



ARCHDIOCESE OF LOUISVILLE

Annual QAC Visit and School Progress Report

**St. Dominic School
March 4, 2014**



Archdiocese of Louisville

QAC Annual Progress Report



Required Action 1: Create a more descriptive vision statement that informs the direction of St. Dominic for the next 5 years.

Strategy/Activity	Implemented(I) Partially Implemented (P) Not Implemented (N)	Has Activity Had Impact? Yes/No	Evidence of Actual Impact	Quality Assurance Committee Comments (to be completed by QAC)
<p><u>August 2013</u> -- Faculty prepared four proposals for a revised vision statement with input from students. Proposed drafts were presented to the school board.</p> <p><u>September 2013</u> – School board selected one of the proposed vision statements and made minor revisions.</p> <p><u>October 2013</u> -- A new vision statement was approved by the school board and published in school handbook and website: <i>St. Dominic School is dedicated to helping students build a broad Catholic foundation of strong character, deep faith, respect and service to the community and sharing a personal relationship with God by providing a dynamic, rich and caring learning environment.</i></p> <p><u>Spring 2013</u> – Vision statement will be posted prominently throughout the school building (hallways and classrooms).</p> <p><u>Spring 2013</u> – Revised vision statement will be published in 2014-15 handbooks (Student/Parent and Faculty/Staff).</p>	Partially Implemented	Yes	<p>Vision statement has been included on website and in Advancement Committee’s Annual Fund Appeal brochure; Vision statement has been added to the mission statement poster in every classroom and in the main hallways.</p>	

Reflections on Implementation and Impact Relative to Mission and Beliefs/ Student Learning	Reasons Implementation was Incomplete or Expected Impact Did Not Occur	Adjustments to Ensure Implementation and Appropriate Impact
<p>Stakeholders involved with the revision process were pleased with the level of involvement from the brainstorming stage to approval of the final draft.</p> <p>The vision statement more thoroughly relates to St. Dominic School's mission and beliefs about student learning and the environment in which students learn.</p>	<p>The vision statement has not been published long enough for students and other stakeholders to become familiar with it.</p>	<p>The new vision statement revision more thoroughly relates to St. Dominic School's mission and beliefs about student learning and the environment in which students learn.</p>

Required Action 2: Revise goals to include measurable outcomes, identify responsible parties, create timelines where applicable and establish clear evaluation standards.

Strategy/Activity	Implemented (I) Partially Implemented (P) Not Implemented (N)	Has Activity Had Impact? Yes/No	Evidence of Actual Impact	Quality Assurance Committee Comments (to be completed by QAC)
<p>The goals are written in a more precise way and are more easily measured.</p> <p>Committees have been formed and responsible parties have been named on each committee. This is in an effort to ensure that action steps are assigned to specific groups. The following committees are in place: Advancement, Technology, Building and Grounds, Academics, and Finance.</p>	<p>Implemented</p> <p>Implemented</p>	<p>Yes</p> <p>Yes</p>	<p>By setting a measurable goal it is much clearer as to whether or not we have met our goals.</p> <p>By having committees we have been able to identify specific goals for each committee to work on and have been able to work toward achieving these goals in a more organized, efficient and timely manner.</p>	

<p>The committees meet on a monthly/periodic basis and the board member responsible for each committee provides a written report from the committee at the monthly school board meeting.</p>	<p>Implemented</p>	<p>Yes</p>	<p>By the use of committees we have been able to involve more stakeholders based on their area of expertise which has been very positive and beneficial.</p>	
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<p>Reflections on Implementation and Impact Relative to Mission and Beliefs/ Student Learning</p>	<p>Reasons Implementation was Incomplete or Expected Impact Did Not Occur</p>	<p>Adjustments to Ensure Implementation and Appropriate Impact</p>
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<p>Committee work has been beneficial for all stakeholders, but the number of committee meetings and the resulting committee reports at school board meetings proved to be too time-consuming and exhaustive. The school board revised its committees from seven to five to reduce the number of committee reports at school board meetings and to consolidate the work of several committees into one larger “Academics” committee that includes a larger number of parents and teachers and school board members working together on the learning environment, assessment and academics in general.</p>		
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Required Action 3: Establish a system of communication with all stakeholders that provides clear and accurate information in a timely fashion.

