



# **IMPROVING STUDENT LEARNING**

© Copyright 2013

**A Self Study for:**

**E741 St. Bernard's Catholic School  
165 W. Eaton Ave.  
Tracy, CA 95376**

***Continuous School Improvement Focused On High Achievement of All Students***

**2016**

# Preface

St. Bernard’s Catholic School is committed to an ongoing process of school improvement focused on high achievement for all students. Since the last accreditation in 2010 the shareholders have analyzed and discussed the school’s Catholic identity, achievement of the SLEs and content standards, ongoing academic growth, and support for all students. This Self Study is the result of data being collected, disaggregated, and analyzed in order to identify significant accomplishments and set goals for improvement of student learning.

## Table of Contents

Chapter 1 – Introduction	
A. How the Self Study was Conducted.....	4
B. Involvement and Collaboration of Shareholders in Completing the Self Study...5	
Chapter 2 – Context of the School	
A. School Profile.....	7
B. Use of Prior Accreditation Findings to Support High Achievement of All Students.....	9
Chapter 3 – Quality of the School Program	
A. Assessment of the School’s Catholic Identity.....	11
B. Defining the School’s Purpose.....	15
C. Organization for Student Learning to Support High Achievement of All Students.....	19
D. Data Analysis and Action to Support High Achievement of All Students.....	22
E. High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards.....	26
F. Instructional Methodology to Support High Achievement of All Students.....	29
G. Support for Student Spiritual, Personal, and Academic Growth.....	32
H. Resource Management and Development to Support High Achievement of All Students.....	36
Chapter 4 – Action Plan	
A. Design and Alignment of the Action Plan with the Self Study Findings.....	39
B. Capacity to Implement and Monitor the Action Plan.....	48
Appendix	
A. School Profile	
B. Data Analysis	

## School Personnel

Name	Position
Susana Parreiras	Kindergarten
Breanna Galicia	1 <sup>st</sup> Grade
Denise King	2 <sup>nd</sup> Grade
Elizabeth Khasiev	3 <sup>rd</sup> Grade
Denise Johnson	4 <sup>th</sup> Grade
Christine Overby	5 <sup>th</sup> Grade
Heather Cesco	6 <sup>th</sup> Grade
Christina Jaques	7 <sup>th</sup> Grade Homeroom & Religion 7 <sup>th</sup> & 8 <sup>th</sup> Grade Math & Social Studies
Beverly Fondacabe	Vice-Principal 8 <sup>th</sup> Grade Homeroom & Religion 7 <sup>th</sup> & 8 <sup>th</sup> Grade English Language Arts 2 <sup>nd</sup> Grade Resource
Bella Githere	7 <sup>th</sup> & 8 <sup>th</sup> Grade Science K-8 Science Lab
Marymargaret Biscevic	K-8 Physical Education
Cathy Fisher	K-8 Technology
Greg Farbizio	3 <sup>rd</sup> – 6 <sup>th</sup> Music & Choir
Anita Colangelo	8 <sup>th</sup> Grade Advanced Math
Jennifer Zona	Junior High Art Elective
Patricia Paredes	Principal 8 <sup>th</sup> Grade Spanish
Sharlene Mendoza	Breakfast Coordinator
Kerry Adamo	Lunch Coordinator
Sue Barnes	Bookkeeper & Scrip Coordinator
Robbin Pombo	Secretary
Arvene Rinaldo	Kindergarten Instructional Aide & K-2 Music
Patty Johnson	1 <sup>st</sup> & 2 <sup>nd</sup> Grade Instructional Aide
Annemaria Braten	3 <sup>rd</sup> & 4 <sup>th</sup> Grade Instructional Aide
Mary Lamadrid	5 <sup>th</sup> & 6 <sup>th</sup> Grade Instructional Aide
Liza Ballutay	7 <sup>th</sup> & 8 <sup>th</sup> Grade Instructional Aide
Kerry Phillips	Librarian & 1 <sup>st</sup> Grade Resource Teacher
Samuel Contreras	Custodian

# CHAPTER 1 – INTRODUCTION

## A. HOW THE SELF STUDY WAS CONDUCTED

In November 2014 a Leadership Team was created to begin the Self Study process. A letter was sent to parents explaining the process of accreditation. The school secretary began to work on the school profile (Appendix A), and the principal and a member of the School Advisory Committee prepared the parent survey using Survey Monkey. Surveys for parents, students, staff, and clergy were created, administered in December, and results were tabulated in January 2015.

