the Snows School

WCEA School Code E443

Goal #3: (from Science In-Depth Study): Our Lady of the Snows School will unpack and implement the new Nevada State Academic Content Standards for Science based on the Next Generation Science Standards while adapting them to reflect our Catholic values to improve Science education and achievement for all students.

Rationale for this Goal: During this last accreditation cycle the State of Nevada adopted the current Nevada State Academic Content Standards for Science (NSACSS) based on the Next Generation Science Standards (NGSS). The Next Generation Science Standards are a set of K–12 science standards that were developed by states, for states. The NGSS identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K–12 students should master in order to prepare for success in college and 21st-century careers. These current standards are vastly different both in expectations for learning and approaches to teaching science than the last standards that were mapped as a Diocese in 2015. For this reason, the Diocese of Reno Superintendent supplied all teachers with an extensive document created by the California Catholic School Superintendents’ Curriculum Committee after the new standards were released. Thankfully, this document includes standards that reflect Catholic values, so OLS teachers have started to use this as a platform to begin to incorporate these values with the Nevada standards. However, OLS teachers have had no formal training on the NGSS and the standards that incorporate Catholic values, and these standards represent the need for significant instructional changes in order to impact student learning. These changes to the Science standards require our teaching staff to learn more about the new standards, explore available instructional resources, receive training, incorporate our Catholic values into the Nevada standards, and select materials that will assist in teaching them in order to improve student achievement.

Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate competence in arts and sciences.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #1	Snows teachers will unpack and align standards for Science in grades K-8 to make sure all standards are being covered thoroughly. Teachers will incorporate standards that reflect Catholic values into a standards document.
Activity #	<ul style="list-style-type: none"> • Teachers will attend a whole staff training in order to learn more about the Nevada Academic Content Standards for Science. • Teachers will meet together in grade levels to do standard analysis. • Teachers will meet together in grade level bands to do vertical alignment. • Teachers will review the CCSSCC document to use it as an example of how to incorporate Catholic values into the Nevada standards document.
Cost or Resources & Sources	<p>Early Release Day for presentation of the standards – 3-hour meeting Copies of the Nevada Academic Content Standards for Science Presenter from RPDP that is the expert in the Science Standards Copies of the CCSSCC standards document PLC weekly meeting time</p>
Person(s) Responsible For Implementation	<p>Teachers Vice-Principal</p>

Process For Monitoring	Teacher attendance at training and PLC meetings Documents created that elaborate vertical alignment of the Science standards Vice-Principal attendance at PLC meetings while teachers are doing standard analysis and vertical alignment
Baseline Assessment	Teacher discussion at the Standards Training about level of knowledge prior to the training
Ongoing Assessment	Teacher understanding of the Social Studies standards as they meet to do standard analysis and vertical alignment as observed by the administration Science standards document that incorporates the Nevada Science Standards with Catholic values standards
Timeline Start/Stop	January of 2024 and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents MAP score reports distributed to parents Principal’s report to School Board and PTO monthly

Improving Student Learning for Catholic Schools

Action Plan for Our Lady of the Snows School WCEA School Code E443

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Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate competence in arts and sciences.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #2	Teachers will research, examine, and adopt Science curriculum and materials to align with standards
Activity #	<ul style="list-style-type: none"> • Investigate and research available materials that align with (NGSS+Catholic values.) These materials could include textbooks, digital platforms, teacher created materials, and websites. • Examine materials in grade bands. • Meet as a whole staff to discuss findings and make recommendations. • Pilot agreed upon materials at various grade levels. • Discuss findings and look at student data from MAP to make a decision about purchasing curriculums and materials for school wide use.
Cost or Resources & Sources	<p>Weekly PLC meeting time</p> <p>Purchase of Pilot materials – to be determined</p> <p>Purchase of adopted materials school wide – cost to be determined</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings</p> <p>Collect baseline data using MAP before piloting new materials</p> <p>Collect data using MAP after instruction has occurred using pilot materials</p>
Baseline Assessment	Fall MAP scores from the current year
Ongoing Assessment	Ongoing MAP data collection and analysis after implementation of new materials
Timeline Start/Stop	March 2024 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>

Improving Student Learning for Catholic Schools

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Strategy #3	Teachers will receive training in the use of the new Science curriculum and materials
Activity #	<ul style="list-style-type: none"> • Contact the publisher of adopted materials to provide on-site training • Teachers will attend on-site training • Teachers will meet in PLCs to discuss and share ideas and provide peer mentoring for implementation • Teachers may attend National Science conferences and then share what they learned with the staff
Cost or Resources & Sources	<p>Weekly PLC meeting time</p> <p>Cost of professional on-site training provided by publisher of adopted materials</p> <p>Money to attend National Science conferences – money from Title IIA funds</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings and on-site training</p> <p>Classroom observations done by administration to observe Science instruction</p> <p>Collect data using MAP after instruction has occurred using pilot materials</p>
Baseline Assessment	Fall MAP scores from 2024
Ongoing Assessment	Ongoing MAP data collection and analysis after implementation of new materials
Timeline Start/Stop	Fall of 2024 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>

Improving Student Learning for Catholic Schools

Appendix F-2 Action Plan Timeline

The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school’s financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month/year will have on staff and budgets.

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
January 2022	Our Lady of the Snows School will realign math curriculum with the Diocese of Reno Math Standards to better match our current class configurations and course offerings to improve math education and achievement for all students.	Snows teachers will align standards for math in grades K-8 in order to match our classroom configurations and course offerings	Time for weekly PLC meetings Printing of documents and score reports	Teachers Vice-Principal	
March 2022	Our Lady of the Snows School will realign math curriculum with the Diocese of Reno Math Standards to better match our current class configurations and course offerings to	Teachers will research, examine, and adopt math curriculum and materials to align with standards and focus on areas of instructional weakness	Time for weekly PLC meetings Purchase of Pilot materials Purchase of adopted school wide materials	Teachers Administration Budget Committee	

	improve math education and achievement for all students.				
September 2022	Our Lady of the Snows School will realign math curriculum with the Diocese of Reno Math Standards to better match our current class configurations and course offerings to improve math education and achievement for all students.	Teachers will receive training in the use of the new math materials	Time for weekly PLC meetings Cost of professional development training for adopted materials	Teachers Administration Budget Committee	
January 2023	Our Lady of the Snows School will unpack and implement the new Nevada Academic Content Standards for Social Studies, while incorporating the Peace and Justice standards from our previously adopted standards which reflect our Catholic values, to improve Social Studies education and achievement	Snows teachers will unpack and align standards for Social Studies in grades K-8, with special attention to grades 6-8 where the standards are banded, to make sure all standards are being covered thoroughly. Teachers at all grade levels will revise/incorporate the standards from Peace and Justice that were written during our last Diocese wide standards mapping that reflect our Catholic values.	Early release day for presentation of the standards Printing costs for copies of the standards PLC weekly meeting time	Teachers Vice-Principal	RPDP Presenter – no cost

	for all students.				
March 2023	Our Lady of the Snows School will unpack and implement the new Nevada Academic Content Standards for Social Studies, while incorporating the Peace and Justice standards from our previously adopted standards which reflect our Catholic values, to improve Social Studies education and achievement for all students.	Teachers will research, examine, and adopt Social Studies curriculum and materials that align with standards	Weekly PLC meeting time Purchase of materials for the pilot program Purchase of adopted school wide materials	Teachers Administration Budget Committee	
September 2023	Our Lady of the Snows School will unpack and implement the new Nevada Academic Content Standards for Social Studies, while incorporating the Peace and Justice standards from our previously adopted standards which reflect our Catholic values, to improve Social Studies	Teachers will receive training in the use of the new Social Studies curriculum and materials	Weekly PLC meeting time Cost of professional development training for adopted materials	Teachers Administration Budget Committee	

	education and achievement for all students.				
January 2024	Our Lady of the Snows School will unpack and implement the new Nevada State Academic Content Standards for Science based on the Next Generation Science Standards while adapting them to reflect our Catholic values to improve Science education and achievement for all students.	Snows teachers will unpack and align standards for Science in grades K-8 to make sure all standards are being covered thoroughly. Teachers will incorporate standards that reflect Catholic values into a standards document.	Early release day for presentation of the standards Printing costs for copies of the standards PLC weekly meeting	Teachers Vice-Principal	RPDP Presenter – no cost
March 2024	Our Lady of the Snows School will unpack and implement the new Nevada State Academic Content Standards for Science based on the Next Generation Science Standards while adapting them to reflect our Catholic	Teachers will research, examine, and adopt Science curriculum and materials to align with standards	Weekly PLC meeting time Purchase of materials for the pilot program Purchase of adopted school wide materials	Teachers Administration Budget Committee	

	<p>values to improve Science education and achievement for all students.</p>				
<p>September 2024</p>	<p>Our Lady of the Snows School will unpack and implement the new Nevada State Academic Content Standards for Science based on the Next Generation Science Standards while adapting them to reflect our Catholic values to improve Science education and achievement for all students.</p>	<p>Teachers will receive training in the use of the new Science curriculum and materials</p>	<p>Weekly PLC meeting time</p> <p>Cost of professional development training for adopted materials</p> <p>Cost of sending teachers to National Science conferences</p>	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>	<p>Pay for conference attendance with Title IIA money</p>

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.