Strategy/Activity	Implemented (I) Partially Implemented (P) Not Implemented (N)	Has Activity Had Impact? Yes/No	Evidence of Actual Impact	Quality Assurance Committee Comments (to be completed by QAC)
<p>The school board has expanded its membership to include participation from alumni, community and civic leaders.</p> <p>Parent information programs on understanding/interpreting EXPLORE and Terra Nova test data were held in 2010-11 school year; all assessments are accompanied by preview letter prior to testing and explanatory letter w/ test results post-test.</p> <p>Advancement committee publishes a quarterly newsletter for alumni, parish and surrounding community.</p> <p>Advancement committee will include information about the school's financial status and academic gains in its Annual Fund Appeal communications.</p> <p>Annual Fund Appeal (AFA) brochures include academic information, student activities and alumni updates as well as information on the way the school utilizes AFA donations to meet financial goals.</p>	<p>Implemented</p> <p>Implemented</p> <p>Implemented</p>	<p>Yes</p> <p>Yes</p> <p>Yes</p>	<p>Communication channels among the various groups has improved.</p> <p>EXPLORE meeting informed parents about the test and student performance that met or exceeded local, state and national averages. The TERRA NOVA meetings educated parents about the differences between testing philosophies & practices of the Archdiocese and public schools as well as decline in 5th grade test scores.</p> <p>Addition of donor envelopes in the Advancement Committee newsletters has increased this committee's fundraising (\$1200 in 2012-13; \$845 in 2013-14).</p> <p>2013 AFA its goal of \$40,000 by over \$5000; 2014 AFA total stands at \$18,665 to date (37% of goal in 2 weeks).</p>	

Principal and faculty publish photos and articles in <i>The Record</i> and <i>The Springfield Sun</i> ; School makes use of social media by posting information on school and parish Facebook pages.	Implemented	Yes	Parishioners and others call, comment on seeing articles, Facebook posts.	
School contracted with Common Goal Systems to provide online access through TeacherEase for grades, progress reports, report cards, calendars, parent/teacher communications and inclement weather announcements (May-June 2013)	Partially Implemented	Yes	There has been positive feedback from parents and faculty for ease of and accessibility to information; nearly 95% of parents have Internet	
Principal and School Board members will continue to communicate school goals at parish-level meetings, PTO meetings, church, etc.	Implemented	Yes	Principal and School Board members speak periodically at PTO meetings and communicate with Parish Council and Parish Finance Committee	

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Teachers need to develop web pages for homework, project information, syllabus, etc. The majority of school news and information, including lunch account balances, newsletters and calendars, is provided in weekly "eNews" for around 95% of school families through old email system until school personnel can be trained to use "digital lockers" for storing and sending attachments on TeacherEase. Wednesday folders continue to supplement electronic communication.	Training is needed for administration and faculty to learn how to utilize TeacherEase for classroom pages and for communication using the program's "digital locker" for attaching documents; a "one-call" system is needed for making announcements to parents, faculty and staff regarding inclement weather and other information via telephone.	TeacherEase has created greater access of information between teachers and faculty; Calendars for Preschool and K-8 contain information for all stakeholders, from athletic events and meetings to time sheet deadlines and staff development workshops; the ease at which this information can be updated and accessed has made communication more efficient and convenient.
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<p>The move to electronic report cards is ongoing; there was no negative feedback from parents about the new report cards, which replaced the more traditional printed manila card. Parents were provided with a printed copy of the computer-generated report card.</p>		
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Required Action 4: Analyze student data and utilize the results to inform classroom instruction that includes more innovative strategies and best practices