Committees were formed to discuss each section of Chapter 3. Faculty meetings were restructured into committee meetings to disaggregate, analyze, and discuss data. The principal invited all shareholders to join the committees and involved them in the revision of the mission, philosophy, and student learning expectations. From January 2015 to mid-March four committees met on Mondays from 2:15 to 3:45 p.m. to discuss sections A through D. A similar format was used from mid-March to May for sections E through H. Several parents and students were actively engaged in the meetings and discussion about support for student spiritual, personal, and academic growth (3G). Record of ISL meetings were kept using the form in Appendix D. Initial drafts for each section were written and shared with committee members through hard copies or Google Docs. Drafts were revised and edited as needed. The final draft of Chapter 3 was ready the first week of June 2015. The Leadership Team assembled all the draft narratives of Chapter 3, edited for style, and sent it to the elementary commissioner in August 2015. Feedback was received and recommendations were taken into consideration for the final document.

In October 2015 the Leadership Team and faculty discussed the significant accomplishments identified in Chapter 3 and decided which critical goals to improve student learning needed to be addressed in the Action Plan. In November the pastor, staff, School Advisory Committee, Finance Council, and Parish Council received a copy of Chapter 3. They were asked to read it and provide feedback to the principal by December 1<sup>st</sup>. Two parent meetings were held in November, one in the morning and one in the evening, to distribute the first draft of the Self Study to all parents in attendance and request feedback. The document was also posted on the school website. In December the Leadership Team discussed and wrote the Action Plan. The principal completed Chapter 1 and the Self Study was printed in January 2016.

Communication with all shareholders about the WCEA School Improvement Process has been timely and ongoing through the weekly newsletter, church bulletin, and meetings. One obstacle that was overcome in August 2015 was the need to restructure the Leadership Team due to staff turnover. The principal and vice-principal remained, and three staff members joined the team.

### Evidence

- Letters to parents
- Weekly newsletter
- Announcements in church bulletin
- Record of ISL meetings and notes
- Tabulated survey results

## **B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY**

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

All shareholders were invited to participate and collaborate in the Self Study process. Parents, students, staff, and clergy completed surveys. Instructional staff, support staff, parents, and students were committee members. Students, teachers, staff, School Advisory Committee (SAC), Parent Teacher Club (PTC), Finance Council, and Parish Council were constantly updated on the process and asked for their input and feedback on the document draft. The office staff and the principal were involved in the completion of the school profile (Appendix A).

Shareholders were encouraged to participate in the revision of the school's mission, philosophy, and student learning expectations. The instructional staff and support staff participated in weekly meetings, discussed, reviewed, and analyzed data with a focus on improving student learning. The faculty reviewed curriculum standards and instructional methodology to determine if they support high achievement for all students. Several parents and students were actively engaged in the meetings and discussion about support for student spiritual, personal, and academic growth. The SAC and Finance Council discussed per pupil cost and first child's tuition over time, as well as financial reports, budget, and a strategic plan for the school.

The instructional staff reviewed and analyzed assessment data. They disaggregated and analyzed standardized test results in quartiles: 75%-99% top quartile, 50-74% 2<sup>nd</sup> quartile, 25-49% 3<sup>rd</sup> quartile, and 1-24% bottom quartile for Reading, Math, Language, and Core. Based on analysis of longitudinal standardized testing data, the in-depth study goal focused on improving student learning in Reading for all students, especially those who consistently scored in the lower quartile. Goals were created, strategies were implemented, and assessment results were tracked and analyzed to determine the effectiveness of the instructional strategies.