As evidenced by the highly successful completion of our previous action plan, and our current practice, the members of the learning community of Our Lady of the Snows School are guided in all we do by a focus on improving students' learning experiences and achievements. The school's proposed Action Plan is a culmination of the Self Study process that included intensive self-analysis and incorporates the input of Pastor, administration, faculty, staff, parents, and students. It is comprehensive and addresses needs in curriculum, faith development, and school vitality in order to ensure that Our Lady of the Snows is constantly raising the bar to improve student learning. It will be the primary responsibility of the school's principal and vice-principal to see that the Action Plan is implemented. But the more difficult work will be done by the teachers in the PLC meetings and eventually in their classrooms.

The proposed Action Plan follows a timeline which provides a structure to help the school stay on task, yet is fluid enough to allow the school to identify and meet emerging needs or deal with unexpected situations. The school administration, along with the Pastor and the school board will review the progress of the plan on an annual basis to ensure that the objectives and deadlines of the plan are being met. Progress will also be reviewed in monthly school staff meetings and from these discussions adjustments will be made if needed. The WCEA Commissioner from the Diocese of Reno will monitor the Action Plan via the school's annual report.

Information on the school's progress on its Action Plan will be shared with the students, parents, and interested parish and community members through the school newsletter, the school website, Back-to-School and Family Nights, and PTO meetings.

The school's budget will reflect the costs identified in the Action Plan. Title IIA funds from the Washoe County School District will be used, when possible, to assist with funding some of the school's professional development. Throughout the implementation of the Action Plan the school will review assessment data and seek faculty input to monitor efficacy of the plan. The administration of Our Lady of the Snows School will also seek feedback from parents, students, and staff to ensure that the true intent of the plan is being realized.

Our Lady of the Snows Catholic School is tremendously proud of its established history in the Reno area as a premier school for elementary Catholic education. Our Lady of the Snows School is now a place of learning that welcomes and embraces all learners and strives to help each reach their utmost potential. It is a school community that is grounded in service and compassion, and embraces the ideals of the Catholic Faith. It is a professional work environment that seeks to nurture the talent and spirit of its staff. Most importantly, it is a place that honors the whole child and seeks to treat children with dignity, compassion and high expectations so that they will grow to become loving Catholics and confident, curious learners.

Improving Student Learning for Catholic Schools

Appendix A-2 School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	n/a	n/a	n/a
Pre-K	n/a	n/a	n/a
K	25	21	46
1	25	18	43
2	21	12	33
3	19	16	35
4	23	13	36
5	18	16	34
6	13	32	45
7	19	26	45
8	25	19	44
TOTAL	188	173	361

Race and Ethnicity	Catholic	Non-Catholic	Total
Black	3	0	3
Asian	10	3	13
Hawaiian / Pacific Islander	0	0	0
Native American / Native Alaskan	1	1	2
White	233	85	318
Other	12	13	25
TOTAL RACE	259	102	361
Hispanic	24	11	35
Non-Hispanic	235	91	326
TOTAL ETHNICITY	259	102	361

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2017 – 2018	22 / 23	19 / 15	19 / 15
2018 – 2019	25 / 18	21 / 16	21 / 16
2019 – 2020	28 / 23	20 / 19	20 / 19
2020 – 2021	16 / 24	15 / 17	15 / 17
Current Year	25 / 19	TBD	TBD

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix

School Profile – Instructional (Teaching) Staff

Name	Grade / Subj.	Catholic / Non - Cath	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Kelsey Melarkey	K	C	BS	Y	Y	11	10	C	F
Storm Buxton	K	C	M. Ed	Y	Y	6	3	C	F
Kathy Hogan	1, 2	C	BA	Y	Y	28	0	C	F
Leslie Crouser	1, 2	C	M. Ed	Y	Y	33	21	C	F
Jayne Drescher	1, 2	N	M. Ed	Y	n/a	30	1	C	F
Allisyn Pugh	3, 4	N	BA	Y	n/a	2	2	C	F
Christina Ferguson	3, 4	C	M. Ed	Y	Y	34	4	C	F
Mary Rielly	3, 4	C	BA	Y	Y	4	2	C	F
Theresa Crowley	5	C	M. Ed	Y	in process	31	1	C	F
James Ripplingham	6	C	M. Ed	Y	in process	31	1	C	M
Deirdre Romero	6	C	M. Ed	Y	Y	19	19	C	F
Faith Bardet	7, 8	C	BA	Y	in process	1	0	C	F
Elizabeth Egan	7, 8	C	BA	Y	Y	37	23	H	F
Jessica Cartinella	7, 8	C	M. Ed	Y	N	13	1	C	F
Ann Boeser	PE	C	BS	Y	Y	30	26	C	F
Jennifer Wathen	Art	C	BS	N	n/a	7	6	C	F
Michelle Hurley	Int./ speech	N	M. Ed	N	n/a	18	8	C	F
Katherine Cafazza	Math	C	M. Ed	Y	Y	13	7	C	F
Tamera Buzick	Math	C	M. Ed	Y	Y	34	7	C	F
Zach Miletich	Tech	N	HS	N	n/a	13	3	C	M

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix
School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Tim Fuetsch	Principal	8	240	14	M. Ed Administration
KayAnn Pilling	Asst. Principal	8 – 3 days/wk	240	7	Ed. Specialist Administration
Belia Cherry	Secretary	7	190	3	
Lorinda Maez	Business Mgr	8	250	16	
David Shore	Tech Support	8hrs – 3 days/wk, 4hrs - 1 day/wk	250	15	
Andrew Kachurak	Security	1	180	4	
Sherri Smith	Aide	5 – 4 days/wk	144	0	
Carolyn Ferraro	Aide	7 – 3 days/wk	108	10	
Courtney Guillen	Aide	5 – 4 days/wk	108	1	
Julia Johnson	Aide	5 – 5 days/wk	144	1	
Daniel LaFountain	Aide	7 – 5 days/wk	144	1	
Pamela Pehle	Aide	5 – 4 days/wk	144	0	
Howard J. Thompson	Maintenance	8	240	10	

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

Under the Individuals with Disabilities Education Act (IDEA), Local Education Agencies (LEAs) are responsible for locating, identifying, evaluating (“child find”) and developing an individual education program (IEP) for any child living within the district’s boundaries, including children enrolled in private and religious schools, who may have a disability (e.g., hearing, speech, sight, physical and mental impairments; emotional disturbances and learning disabilities, etc.) at no cost to the child’s parents.

Child find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

1. Has your LEA carried out this “child find” requirement in your school? Yes No
2. If yes, how many children were actually identified as having a disability? 23
3. If No, have you ever requested the LEA to do a “child find” and had that request denied?
4. Of those children identified with a disability, how many have had a formal Instructional Service Plan (ISP) developed by the LEA? 23
5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
NO specified services _____ SOME specified services _____ All Specified services 23
6. Of those children with disabilities currently enrolled in your school, how many are receiving the specified services in your school? 23
7. How many are receiving those services at a public school or neutral site? 0
8. For those receiving services at a public school or a neutral site, is transportation being provided at no cost to the child’s parents? Yes No
9. How many of the children identified as eligible for services through ‘child find’ transferred to the public school? 0
10. How many of the children identified eligible for services through ‘child find’ chose to remain in your school and forego receiving the specified services? all
11. How many children with disabilities, who applied to your school within the past three years, were unable to attend because your school does not offer services that meet their specific needs? 0

California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

Improving Student Learning for Catholic Schools

Appendix A-6 School Profile – Participation in Federal Programs

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

- 1. How many students are eligible for Title IA services? 24 (in 2020-2021).
- 2. How many students are receiving Title IA services? 7 (in 2020-2021).
- 3. What services are being offered at your school for Title IA students?
Tutoring in reading and math.

Title II, Part A – Teacher and Principal Training and Recruiting Fund

- 1. What is your per-pupil allocation for Title IIA services? \$ 25 per child.
- 2. What is your total Title IIA allocation for School Year 2021-2022 \$8,649
- 3. Have you developed/filed an approved Title IIA Staff Development plan? ___ Yes X No
- 4. Attach a copy of your staff development plan to this section.
- 5. If you don't have a staff development plan, describe the staff development in-services you will be requesting. We will be paying two independent contractors to mentor teachers in the IMAGE classrooms, particularly the two teachers who are new to those positions.

Title II, Part D – Enhancing Education Through Technology

- 1. What is your per-pupil allocation for Title IID services? \$ 0.00 per child.
- 2. What is your total Title IID allocation for School Year _____ \$ _____
- 3. How will you be using these resources?

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

- 1. Are you using any funds/services for Title III for your students? ___ Yes X No
- 2. If Yes, please describe the services that you provide/are provided.