<p>Strategy/Activity</p>	<p>Implemented (I) Partially Implemented (P) Not Implemented (N)</p>	<p>Has Activity Had Impact? Yes/No</p>	<p>Evidence of Actual Impact</p>	<p>Quality Assurance Committee Comments (to be completed by QAC)</p>
<p>August 2, 2012 – MAP training: Teachers and Principal received on-site professional development on administering and interpreting MAP (Measures of Academic Progress), given three times annually to grades 3-8.</p>	<p>Implemented</p>	<p>Yes</p>	<p>Teachers met with students and parents (as requested) review MAP scores and set goals</p>	
<p>October 17, 2012 – Follow-up training (webinar) on interpreting MAP results and communicating results to parents</p>	<p>Partially implemented</p>	<p>Yes</p>	<p>Teachers gained more confidence in interpreting test results</p>	
<p>February 2013 – CEF awards mobile laptop lab (12 laptops) to be used by teachers at all grade levels</p>	<p>Implemented</p>	<p>Yes</p>	<p>Laptops are used regularly across the curriculum</p>	
<p>Summer 2013 – Teachers in Prek-1st acquire iPads for use in cooperative learning groups; Teachers Graves and McElroy lead workshop on learning centers for faculty, staff and principal; teachers begin sharing electronic resources on school’s website (Teachers Pay Teachers)</p>	<p>Implemented</p>	<p>Yes</p>	<p>Interest in iPads spread to other teachers; more teachers want them for use in their own classrooms and added iPads to their Christmas wish list to parents (December 2013)</p>	

<p>May 18, 2013 – Analysis of Terra Nova Test results with teachers in grades 3, 5 and 7; curriculum alignment in Math and Science; monthly curriculum meetings and teacher data/records days added to 2013-14 Calendar</p>	<p>Implemented</p>	<p>Yes</p>	<p>Changes in instructional practices and curriculum noted in lesson plans and observed in classroom visits; test analysis shared among faculty reps and Academics Committee before being reported to School Board</p>	
<p>June 2013 – PTO purchases three Kindle Fire tablets to be shared by 4th-8th Language Arts</p>	<p>Implemented</p>	<p>Yes</p>	<p>Book purchases included audio versions for use by students with special needs; this helped students with Reading difficulties by giving them a portable and more accessible means of understanding the reading assignments</p>	
<p>September 10 – iPad workshop at St. Dominic for faculty and principal</p>	<p>Implemented</p>	<p>Yes</p>	<p>Program increased interest in finding funding for iPad purchases</p>	
<p>October 10, 2013 – Language Arts Curriculum Awareness Session at St. Joseph</p>	<p>Partially Implemented</p>	<p>Yes</p>	<p>Teachers ordered materials to support increase in use of informational text; two teachers (K/1) agreed to serve on Archdiocese textbook review committee; Language Arts teachers shared insights from Oct. meeting with all faculty.</p>	

<p>November 4, 2013 -- Terra Nova Meeting @ Flaget Center for 5th grade Math teachers and Principals; follow-up meeting w/all Math teachers at St. Dominic to discuss insight from meeting</p>	<p>Partially Implemented</p>	<p>Yes</p>	<p>Increased use of word problems; emphasis on shared Math vocabulary; curriculum alignment; use of learning centers</p>	
<p>March 3, 2013 – K-2 teachers will attend workshop on Reading and Math centers to support CCSS.</p>	<p>Not implemented</p>	<p>No</p>		