The pastor, staff, parents, SAC, Finance Council, and Parish Council were involved in the review of the Self Study draft. A few parents gave feedback and responded with positive comments after reading the document. Each committee identified significant accomplishments and created goals for improvement of student learning based on the data reviewed. Instructional staff fine-tuned the goals and brainstormed strategies to implement as part of the Action Plan. Shareholders will be involved in systematic analysis of the school's effectiveness through future surveys, SAC and PTC meetings, and ongoing communication.

### Evidence

- Survey data
- Record of ISL meetings
- List of shareholders involved in Self Study Committees
- School Profile

## CHAPTER 2 – CONTEXT OF THE SCHOOL

### A. SCHOOL PROFILE

St. Bernard's Catholic School opened on September 17, 1958 with 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. The faculty consisted of four Daughters of the Cross, a religious congregation whose charism has its origin in the Trinitarian life and in the love of God. By 1963 the school had 1<sup>st</sup> through 8<sup>th</sup> grade classrooms in place. In 1966 lay teachers joined the faculty. Although today there are no religious serving in the classrooms, their charism lives on in the school's philosophy which states that St. Bernard's is a Catholic community who has the Blessed Trinity as a model for their thoughts, words, and actions.

The school profile is updated annually and it is used to identify trends, discuss possible causes for changes in enrollment, and make predictions about the impact of these trends in student achievement and the future of the school. Based on the information found in the school profile the School Advisory Committee (SAC) and Finance Council discuss concerns about decreased enrollment and recruitment efforts focused on those attending the new preschool and parish families.

From 2008 to 2013 enrollment remained stable. However, in the past two years Kindergarten enrollment has decreased by 21%. With the opening of the preschool, Kindergarten enrollment in 2015 increased by 10% due to the fact that 15 of the 23 Kindergarteners attended St. Bernard's preschool. If this trend continues, a 2% increase in enrollment is predicted each year.

The trend used to be that every year grades 1<sup>st</sup> through 3<sup>rd</sup> increased an average of 3 students per grade. Most new students in 1<sup>st</sup> grade would transfer from the local Montessori School. That trend has stopped in the lower grades, and is now seen in the middle grades. In the last two years new families have enrolled their children in 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grades. Some students are Catholic school transfers, others are children who attended public or charter schools as well as religious education classes after school, and others come from the local Montessori School. New school families have expressed that they wanted their children to attend St. Bernard's because of the rigorous academic curriculum, religious values, discipline, and safety, which they do not believe is strong in the local middle schools.

Due to staff turnover, lack of enrichment opportunities for high achievers, and families' financial difficulties, enrollment in 1<sup>st</sup> grade decreased by 28% in 2014. It is predicted that higher enrollment in Kindergarten and staff stability may increase the number of students in the lower grades in the next two years. Recruitment efforts for all grade levels include student participation at School Family Masses, parent and student testimonials at Mass, sign-up sheet after Mass, Open House, updated school information in printed tri-folds given to parishioners when they baptize their children and made available at the parish office, church, and Holy Family Center, advertising in the Tracy Press, Bay Area Parent, San Joaquin Magazine, school website, parish bulletin, and Twitter.

The rate of graduates attending Catholic high schools has remained stable since 2012. Two thirds of the 8<sup>th</sup> grade class attends local public high schools. An average of 10 students out of 26 attends either St. Mary's High School in Stockton or Central Catholic High School in Modesto. Communication with personnel from both high schools for recruitment purposes occurs throughout the year. Through informal communication with teachers and staff from Catholic and local public high schools, as well as with former parents and alumni, St. Bernard's Catholic School is commended for the academic achievement and leadership qualities of its graduates. Distance and tuition costs are two of the main reasons why more parents do not choose a Catholic high school for their children.

According to survey data over 97% of students feel that the school supports them in their faith development and over 90% believe that the school provides them with Catholic service opportunities. Ninety-eight percent of 4<sup>th</sup> through 8<sup>th</sup> graders report that their teachers have high expectations of them, and 94% believe that teachers set high academic standards. Eighty-nine percent of those students also agree that teachers give extra help when needed. Ninety-three percent of Kindergarten through 3<sup>rd</sup> grade report that they like school, and 94% report that teachers give extra help.