Title IV, Part A – Safe and Drug-Free Schools and Communities

1. What is your per-pupil allocation for Title IVA services? \$ \$0.00 per child.
2. What is your total Title IVA allocation for School Year _____ \$ _____
3. How are you using these funds?

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? ___ Yes XNo
2. How many students do you have that are a part of the target population for this program? ____
3. Describe the services that are provided for your target population.

Improving Student Learning for Catholic Schools

School Profile – Standardized Testing Program (GE, NPR, etc.)

Appendix A-7

READING – MAP Scores

Mean RIT Scores	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Spring 2017 MAP	157	183	193	204	215	227	232	240	----
Spring 2018 MAP	161	186	197	----	----	----	----	----	----
Spring 2019 MAP	170	185	200	204	213	217	229	229	232
*Winter 2020 MAP	161	184	194	202	211	216	222	229	231
Spring 2021 MAP	165	181	196	211	215	225	225	227	234

*No Spring scores available – school closure due to Covid

----Students took ACT Aspire instead of MAP

MATH – MAP Scores

Mean RIT Scores	Kinder	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Spring 2017 MAP	164	184	199	205	215	227	232	240	----
Spring 2018 MAP	164	192	206	----	----	230	231	238	----
Spring 2019 MAP	169	190	212	210	214	227	241	243	250
*Winter 2020 MAP	161	183	196	207	217	221	227	243	248
Spring 2021 MAP	171	187	202	210	221	235	233	239	261

*No Spring scores available – school closure due to Covid

---- Students took ACT Aspire instead of MAP

SCIENCE – ACT Aspire Scores

Percent of Students in the Ready and Exceeding Range	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Spring 2017	-----	-----	67	76	74	89
Spring 2018	33	47	77	64	67	68
Spring 2019	57	53	40	82	74	71

----- Students in third and fourth grade were not tested the first year

No Scores in 2020 because of COVID closure

No Scores in 2021 because of test discontinuation

ENGLISH – ACT Aspire Scores

Percent of Students in the Ready and Exceeding Range	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Spring 2017	85	92	88	85	100	91
Spring 2018	78	85	100	84	94	98
Spring 2019	79	85	90	94	95	93

No Scores in 2020 because of COVID closure

No Scores in 2021 because of test discontinuation

MY Access Writing Program

Grades 3-8

	Number of Students	Number of Submissions	Writing Growth Percentage
2018-2019	227	6,582	14
2019-2020	232	5,727	13
2020-2021	232	3,824	8
2016-2021 Total for 5 years	467 Different students	25, 466	11

*Lowest Trait/Area for Focus – Content Development

ACRE Scores

	Percentage of Students Scoring in these categories ALL STUDENTS Scores	Fifth Grade	Eighth Grade
Spring 2016	Advanced	45.9	42.4
	Proficient	51.4	51.5
	Needs Improvement	2.7	6.1
Spring 2017	Advanced	53.8	36.1
	Proficient	33.9	50.0
	Needs Improvement	10.3	13.9
Spring 2018	Advanced	73.5	40.0
	Proficient	20.6	54.0
	Needs Improvement	5.9	6.0
Spring 2019	Advanced	57.1	36.6
	Proficient	42.9	56.1
	Needs Improvement	0.0	7.3
Spring 2021	Advanced	73.0	38.9
	Proficient	27.0	44.4
	Needs Improvement	0.0	16.7

*No 2020 scores available – school closure due to Covid

Improving Student Learning for Catholic Schools

Appendix A-8 School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

Staff Development for 2016 – 2018: Theme: Reading and Writing Instruction

Activities: Training provided by RPDP trainers in Reading and Writing. The staff received monthly training in two groups: Kindergarten through fourth grades and fifth through eighth grades. Teachers in grades Kindergarten through fourth received training in Becoming a Writer, a program based on the writer’s workshop model which utilizes literature and books to help students develop and express ideas in narrative, informational, and opinion writing. Teachers received training in conferencing with a writer. Primary teachers also learned about close reads, text dependent questions, guided reading, and phonics. Teachers in grades five through eight were trained on a variety of reading and writing skills including close reads, Signposts for Notice and Notes for both fiction and nonfiction, ideas for writer’s notebooks, article of the week, text dependent questions, and mentor texts. The RPDP provided all training materials, professional books, and Becoming a Writer kits for free.

Cost: \$0

Staff Development for 2018 - 2019: Theme: Social Studies

Activities: Training provided by Project Tahoe developer and WCSO Social Studies Coordinator. Introduction and overview of new Social Studies standards. Introduction and overview of Project Tahoe resources available for Social Studies instruction.

Cost: \$0

Staff Development for 2019 – 2021 Theme: Digital Literacy and Distance Learning Instruction

Activities: Training was provided by an RPDP trainer in the use of Google Classroom in the fall of 2019. Teachers attended the CUE BOLD on-line conference for 6 nights in the spring of 2020. Teachers became distance learning “experts” on different digital platforms and instructional strategies. The OLS staff provided 5 full days of training for each other in the summer of 2020. Teachers continued to meet in PLC meetings weekly during the 2020-2021

school year to share ideas, problem solve digital learning issues, and learn new digital teaching skills.

Cost: Google Classroom Training - \$0, CUE BOLD conference attendance - \$55 per teacher paid through Title I funds, On-site five-day teacher lead training - \$600 per teacher paid through the use of the Paycheck Protection Program (PPP)

Staff Development for Current School Year: Theme: Math Standards and Curriculum Alignment

Activities: Teachers will participate in PLC meetings to review Nevada Academic Content Standards in Math and identify areas of weakness based on MAP score reports. Teachers will review available math curriculums that are available. Teachers will select curriculum and materials that will best fit the needs of Our Lady of the Snows School. If time remains in the school year, teachers will begin training to use the selected math curriculum and materials.

Cost: \$ 2,000 (estimated) for professional development provided by publishers of selected curriculum. Funds to be provided through the general budget.



Improving Student Learning for Catholic Schools

Appendix B – Data Analysis

Appendix B-1 Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	PK	K	1	2	3	4	5	6	7	8
2010-2011		24	29	28	28	33	35	30	36	36
2011-2012		45	34	30	30	33	39	35	34	35
2012-2013		26	48	33	31	29	35	54	32	34
2013-2014		27	28	46	35	39	28	35	57	32
2014-2015		29	30	31	40	35	40	32	36	56
2015-2016		25	29	33	35	38	36	42	36	36
2016-2017		26	32	32	34	39	40	42	53	34
2017-2018		30	32	33	32	35	35	47	39	53
2018-2019		34	37	32	36	35	33	35	41	51
2019-2020		34	38	31	36	36	33	36	39	51
2020-2021		48	38	37	36	35	40	42	44	41
2021-2022		46	43	33	35	35	34	43	44	43

- As you trace a class diagonally (K-2003, 1-2004, 2-2005, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5th grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?

Our enrollment with cohort groups stays very consistent. During the 20-21 school year we did see a rise in enrollment that is carrying over to our current school year. We have a very high rate of retention. We now have a class configuration that allows us to maintain a consistent grade level and class size structure over time. The number of students flowing from grades K-6 will remain relatively consistent. This configuration also allows us to bring in a few new students at the 6th grade and middle school level, where the demand is the highest.

Total Enrollment Over Time

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
322	327	329	310	332	336	334	334	365	356

2. As you look at total school enrollment, what has been the 10-year trend? What has been the most recent 5-year trend? What are the causes of increased or decreased enrollment? What have parents told you in their exit interviews when they leave school?

Our enrollment has had a minor increasing trend over the past 10 years, with the biggest bump occurring during the 2020-2021 school year. We had made a conscious decision to maintain enrollment at about 330 students for many years, but due to Covid social distancing guidelines we had to reconfigure our classroom allocations in the upper grades and open more classes in the Parish Center. This allowed us to increase our enrollment, but we still were not able to enroll all the students who had applied. Our enrollment is based on our available space, and we always maintain a waiting list.

Our optimal class size numbers are:

**K: 20-22
1-2: 22-24
3-4: 22-24
5: 33-34
6: 22-23
7-8: 31-32**

3. What is the trend in the public school? Is there a similar increase/decrease?

As the economy in Reno has been recovering, the public schools have seen an increase in enrollment as well. Public schools now offer all-day kindergarten. This did hurt enrollment at many private schools but did not affect our kindergarten enrollment as we always have a waiting list and have increased the number of kindergarten classes at our school. We do see many families from the public schools looking to register at our school for the middle school years. These families report that they have not had success or are trying to avoid attendance at the public middle schools.

4. What recruitment efforts are you using to attract new students? Knowing that, in most cases, the mother decides what school her child will be attending before the child is 3 years old, what efforts are you making to put the name of your school before these parents?

Reputation and word of mouth are strong recruiting factors in the Reno area, and we always have more students apply than we are able to accept. We work closely with the Church and the CRE program to make sure families are aware that a catholic education is available. Our principal gives almost daily tours to families that show interest in attending our school.