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<p>Teachers have made an observable and documented effort to put differentiated and innovative practices into their daily teaching and learning practices. Increased use of technology (iPads, SmartBoards and laptops) has increased student access to and use of technology in the classroom. Sharing resources from websites such as Teachers Pay Teachers has promoted creativity, academic dialogue and excitement among faculty members. Information gained on interpreting MAP test results transferred to greater understanding of Terra Nova scores. More teachers are making use of cooperative learning centers in weekly lessons.</p>	<p>There is mixed acceptance of MAP assessment because it is time-consuming and costly and does not always correlate to our curriculum; we plan to look at other assessments as the Archdiocese looks at assessment changes in the Terra Nova.</p>	<p>The School Board is looking into restructuring the money allocated from Instructional Fees to Technology as well as to earmark fundraising efforts in order to accommodate technology needs.</p>
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School Summary Questions

Identify the actions and the examples of evidence to support them that your school has taken to address the required actions provided by the QAC. What has been the impact on your school's overall effectiveness?

St. Dominic School has been able to more effectively utilize interested stakeholders through the school board's standing committees and PTO members in order to organize goals and work to achieve these goals in a timelier, more efficient manner. By doing this, St. Dominic School continues to strive for a positive relationship with all stakeholders as well as to ensure that all stakeholders have the ability to use their strengths to help pinpoint and prioritize goals and achieve results.

The impact of school board committees has been sustained through building on each success and continuing to fine-tune efforts and bring in more people to the process. An example of this is the Advancement Committee which did not exist five years ago and which now is directly responsible for \$55,000 in income for our annual budget through not only the Annual Fund Appeal, which has been very successful since its inception over 15 years ago, but also new fundraising efforts such as the annual Night of Knights alumni dinner, which has had two very successful years and promises to be a huge annual event for not only fundraising but for bringing alumni together for fellowship. In addition, the Advancement Committee sponsors the annual \$10,000 Super Raffle, an adult spelling bee ("Spell-A-Bration") and Trivia Night.

Another example of progress toward a required action is the use of innovative instruction by teachers; the single biggest impact came from drawing on the expertise of two of our own teachers whose workshop on learning centers was inspirational and immediately useful and has had long-reaching effects. The implementation of a handful of iPads has also sparked an interest in their use and application by other teachers.

The addition of TeacherEase/Common Goal has created much more immediate communication between parents and the school; it is not fully implemented at this point, but what we have completed so far gives us a confident glimpse into moving forward with new innovations such as developing more accessibility to student assignments and projects online, and even the completion and assessment of entire assignments online from start to finish. What was thought to be a traumatic change – from paper report cards to online reporting – has been less problematic with each grading period. As we see what we were able to do, confidence in what we can do follows suit.

What would you consider to be **challenges/next steps** that still lay ahead and how do you plan to address **them?**

ENROLLMENT/FINANCE -- We are experiencing a decline in enrollment at the present time that was expected but that is still a financial hardship. Enrollment is projected to continue to decline for at least two more years. How to maintain the academic program, a quality teaching faculty, technology needs and other expenses during this period of decline is a challenge. We are making efforts to secure alternate sources of revenue through alumni donations, and all of our fundraising efforts last year enabled us to end the year with a budget surplus; in addition, we were able to reduce our parish subsidy from \$480,000 to \$465,000 this school year. There is consensus among our board members and particularly the Advancement Committee membership that being specific about needs and allocations of funds is tied to the success of any fundraising effort. If we need \$20K next year for textbooks, and we earmark a percentage of our Super Raffle or Annual Fund proceeds toward that cause, then our supporters will generally meet (or exceed) the need.

ASSESSMENT – Our initial attempts to utilize an online assessment tool, primarily for the “in-between” Terra Nova years, through the use of MAP Assessment, has not generated increased Terra Nova scores in its first year. This year, we have reduced the number of testing cycles for MAP to reduce the amount of class time it consumes in an effort to put more time back in the classroom. Whether MAP continues to be a viable tool for us will require more analysis, particularly after we receive our 2014 Terra Nova scores, and more professional development on utilizing test data in the classroom.

How will you use the insights gained from your accreditation activities to inform and enhance your quality assurance and school improvement efforts?

The challenges identified above will be part of the school improvement plans for the 2014-15 school year.