According to parent survey results over 97% agree that religion instruction is either effective or highly effective, 74% agree that mathematics instruction is effective or highly effective, 86% agree that reading instruction is effective or highly effective, and 80% agree that English language arts instruction is effective or highly effective. The lowest percentage of parent approval was in the area of math instruction. The staff interpreted the 74% as a direct result of the transition to Common Core State Standards. Ninety-seven percent of parents surveyed stated that St. Bernard's Catholic School is safe, and 95% agreed that the school provides an atmosphere in which Christian values and attitudes are emphasized and practiced. Parents wish to see improvements in fine arts, providing music, art, and Spanish at all grade levels, and additional physical education.

#### Evidence

- Appendix A
- Survey Data



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

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

Since the last accreditation in the spring of 2010 the school has addressed the Action Plan goals, implemented strategies, monitored progress, and assessed the impact on student academic achievement and spiritual growth.

The first goal was for students to participate in experiences that support spiritual growth. Schoolwide prayer services have been in place since 2010. For the past six years more and more students have been involved in planning and preparing the prayer services. The school community has participated in a variety of service projects to benefit the local community, children and military personnel abroad. Discussion and reflection about the Sunday Gospel is a practiced from 4<sup>th</sup> through 8<sup>th</sup> grade. Adoration of the Blessed Sacrament is part of the school's Lenten practice. Throughout the year students participate in spiritual activities with buddies, in addition to attending Mass together. Learning Masses have been implemented thanks to the availability of a parish priest who works well with the youth. Two students were baptized during a Learning Mass on January 24, 2014, giving public witness of their faith to the school community. Prayer services and Learning Masses are now part of the Catholic identity of the school.

The second goal was to improve writing in all areas of the curriculum. Step Up To Writing (SUTW) was implemented at all grade levels. Students become familiar with the structure and tools of the program in the lower grades and use similar tools in the middle grades and junior high. Samples of student writing using SUTW tools have been collected and analyzed from grade to grade and have shown overall improvement in writing skills. In the spring of 2012 teachers worked by grade levels (K-2, 3-5, 6-8) to create writing rubrics to address the Common Core State Standards (CCSS). Rubrics for writing an opinion, argument, research, description, and letter writing were developed. Student writing is displayed on bulletin boards and at Open House during Catholic Schools Week. Working with SUTW proved effective and there was no need to implement additional writing workshops for students. A writing scope and sequence was developed using grade level standards. Teachers have discussed progress in writing at faculty and articulation meetings. Writing in science labs was implemented, and a follow-up science period was added to 5<sup>th</sup> through 8<sup>th</sup> grade in order to model for students how to write a lab report.

The last goal was to implement more frequent formal and informal teacher observations. A schedule was developed to conduct formal observations in the fall and in the spring. Informal observations became more frequent throughout the year, using the Data Walk form. The formal observation form was modified to include the percentage of students on task. This resulted in teachers paying close attention to students who were off task and finding ways to engage them in meaningful learning.



The school was involved in a continuous process of school improvement during the years since the last accreditation. Goals were discussed at faculty and staff meetings. Dates for implementation were established, followed by discussion and feedback, resulting in the adoption of practices that improve student learning.

#### Evidence

- Previous Self Study and Report of Findings
- Previous Action Plan and copies of annual updates
- Copies of Annual Reports to WCEA Elementary Commissioner
- Staff meeting minutes including Action Plan items
- SLE rubrics
- Writing portfolios

## 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.*

Catholic identity is an essential part of all aspects of St. Bernard’s Catholic School. Information gathered from parent, staff, and governing body surveys indicate that over 90% of respondents find the school provides many opportunities for prayer and a religion curriculum in accordance with Roman Catholic teaching. Survey results also show that the mission and philosophy statements are integrated into all aspects of school life.

St. Bernard’s Catholic School has modified its mission and philosophy statements throughout the years to better reflect its identity as a school and Catholic community. The mission and philosophy statements are posted in the entrance of the school, all classrooms, faculty room, handbooks, student planners, and website to reinforce the school’s motto of “Learning with God’s Guidance”. In the fall of 2014, the stakeholders reviewed and modified the mission statement to recognize St. Bernard’s Catholic School as a ministry of St. Bernard’s parish.