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time

Year	2014	2015	2016	2017	2018	2019	2020	Current Year
Amount	6,034.51	6,183.87	6,247.81	6,453.87	6,566.12	7,137.60	7,416.97	7,311.86
% Increase	1.6%	2.5%	1.1%	3.2%	1.6%	8.1%	3.9%	-1.4%

First Child’s Tuition Over Time (Parishioner 1st-5th grade)

Year	2014	2015	2016	2017	2018	2019	2020	Current Year
Amount	4,980.00	5,080.00	5,235.00	5,335.00	5,535.00	5,635.00	5,835.00	5,985.00
% Increase	1.4%	2.0%	3.0%	2.0%	3.7%	1.8%	3.5%	1.7%

Tuition as a % of Per Pupil Cost

Year	2014	2015	2016	2017	2018	2019	2020	Current Year
%	83%	82%	84%	83%	84%	79%	79%	82%

Budget Surplus/Deficit (Bottom Line)

Year	2014	2015	2016	2017	2018	2019	2020	Current Year
\$	6,892.00	2,590.00	625.00	1,113.00	13,898.00	202.00	*104,198.00	16, 237.00

*School year ended in March, so not all of the budget was spent. Many of the expenses rolled over into the next school year.

1. In light of the above statistics, what are you doing to keep tuition affordable?

Over the last eight years we have minimally increased tuition (between 1-4%) each year. This has been necessary to keep up with the rising costs of the per pupil expenditures. We have found that making minor annual increases is more acceptable to families than keeping costs constant for a few years and then making a large increase. This allows our families to budget for tuition from year to year with only a minor monthly increase (this year the monthly increase amounted to less than \$10 a month).

2. What efforts are you making to stabilize your revenue mixture (tuition, fees, fundraising, subsidy, etc.)?

In addition to tuition paid by families and/or scholarships, we are fortunate to have an Endowment Fund and a Trust Fund to help subsidize our costs. We also have an active School Board that raises a substantial amount of money at an annual fundraiser that goes directly to supporting programs and materials at our school.

3. How are you addressing budget deficits (if any)?

We have no deficits. We budget conservatively based on minimum numbers for enrollment. Our enrollment frequently exceeds our projections by about 10 students.

4. What is the role of the parish in addressing your school's budget deficits (if any)?

Although we haven't had any budget deficits, the Parish continues to support our finances by giving us \$35,000 a year toward our operating budget.

5. What is the role of the Arch/diocese in addressing your school's budget deficits (if any)?

We do not have any budget deficits but the Diocese reviews and approves our budget each year and audits us to make sure our checks and balances are in line.

Improving Student Learning for Catholic Schools

Appendix B-3 Disaggregation and Analysis of Test Results: Quartile Analysis

[This template can be used for all curricular areas assessed in a standardized testing programs. At a minimum, schools should use this for ELA and Math.] In the spaces below, put the number of students in each grade who score in that quartile.

Math MAP scores 2020-2021	K	1	2	3	4	5	6	7	8	K-8 Totals
Lo 0-20	0	2	0	0	0	0	1	2	0	5
LoAvg 21-40	3	2	2	4	2	1	3	1	0	18
Avg 41-60	4	5	7	4	4	5	10	7	3	49
HiAvg 61-80	6	4	9	13	15	13	12	18	11	98
Hi 81-99	31	20	18	14	10	19	14	12	25	159

Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

K	Measurement and Data
1	Geometry
2	Geometry and Operations/Algebraic Thinking
3	Number and Operations
4	n/a
5	n/a
6	The Real and Complex Number System
7	Geometry
8	n/a

After reviewing the data listed on this page, discuss the following questions:

1. Are a significant number of students scoring in the bottom quartile?

No, 1% of our students are scoring in the Lo performance range (under the 20th percentile), which is down from 3% last year. And 76% of our students are scoring in the HiAvg and Hi range (above the 61st percentile) which is up from 71% last year. We have less students in the Lo performance range and more students in the HiAvg and Hi range this year.

2. Why are a significant number of students scoring in the first (bottom) quartile?

They are not.

3. What is being done to help these students?

After every MAP testing window, our assistant principal disaggregates the data for the whole school and looks for students who are in the lowest quartile. Teachers also look at their reports during grade level meetings to target these individual students. As a child study team we meet and discuss the individual students. Then we have parent meetings and create plans for improvement. We monitor growth, and if adequate growth is not made with extra assistance in place, we ask for the students to be assessed by the school district so that we have more information to use in developing an accommodation plan. We continue to monitor these students and provide more and different supports. This year we used a part-time math teacher to work with the struggling students in grades 6-8. They received small group and individual tutoring during non-classroom time.

4. What could be done that is not being done now?

We are currently doing everything we can think of within our resources.

5. Are a significant number of students scoring in the top quartile?

Yes, 47% of our students are scoring in the Hi range (above the 81st percentile). This is up from 40% last year.

6. What is being done to challenge these students?

In the elementary classrooms, these students are challenged using curriculum resources outside of our standard adoption. Students do extended lessons in IXL math or Kahn Academy. Students in the upper grades and middle school participate in differentiated classroom instruction. We use assessment data to place our students in fifth grade and higher in leveled math classes – they can participate in middle school math, pre-algebra, algebra or geometry. They are placed based on their skills instead of their grade level.

Our 7th and 8th grade students in Algebra and Geometry are being taught the honors curriculum from Manogue. At the end of each semester, they take the Manogue Honors Final Exam specific to either Algebra or Geometry. We had 46 students in these honors classes in 2020. This number was up significantly from 25 students the previous year. Due to the pandemic, these students were not able to take the Spring final exam, but they were able to be placed in advanced math classes at Manogue based on their first semester exams.

7. What could be done that is not being done now?

We are doing a good job differentiating instruction and placing students into appropriate classes to meet our students' needs in the upper grades. Our part-time math teacher is working with students outside of class that need extra support. We are providing remediation and acceleration as needed with our students in the primary grades using

small group instruction. At this point, the number of students that need remediation is small enough to be handled by the classroom teacher in the elementary grades.

Improving Student Learning for Catholic Schools

Appendix B-3 Disaggregation and Analysis of Test Results: Quartile Analysis

[This template can be used for all curricular areas assessed in a standardized testing program. At a minimum, schools should use this for ELA and Math.] In the spaces below, put the number of students in each grade who score in that quartile.

Reading MAP Scores 2020-2021	K	1	2	3	4	5	6	7	8	K-8 Totals
Lo 0-20	1	3	0	1	1	0	1	0	0	7
LoAvg 21-40	5	2	2	3	1	0	3	4	1	21
Avg 41-60	5	3	5	3	6	4	8	7	9	50
HiAvg 61-80	8	12	15	10	14	17	8	17	14	115
Hi 81-99	24	13	13	18	10	17	19	10	15	139

Data Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

K	Language and Writing
1	Language and Writing, Foundational Skills, and Literature and Informational Text
2	n/a
3	Literary Text: Language, Craft, and Structure
4	Informational Text: Key Ideas and Details
5	n/a
6	Informational Text: Language, Craft, and Structure
7	n/a
8	n/a

After reviewing the data listed on this page, discuss the following questions:

8. Are a significant number of students scoring in the bottom quartile?

No, less than 2% of our students are scoring in the Lo range (0-20th percentile). This is consistent with last year's scores and better than the year before.

9. Why are a significant number of students scoring in the first (bottom) quartile?

They are not.

10. What is being done to help these students?

After every MAP testing window, our assistant principal works with our reading intervention teacher to disaggregate the data for the whole school and look for students who are in the lowest quartile or just above. Teachers also look at their reports during grade level meetings to target these individual students. As a child study team we meet and discuss the individual students. Then we have parent meetings and create plans for improvement. This plan involves targeted intervention with these students in small groups or individually with instruction delivered by our reading intervention teacher. These students receive extra help in addition to their classroom instruction. We monitor growth, and if adequate growth is not made with this extra assistance in place, we ask for the students to be assessed by the school district so that we have more information to use in developing an accommodation plan. We continue to monitor these students and provide more and different supports as needed.

4. What could be done that is not being done now?

We have allocated extra resources to provide reading intervention with a special education teacher. This seems to have helped dramatically decrease the number of students who perform in the bottom quartile.

5. Are a significant number of students scoring in the top quartile?

Yes, more than 42% of our students are scoring in the Hi range (81-99th percentile). And more than 77% of our students are performing in the HiAvg and Hi range combined (61-99th percentile). These numbers are up from previous years.

6. What is being done to challenge these students?

In the elementary grades students are assessed using the DRA, QSI and MAP. We use these data points to establish leveled reading groups. Students in these small groups receive reading instruction that is at their level, which for many students is above their grade level. This is easily done in our multi-age classrooms where instruction is based on the student's skill instead of the grade level.

7. What could be done that is not being done now?

We have received professional development during the last two years that is training our teachers to be able to provide more differentiated assignments for our more advanced students in the upper grades through middle school. We have begun this process and are providing more frequent opportunities through the use of strategies like using text dependent questions and strategies from *Notice and Note* to help

students read literary texts with deeper understanding. Our data reflects that we have many students in the upper grades that perform at the HiAvg and Hi level.

Improving Student Learning for Catholic Schools

Appendix B-3

Disaggregation and Analysis of Test Results: Quartile Analysis

[This template can be used for all curricular areas assessed in a standardized testing programs. At a minimum, schools should use this for ELA and Math.] In the spaces below, put the number of students in each grade who score in that quartile.

Science MAP Scores 2020-2021	3	4	5	6	7	8	3-8 Totals
Lo 0-20	0	0	1	1	0	0	2
LoAvg 21-40	3	2	3	4	3	0	15
Avg 41-60	2	4	5	4	5	3	23
HiAvg 61-80	12	14	12	17	9	18	82
Hi 81-99	18	13	17	14	23	18	103

Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

3	n/a
4	n/a
5	Life Science and Earth/Space Science
6	Earth/Space Science
7	n/a
8	n/a

After reviewing the data listed on this page, discuss the following questions:

11. Are a significant number of students scoring in the bottom quartile?

No, less than 1% of our students are scoring in the Lo range (0-20th percentile).

12. Why are a significant number of students scoring in the first (bottom) quartile?

They are not.

13. What is being done to help these students?

Our students are experiencing Science through many modalities. Teachers make sure that students participate in hands-on experiments to solidify their scientific knowledge.

14. What could be done that is not being done now?

The OLS staff wants to spend time reexamining our curriculum mapping in the area of science. The Next Generation Science Standards (Catholic version) have been introduced since our last accreditation visit. The middle school standards are a band of standards for grades 6-8. We need time to review the standards and break up the band into specific grade level expectations. After we create a curriculum map for our entire school, we want to spend time investigating Science curriculum and materials. We need to make sure we obtain materials that will support the teaching of the current standards. OLS staff wants to explore possible new instructional methodologies that would support the teaching of Science as well.

15. Are a significant number of students scoring in the top quartile?

Yes, overall this year 46% of our students scored in the Hi range (81st-99th percentile). And 82% of our students scored in the HiAvg to Hi range (61st-99th percentile).

6. What is being done to challenge these students?

The Science test includes the skills of interpretation of data and models. This skill requires advanced math skills, especially in the upper grades. In order to challenge the students in the Hi and HiAvg ranges, we offer differentiated math classes beginning as early as fifth grade. If a student shows potential (high scores on multiple assessments), they are able to take Pre-Algebra as a sixth grader and move through our math classes ending in Honors Geometry by the time they are an 8th grader. These advanced math skills support success in the subject of Science.

7. What could be done that is not being done now?

As mentioned above, the OLS staff wants to spend professional development and PLC time working to align our Science curriculum, to investigate new instructional methodologies, and to research current Science materials that would better support instruction.

School: Our Lady of the Snows, Reno

Last WCEA visit: 2016

Next WCEA visit: 2022



Please refer to the WCEA Catholic Identity Factor Catholic Identity Assessment Guide which is specifically for accreditation factors that are found in WCEA accreditation protocols for elementary and secondary schools. Discussion prompts are provided on the WCEA website which are to be used to stimulate discussion. A written narrative should synthesize the information gathered in the discussions.

Catholic Identity Review- revised the order of the annual standards. (Note: Year 1 is consistently stated as the year that schools begin the Self Study throughout this protocol.)

Also, refer to the ISL 2012 Rev 9-13 and the WCEA website ISL 2012 Ap C-6 Catholic Identity Rev 9-13.docx

Year	2020-2021
	Year One: This is the year that the school begins the Self Study (i.e., the school year prior to the WCEA accreditation visit. The school assesses itself on all eight standards of Catholic Identity as indicated in the protocol (Chapter 3) using the Discussion Questions and writing points found in the protocol.
<p>Comments:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p style="text-align: center;"><u>additional pages can be added</u></p>	

Year	2021-2022
	Year Two: This is the year that the school has a WCEA accreditation visit. The school does not assess itself on any Catholic Identity standards.
<p>Comments:</p>	

Standard 8	Evangelization: All school personnel are actively engaged in bringing the Good News of Jesus into the total educational experience.
	<p>Our principal builds a faith community that is welcoming and prayerful. He begins the day by leading a morning assembly for the entire school. At this assembly we pray together and learn about the Saint of the Day. The Principal is always present at the weekly masses and participates with the staff in conducting several masses a year. Our principal also coordinates a prayer at the closing of every school day. Prayer permeates our building in many other ways other than these formal schoolwide prayers. Each classroom prays throughout the day. Special intentions are recognized and included in the classroom prayers. Bulletin boards, religious pictures, prayer walls/areas and scripture posted in the lounge are all constant reminders to pray often.</p> <p>During Religion classes, the teacher constantly connects life examples with Jesus' teachings. Homilies are related to class experiences, and real issues are addressed through social justice discussions. Service projects are a part of each class' mission throughout the school year. Each class works with a specific organization, from Sister Carmen's ministry to a Horse Rescue facility in Reno.</p> <p>Each teacher relates moral, ethical, and spiritual ramifications to each area of study. Teaching naturally incorporates Gospel values through modeling, fair classroom rules, teaching right from wrong throughout the day, and recognizing good behaviors. Ethics are evident in teaching Social Studies, Literature and Science. All topics are addressed in the light of what is taught by the Catholic Church and what is morally right. These ethics are continued throughout the school by addressing real issues in the children's daily lives and relating them to stories from the Bible.</p> <p>Parents are invited and join in every aspect of our school life. They attend school mass, morning assemblies, and the stations of the cross presentations. They take home our Traveling Mary and lead family prayers at home. They help their children with Saint research projects and presentations. Parents participate in our Catholic Schools Week activities, and they are major participants in our First Friday service activities.</p>

Year	2017-2018
	Year Four: The school assesses itself on Catholic Identity Standards 3 and 6.
Standard 3	Curriculum: The school uses a Religion curriculum and instruction that is faithful to Roman Catholic Church teachings, and meets the requirements set forth by the USCCB.

	<p>At Snows, we use the <i>Finding God</i> catechetical text by Loyola Press in grades Kindergarten through eighth grade. This text conforms to the requirements set forth by the United States Conference of Catholic Bishops (USCCB). This curriculum is also in alignment with the <i>Growing Together: Ministry to Children</i> published by the Diocese of Cincinnati standards and the standards set forth by the Diocese of Reno.</p> <p>Teachers supplement the text using a variety of approaches including art projects, songs, finger plays, Bible story units, student-made rosaries, videos, Saint Reports, Daily Devotions, class meetings, class projects, prayer creation, student-created PowerPoints, memorization, skits and guest speakers.</p> <p>At each grade level, students apply their knowledge of Catholic teachings and values to real life situations daily. Each student has a gratitude and prayer journal in which to write daily gratitudes and reflections connecting principles of faith to daily life. The journal is connected to our morning assemblies. Each day we recognize a Saint of the Day at assembly, and then this Saint is described on the first page of each daily journal entry. Students and their teachers have a brief discussion about the Saint, and then students are given time to reflect in their journal. We have created suggested journaling ideas for each day, but students are free to write and reflect as they will.</p> <p>Student progress of the religion curriculum is monitored through various means of assessment. The ACRE test is administered to the fifth and eighth grades every spring. The ACRE exam is given to assess student achievement in religion curriculum and spiritual growth. Teachers at other grade levels use text-based tests, discussion, projects, recitation of prayers, essays and class presentations to monitor students' growth in the religion curriculum.</p>
<p>Standard 6</p>	<p>Service: The schools helps students develop a service-oriented outreach to the Church and civic community after the example of Jesus who said, "I have given you an example so that you may copy what I have done to you." (John 13:15)</p>
	<p>At Snows we have a service program in which all students and teachers participate.</p> <p>Over the summer 13 members of our staff served lunch at St. Vincent's dining room. We have made this a tradition for the last three years, and the staff enjoys kicking off a new school year with some bonding over service to our community.</p> <p>We have a weekly school mass, and often our student council will designate a particular charity that will receive the mass collection. This year it went mostly to victims of the hurricane.</p>

	<p>We always do a food drive for Thanksgiving and adopt families from Sister Carmen’s ministry for Christmas. Each classroom adopts a family, and our students’ families adopt families in need. This year we adopted 47 families.</p> <p>Our Kindergarten students made “manna bags” to be passed out to homeless people during the holidays. These bags included water bottles, hand warmers, granola bars, toiletries, socks and other assorted items. The children all wrote notes of love and faith to be included in the bags.</p> <p>Our fifth graders work with Sister Carmen in her ministry to the poor. The students collect food and clothing and deliver it weekly to Sister Carmen’s pantry where they help her organize the items and ready them for distribution.</p> <p>Our middle school students work at Reno Rescue which is a place that houses abused and abandoned horses.</p> <p>We have school-wide service days on designated Fridays throughout the year. This year the students made Easter baskets to donate to Catholic Charities. They also made blankets that were donated to the Kids Cottage, a home away from home for children in protective custody. One Friday all of the students brought an extra sack lunch to school and they were donated to St. Vincent’s dining hall. We collected and donated over 350 sack lunches.</p> <p>We also do many collections throughout the year to support needs in our local community. All of our students participate in these drives. During Catholic Schools Week we collected toiletries for Catholic Charities. We conducted a diaper drive to support the new mothers and newborn babies at Casa de Vida. We also collected jackets for the children at Kids Cottage.</p>
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Year	2018-2019
	Year Five: The school assesses itself on Catholic Identity standards 1 and 5.
Standard 1	Mission and Philosophy: The school has a mission statement and a philosophy statement which indicate the integration of the Roman Catholic Faith into all aspects of school life.
	<p>The Mission Statement and Philosophy Statement of Our Lady of the Snows School specifically guides the formation of “young leaders who love God...and love their neighbor” and challenge every child to “live according to Gospel teachings”. “In response to Jesus’ commandment that we love one another and serve others” as stated in our Philosophy Statement we strive to build a community rooted in Gospel values. At the core of embracing Gospel values is our attendance and participation in weekly Wednesday Mass. Each week, one class leads the proclamation of the</p>

	<p>readings and Prayers of the Faithful as well as collecting the communal offering which goes to a needy organization or cause, often of the students' choosing. We have supported local causes such as Reno Rescue, Childrens' Cabinet, as well as individuals from the community like Kelly Cass, daughter of a former teacher, who are in need of our prayers and monetary support. The year we also initiated the service of 8th graders as Eucharistic Ministers, truly serving as role models and witnesses of true respect and adoration for the Blessed Sacrament. In our classrooms and at Morning Assembly we regularly focus on the celebrations of the Liturgical Year, specifically on the feast days of the Saint and honor the Saints with a special Mass for All Saints Day, as well as recognizing the feast days of St. Patrick and Our Lady of Guadalupe, among others, as well as having a special Holy Thursday retreat. We endeavor to integrate our Roman Catholic faith into our interactions with the local community through our support of Catholic Charities through the donation of hygiene supplies during Catholic School Week as well as several food drives and sack lunch Mondays throughout the school year and our Adopted Families program during Advent. We also strive to increase student awareness of, and accountability to, our Catholic faith and our Student Learning objectives by asking students to reflect on their behavior as related to the SLEs when they earn a detention and to take on a greater leadership role within our Image classrooms.</p>
<p>Standard 5</p>	<p>Parents as the Primary Educators: The school maintains an active partnership with parents whose fundamental concern is the spiritual and academic education of their children.</p>
	<p>Our active partnership with parents is rooted in open communication with our parents, which means listening to the evolving concerns of the families within our community. The voices of our parents asked us to evaluate our homework policy in light of changing family dynamics and demands. We adjusted our out-of-school work expectations to honor the schedules of busy families and the importance of family time and demands of extracurricular activities while still maintaining our academic rigor. We welcome parent involvement through attendance and participation in our Wednesday school Masses as well as through CYO sports, our Christmas program, the Book Fair, and Fall and Spring Family nights which offered a family dinner and then science activities (fall) and reading guidance (spring). We worked hard to incorporate family participation in the Liturgical year through our religion curriculum, especially through the CRS Rice Bowl program during Lent, Stations of the Cross, the Christmas Program, and our All Saints Day and Ash Wednesday Masses. With changes to our homework policy, the implementation of IMAGE classes at more grade levels, and increased attention to education standards and standardized testing, our teachers have worked hard to maintain open and regular communication with parents regarding what is happening in the classroom and how parents can play an important role.</p>

Year	2019-2020
	Year Six: The school assesses itself on Catholic Identity Standards 2 and 7. (Note: this should be an internal survey by school staff-not a parent/student survey)
Standard 2	Prayer and Sacraments: The school provides regular opportunities for the school community to experience prayer and the Sacraments.
	<p>Our Lady of the Snows School community's teachers and pupils experience together what it means to live a life of prayer that is reflective of Gospel values. OLS also provides regular opportunities to learn and experience the 7 Sacraments. Each morning the school starts with an outside assembly with all grades (K-8), parents and teachers to begin the day with prayer. The Middle School has a Religious Affairs leader who is responsible for saying the prayer in front of the entire assembly. This in itself is an excellent example of how important daily prayer is and it involves the youth to see how they too can pray to their Almighty God as shown by the school's Religious Affairs Student Leader. Children are lead in prayer by their teachers for student special intentions with both memorized and spontaneous prayers. Each class has a daily gratitude journal from Living Faith Kids, a Daily Catholic Devotions. Students get to read the devotion look up the scriptures and journal their learning and prayers for the school, friends and family.</p> <p>As part of the school's curriculum parents are sent prayers and verses that children are taught to memorize. Even though kindergarteners are not of communion age, they go up to the Eucharistic Minister at mass to receive a blessing. Middle School has started a new program which teaches our 8th grade volunteer Catholic students to become Eucharistic Ministers. Each week during the Wednesday school Mass the 8th grade EM students performed this Sacrament for the entire school. This lets the K-2 have a special connection with the body and blood of Christ and see the older OLS students give them a blessing. All children are taught about each sacrament so the students can begin to prepare their hearts when the appropriate time comes.</p> <p>Prayer is a very important part of our day. There are many prayer opportunities to pray throughout the day including, but not limited to, before snack and lunch and at the end of the day. Some classes have the Star of the Week bring a special intention for the class to pray for through the week. These are some of the Catholic prayers which are taught to the students: Angel of God, Prayer Before Meals, Hail Mary, and The Lord's Prayer, and the Act of Contrition. Even before PE classes students start with the following prayer: "Dear God, Keep me safe and healthy as we celebrate our ability to....."</p> <p>Students are also taught to have a genuine conversation with God while praying. Our Lady of the Snows School also offers a Traveling Mary and prayer book to different families each week. This further connects school and home and faith and family. Many of our students participate each year.</p>

	<p>There is also a special Middle School celebration during the All Saints Mass which allows them to recognize a Saint of their choosing and learn about their lives. They have a Kindergarten partner who they collaborate with to make their presentation during the Mass. They also put together during the Season of Lent a Stations of the Cross live program that the students, parents and school administration is invited too.</p> <p>Our day ends at Our Lady of the Snows with a school prayer by the Religious Affairs Leader on the PA System.</p>
<p>Standard 7</p>	<p>Signs and Sacramentals: There is widespread use of signs, sacramental, traditions and rituals of the Roman Catholic Church throughout the school.</p>
	<p>There is widespread use of signs, sacramental, traditions and rituals of the Roman Catholic Church throughout the school. A statue of Our Lady graces the façade of the school. In front of the school, Snows students, teachers, parents, and administration assemble daily to pray, share good news, and recognize students who show kindness to others with a “Snowflake Award.”</p> <p>Upon entering the school and the classrooms, Catholic signs and sacramentals are abundant and evident. Liturgical calendars are posted in all classrooms, and in many classes, the color of the cloth draped on the prayer tables is changed to match the corresponding color of the liturgical season. In addition to the statues of our Blessed Mother and images of Jesus, the crucifix, crosses, and Bible verses decorate the walls; there are also spontaneous sketches and gifts that children and families bring in. Some examples are drawings of Pope Francis, saints, crosses, mementos from first communion, and flowers for the altar. Also on display is children’s art that reflects Bible stories, Church holidays, and prayer requests. Furthermore, students create “religious” art that represents the Catholic faith, using the “Exploring Faith Through Art” component of the Loyola Press series Finding God. Student Learning Expectation (SLE) posters serve as a reference point and challenge both teachers and students to remember our mission - to love God, love our neighbor, and live according to Gospel teachings.</p> <p>Seasonal Catholic traditions enrich the faith life of our students with the rich tapestry of sights associated with different seasons. During Advent, purple and pink are the colors of the season, and every classroom sets up its Advent wreath which serves as a visible reminder of preparation. The lighting of the candles marks the time and invites the participants to prayer, joyfully awaiting the birth of Christ. Each class also has a Nativity on display, focusing on the religious significance of the season as opposed to the secular one. During Lent, color again plays an important role and purple is predominant. Some classrooms use a prayer jar for intentions or Lenten promises. Middle school students lead the beautiful prayer of the Stations of the Cross, by either creating age appropriate videos that are available for all teachers to show at a time convenient for their classes, or presenting a Living</p>

	<p>Stations with their Kindergarten Buddies. Holy Thursday represents a day of reflection, prayer, and retreat for our students. Another tradition much beloved is that of the Traveling Mary statues assigned to families and handed out at the closing of our school masses. The family's job is to take the Mary statue home and pray for their families, the school, or any intention they would like.</p>
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Echoing the morning routine, the school day closes with the principal or a student council member leading the school in prayer over the PA system.



In-Depth Study

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An In-Depth Study in Science

by:

**Our Lady of the Snows School
1125 Lander Street
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Continuous School Improvement Focused On High Achievement Of All Students

2020-2021

Preface – The writing of this In-Depth was done the same year as the OLS staff was going through the Self Study process.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

Our Lady of the Snows School (OLS) uses sound assessment practices to collect student data. From school year 2016-2017 through 2018-2019, OLS used the ACT Aspire as a summative assessment to measure learning in grades three through eight. This assessment was used by the entire Diocese of Reno. The science section of the ACT Aspire measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences. The science test presents several authentic scientific scenarios, each followed by a number of multiple-choice questions.

The content of the science test includes biology, chemistry, Earth/space sciences, and physics. However, advanced knowledge in these areas is not required, but background knowledge acquired in introductory science courses may be needed to correctly answer some of the questions. The science test focuses on multidimensional assessment, with questions that assess science content in connection with science skills and practices. The science test stresses science skills and practices over recall of scientific content, complex mathematics skills, and reading ability.

ACT Aspire - Science

Percent of Students in the Ready and Exceeding Range	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Spring 2017			67	76	74	89
Spring 2018	33	47	77	64	67	68
Spring 2019	57	53	40	82	74	71

In very general terms, this data showed us that students in the third and fourth grades were scoring lower than students in fifth grade and higher. OLS teachers met in Professional Learning Communities (PLCs) several times to analyze this data and make decisions about how to proceed with future instruction. One common realization that came out of these discussions was that the current Science curriculum standards that we were using had a heavier focus on science content than science skills and practices, especially at the lower grades. Although we were teaching to the science standards that we mapped in conjunction with the University of Notre Dame’s Alliance for Catholic Education (ACE) Collaborative, the later introduction of the Next Generation Science Standards had shifted the focus of standardized assessments. This indicates that OLS needs to look more closely at the standards we are teaching and align them with the more current standards and the way students are being assessed.

Unfortunately, in the school year 2019-2020, we were not able to take the ACT Aspire because our school was in complete distance learning mode due to the pandemic. The following year, the publisher of the ACT Aspire announced in the early spring that the test was no longer going to be available. So OLS made a quick shift in order to obtain some type of standardized Science assessment data for the 2020-2021 school year. OLS was already using the MAP assessment, the Measure of Academic Progress, in other subjects, so the school added Science to the subscription and was able to test students in grades three through eight in the spring of 2021. The MAP assessment is a computer-adaptive skills assessment that provides parents, teachers and administrators with metrics to measure a student's growth over time. It reports scores in various formats including a RIT score and a National Percentile Rank. The MAP Science assessment is based on the Next Generation Science Standards. The chart below is taken from our annual WCEA report, and it illustrates the number of students scoring in the five reporting bands that MAP uses based on National Percentile scores.

Science MAP Scores 2020-2021	3	4	5	6	7	8	3-8 Totals
Lo 0-20	0	0	1	1	0	0	2
LoAvg 21-40	3	2	3	4	3	0	15
Avg 41-60	2	4	5	4	5	3	23
HiAvg 61-80	12	14	12	17	9	18	82
Hi 81-99	18	13	17	14	23	18	103

Analysis:

For the groups in each grade who scored in the first quartile (below the 25th %), what are their weakest areas of performance?

3	n/a
4	n/a
5	Life Science and Earth/Space Science
6	Earth/Space Science
7	n/a
8	n/a

The data above shows that in the spring of 2021, ninety-two percent of OLS students tested in grades three through eight were performing in the average category or higher, above the 40th percentile. And eighty-two percent of OLS students performed in the HiAvg and Hi range. Areas of instruction that had the weakest performance were Earth/Space Science followed by Life Science. These MAP results have not yet been analyzed in PLC meetings, but they have been discussed during the Self Study process and will guide our writing of a goal for the Self Study. The discrepancy in scores between ACT Aspire and MAP gives us another indication that OLS needs to revisit the discussion about current science standards adoption, alignment, and training.

TASK 2 – USING CURRICULUM STANDARDS

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

In 2015, the Diocese of Reno teachers, administrators, and Superintendent worked together in conjunction with the University of Notre Dame’s ACE collaborative to do standards mapping in many curricular areas, including Science. The Science standards document was completed in May of 2015, and it was adapted from the State of Nevada Standards at that time.

Since that time the [Next Generation Science Standards](#) (NGSS) have been adopted by many states, including Nevada. The NGSS are K–12 science content standards. The NGSS are a significant transition from the previous standards in the expectations and approach for teaching science. The NGSS call for a three-dimensional approach to K–12 science instruction. Within the NGSS, there are three distinct and equally important dimensions to learning science. These dimensions are combined to form each standard—or performance expectation—and each dimension works. These dimensions are called Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices.

The Diocese of Reno Superintendent supplied all teachers with an extensive document created by the California Catholic School Superintendents’ Curriculum Committee. This document incorporates the NGSS with our Catholic Values and is a comprehensive resource. Many of our teachers have begun to use this standards document over the last few years. However, we have had no formal training on the NGSS, and they represent the need for significant instructional changes in order to impact student learning.

This is our current situation by grade level:

In kindergarten, OLS uses the California Catholic School Superintendents’ Curriculum Committee Next Generation Science Standards. The school does not currently have a science curriculum for this grade level, so each teacher has created her own year-long curriculum map that follows the standards. Kindergarten teachers use exit tickets, unit tests, class discussions, and projects to measure student progress with the content.

Currently in grades first and second OLS teachers are using the California Catholic School Superintendents' Curriculum Committee Next Generation Science Standards to plan the science curriculum. Based upon the standards, teachers make yearly science goals and begin to plan monthly science units and weekly lessons. Through observations, discussions, experiments, projects, online resources and journaling, teachers are able to measure students' learning and progress in the curriculum.

The third and fourth grade teachers at OLS use the ACE Collaborative standards that were mapped in 2015 along with the Next Generation Science Standards (NGSS). The teachers use those standards to help create units based on the four main disciplines of science; physical science, life science, earth and space science, and engineering, technology, and applications of science. In order to assess student achievement of these standards, we use a variety of formal and informal assessments. These include projects, activities, anecdotal records, quizzes, tests, and now MAP data.

The fifth grade teacher uses the Curriculum and Standards: Next Generation Science Standards adapted by the California Catholic School Superintendent's Curriculum Committee. Long range planning takes place over the summer and during the school year in PLCs, coordinating with the third and fourth grade teachers for vertical alignment. We use formative assessments and MAP testing to measure student progress.

The standards being used in sixth grade are the California Catholic School Superintendents' Curriculum document, which includes a narrative that aligns the standards with our Catholic values. Once during the school year, teachers in grades sixth through eighth meet in a PLC to collaborate and ensure that the grade band curriculum and standards are met. Long-term planning is in place to ensure that curriculum instruction does not overlap within the grade band. Measurable progress is seen through MAP testing, summative assessments, hands-on projects, and formative assessments.

In middle school, the standards being used are the NGSS - specifically the California Catholic School Superintendents' Curriculum Committee document. For middle school, we teach the sixth through eighth grade band. Teachers decided that sixth grade is mostly responsible for Earth Science, while seventh and eighth grade classes rotate through a two-year cycle where Nature of Science and Physical Science are emphasized one year, and Life Science and Planetary Science are the focus of the second year. This ensures that all standards are covered throughout these three middle school years.

Long term planning takes place in multiple settings: vertically over the summer to be sure we are covering all standards and not overlapping, quarterly based on mastery of content, and even weekly and daily in response to student understanding of material based on labs and instruction. Summative and formative assessments are utilized including the MAP test which will now be given three times a year. Teacher created assessments are given after each unit, and lab and project-based data is regularly collected and analyzed.

This last year while having discussions in order to write this Science In-Depth, it became obvious that this is a curricular area that needs focus so that OLS can become re-aligned in the teaching of Science. OLS teachers need training in understanding the standards, they need training in adapted instructional strategies, and they need aligned resources and materials to support instruction.

TASK 3 – INSTRUCTIONAL METHODOLOGY

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.

The instructional methodologies vary by grade levels. Teachers have begun to create their own curriculums to match the standards they are using.

The kindergarten teachers use a variety of instructional practices for teaching science including: videos, interactive songs, class discussions, group and individual projects, experiments, and reading and writing activities. Since there is no curriculum with included materials, teachers in this grade level gather their own materials based on the specific activity. The kindergarten teachers create formative assessments throughout the science unit to monitor student progress. Exit tickets, class discussions, and projects are incorporated to help teachers group students and identify misconceptions which guides further instruction.

Teachers in first and second grade use videos, literature, and experiments in their science instruction. Students are led through the scientific process of observation, hypothesis, research, and conclusion. Teachers introduce STEM and STEAM projects throughout the year. Students are encouraged to journal their observations, and classes discuss hypotheses and research results. Using observation and discussion to measure understanding of the concept being taught, teachers can assess if further instruction is needed. Should students need further instruction or exploration, teachers reteach and explore the concepts taught in the units.

Instructional practices in the third and fourth grades include direct instruction, observation, experimentation, and hands-on STEM activities. Teachers use a variety of teaching materials that promote student engagement and learning. One of the materials teachers use is Mystery Science. Mystery Science provides ready-made science “mysteries” for elementary school students. Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity. Mystery Science lessons are aligned with NGSS which allows for seamless integration into science lessons and units. Super Science is also used, and it is a student magazine that explores life science, physical science, earth science, and engineering through real-world applications and articles. Teachers have also used the Science Fusion curriculum to supplement science lessons. Teachers use a variety of formative and summative assessments to measure student understanding. These assessments include projects, activities, anecdotal records, quizzes, hands-on STEM challenges, and MAP. All this information is valuable in determining if a single lesson, or entire concept needs to be revisited, and retaught.

In fifth grade, instruction incorporates a variety of best instructional practices including hands-on labs, research-based web resources (Generation Genius, Mystery Doug,) reading and writing from a science text book, and use of available Foss Kits. The fifth grade teacher uses teacher-made, formative assessments as well as project-based assessments. Projects utilize rubrics so that students are clear about the expectations for performance before, during, and after projects. Because rubrics are built into our investigations, feedback is focused and explicit, so students (and teachers) understand areas of strength as well as focus on areas that should be improved.

Currently, the sixth grade curriculum is based on the Next Generation Science Standards and teachers are using a variety of resources, however there is not currently an up to date school wide adopted curriculum that follows the above mentioned standards. Teachers incorporate several assessments into their instruction. These assessments include teacher created assessments, online resources, and MAP testing. All of the assessments are used to guide instruction, both long and short term. Teachers use formative assessments to guide lessons and determine if any topics need to be re-addressed before students are given summative assessments. The long term goal is to confirm that all students are mastering the content.

In middle school, the instructional practice most utilized in science is inquiry-based learning where students are discovering and developing their own ideas that are then attached to specific vocabulary and science concepts. Students create a Science Notebook throughout the course that collects all information on what is being learned and helps students organize their thoughts, as well as, learn to scientifically diagram, color code, and label. Science Notebooks are also important for informal assessment and help guide instruction for the following lesson. Misconceptions can then be addressed and elaborations can be made based on what students are showing in their work in the Science Notebook. Unit Assessments provide data on vocabulary mastery, content knowledge, and cross-curricular writing with an emphasis on claim, evidence, and reasoning. This skill is practiced throughout the year, and students revise and edit their work with peer conferencing and teacher feedback.

TASK 4 – SUMMARY OF FINDINGS

As a result of analyzing student test data, reviewing the curriculum standards, and comparing instructional strategies, Our Lady of the Snows School has identified a number of significant accomplishments and areas of focus in the area of Science instruction. While ACT Aspire and MAP data are different and cannot be compared, OLS students are scoring very well in Science currently using the available MAP data.

Teachers at all grade levels have taken the initiative to begin the move from the previous Science standards that they mapped alongside their colleagues in the Diocese of Reno in 2015 to the more current Next Generation Science Standards that have been adopted by the state of Nevada. They have used the document created by the California Catholic School Superintendents' Curriculum Committee as a guiding resource to ensure that our Catholic values are enmeshed in their instruction of Science.

Without a school-wide adopted curriculum, OLS teachers have assembled a broad range of materials to support their teaching of Science and math the NGSS standards. They have incorporated hands-on activities, content magazines, technology, and Mystery Science. Some of these resources were even able to be used during distance learning to continue teaching science through engaging activities.

During our Self Study meetings, teachers agreed that the next steps in moving OLS Science instruction forward will need to include: education about the NGSS standards, vertically aligning those standards, incorporating language about our Catholic values into a standards document of our own, training about current science instructional strategies, presentations and trainings about available science materials and resources that would support the NGSS standards, sharing expertise among our staff about science instruction that is already going well, and time to practice all of these things and then meet together to process and review student data. The shift in Science standards is dramatic and will require teachers to change the way they have traditionally taught Science.

Accomplishments:

- Increase in student engagement with the use of hands-on STEM activities
- Beginning exploration and implementation of California Catholic School Superintendents' Curriculum Committee Next Generation Science Standards
- Incorporating Mystery Science and Super Science into science instruction (NGSS alignment)
- Integration of technology into science instruction
- MAP Science student data
- Use of science lab

TASK 5 – ACTION PLAN

Action Plan for Our Lady of the Snows School

School Code E443

Goal: Implement the Nevada State Academic Content Standards for Science based on the Next Generation Science Standards to improve science education and achievement for all students.

Rationale for this Goal: During this last accreditation cycle the State of Nevada adopted the current Nevada State Academic Content Standards for Science (NSACSS) based on the Next Generation Science Standards (NGSS). These new standards are radically different from previous standards we have used. The NGSS are a set of K-12 science standards that were developed by states. These standards identify scientific and engineering practices, crosscutting concepts, and core ideas in science that all K-12 student should master to prepare for success in college and 21st-century careers. OLS teachers need training in unpacking these standards and learning how to match new instructional strategies and materials to these standards to support student learning.

Alignment with mission, philosophy, SLEs: This goal is directly aligned with the SLE under the heading of Knowledge: “I demonstrate competence in arts and sciences.” It also reflects the school’s mission that it will guide and nurture students to become your leaders who love learning. Last, it reflects Snows’ philosophy that students will achieve educational excellence in all areas of the curriculum.

Strategy #1	Snows teachers will align standards for Science in grades K-8 to make sure all standards are being covered thoroughly
Activity #	<ul style="list-style-type: none"> • Teachers will attend a whole staff presentation in order to learn more about the Nevada Academic Content Standards for Science • Teachers will meet together in grade levels to do standard analysis • Teachers will meet together in grade level bands to do vertical alignment
Cost or Resources & Sources	Early Release Day for presentation of the standards – 3-hour meeting Copies of the Nevada Academic Content Standards for Science Presenter from RPDP that is the expert in the Science Standards PLC weekly meeting time
Person(s) Responsible For Implementation	Teachers Vice-Principal
Process For Monitoring	Teacher attendance at training and PLC meetings Documents created that elaborate vertical alignment of the Science standards Vice-Principal attendance at PLC meetings while teachers are doing standard analysis and vertical alignment
Baseline Assessment	Teacher discussion at the Standards Training about level of knowledge prior to the training
Ongoing Assessment	Teacher understanding of the Social Studies standards as they meet to do standard analysis and vertical alignment as observed by the administration

Timeline Start/Stop	January of 2024 and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents MAP score reports distributed to parents Principal's report to School Board and PTO monthly

Strategy #2	Teachers will research, examine, and adopt Science curriculum and materials to align with standards
Activity #	<ul style="list-style-type: none"> • Investigate and research available materials that align with (NGSS) as a whole group • Examine materials in grade bands • Meet as a whole staff to discuss findings and make recommendations • Pilot agreed upon materials at various grade levels • Discuss findings and look at student data from MAP to make a decision about purchasing curriculums and materials for school wide use
Cost or Resources & Sources	Weekly PLC meeting time Purchase of Pilot materials – to be determined Purchase of adopted materials school wide – cost to be determined
Person(s) Responsible For Implementation	Teachers Administration Budget Committee
Process For Monitoring	Teacher attendance at PLC weekly meetings Collect baseline data using MAP before piloting new materials Collect data using MAP after instruction has occurred using pilot materials
Baseline Assessment	Fall MAP scores from the current year
Ongoing Assessment	Ongoing MAP data collection and analysis after implementation of new materials
Timeline Start/Stop	March 2024 and ongoing
Process for Communicating to Shareholders	WCEA Annual Report Tuesday Newsletter to parents MAP score reports distributed to parents Principal's report to School Board and PTO monthly

Strategy #3	Teachers will receive training in the use of the new Science curriculum and materials
Activity #	<ul style="list-style-type: none"> • Contact the publisher of adopted materials to provide on-site training • Teachers will attend on-site training • Teachers will meet in PLCs to discuss and share ideas and provide peer mentoring for implementation • Teachers may attend National Science conferences and then share what they learned with the staff
Cost or Resources & Sources	<p>Weekly PLC meeting time</p> <p>Cost of professional on-site training provided by publisher of adopted materials</p> <p>Money to attend National Science conferences – money from Title IIA funds</p>
Person(s) Responsible For Implementation	<p>Teachers</p> <p>Administration</p> <p>Budget Committee</p>
Process For Monitoring	<p>Teacher attendance at PLC weekly meetings and on-site training</p> <p>Classroom observations done by administration to observe Science instruction</p> <p>Collect data using MAP after instruction has occurred using pilot materials</p>
Baseline Assessment	Fall MAP scores from 2024
Ongoing Assessment	Ongoing MAP data collection and analysis after implementation of new materials
Timeline Start/Stop	Fall of 2024 and ongoing
Process for Communicating to Shareholders	<p>WCEA Annual Report</p> <p>Tuesday Newsletter to parents</p> <p>MAP score reports distributed to parents</p> <p>Principal’s report to School Board and PTO monthly</p>