St. Bernard’s Catholic School continues to provide regular opportunities for the school community to experience prayer and the sacraments. The school community prays, attends Mass and participates in prayer services, the Sacrament of Reconciliation, as well as special liturgical celebrations throughout the year. Students pray at the beginning of each day and throughout the day; prayer is integrated into daily classroom routine. Students and teachers pray upon changing classrooms and as part of Monday morning assembly. According to student surveys over 95% of students in 4<sup>th</sup> through 8<sup>th</sup> grade acknowledge that their religion class helps them to learn about their faith, and over 97% feel that the school supports them in their faith development. All classrooms have a designated prayer area for students to engage in private prayer during the day, if they wish. While formal prayer and opportunities to participate at Mass are provided, faculty and staff realize that students are not given as many opportunities to pray spontaneously. Allowing students to express their faith in various ways could improve their learning and help them grow in their faith.

Students are given the opportunity to lead and participate in monthly prayer services that focus on a different topic each month. As a faith filled Catholic community, the school joins together to attend Mass on the first Friday of every month. In addition, Learning Masses are celebrated on the following Fridays for Kindergarten through 2<sup>nd</sup> grade, 3<sup>rd</sup> through 5<sup>th</sup> grade, and 6<sup>th</sup> through 8<sup>th</sup> grade. At these Masses the priest provides Catholic instruction appropriate for the grade levels. Several students have been baptized at Learning Masses, giving their peers an opportunity to witness the commitment to the Catholic faith that is nurtured at the school.

Six times a year families are invited to participate with their children in a School Family Mass held at the Holy Family Center during the 11 o’clock Sunday liturgy. Students also attend Mass on Holy Days, First Communion, and Ash Wednesday, and participate in liturgical celebrations such as Stations of the Cross, prayer services, and the Passion Play. Families are invited to

attend all school Masses, prayer services, and special liturgies, encouraging family unity. The school and parish priests work together to coordinate and schedule times for the students to receive the Sacrament of Reconciliation during school hours. During Lent the students participate in Adoration of the Blessed Sacrament with their buddies. The priests and staff recognize the importance of developing a greater love for the Eucharist, and would like to provide more opportunities for Adoration of the Blessed Sacrament throughout the year.

St. Bernard's Catholic School provides daily religious instruction in alignment with the teachings of the Catholic Church. The school utilizes Sadlier textbooks, Benzinger family life series, and the Religion Enduring Standards set by the Diocese of Stockton to teach students about the Catholic faith. Religion standards are included in daily lesson plans. Students write gospel reflections to help them understand the readings from the Sunday Liturgy of the Word. Teachers also provide a classroom environment that is rich with visual reminders of signs, sacramentals, traditions, and rituals of the Catholic faith. Each classroom contains not only a prayer space, but a liturgical calendar, crucifix, statue of Mary, and an Advent wreath that is displayed four weeks before Christmas.

The practice of the Catholic faith is expressed on classroom bulletin boards and through art projects. A priest leads prayer at Monday morning assemblies and visits the classrooms to answer questions and supplement religious instruction. The priests also make themselves available to help counsel students, focusing on their spiritual needs, and lead an offsite retreat for the 8<sup>th</sup> grade students. Teachers integrate religious values into secular instruction and life lessons throughout the day, including special projects such as Respect Life essay contest, community service opportunities, and writing activities. The entire staff encourages students to demonstrate Christian behavior in the classroom, playground, and outside of school. Students are rewarded for showing good moral values through the Super Saint recognition award and Student of the Month for Christian Witness, acknowledging their efforts to act like Christ.

St. Bernard's not only encourages Christ-like behavior at school, but the school takes part in many community service projects that support the larger community. Students, parents, administration, and staff prepare Christmas supply packages for orphans in the Philippines through the Pusong Pinoy Forever Foundation, and junior high students carol at the local convalescent home. Students, staff, and parents also participate in events sponsored by the community including, but not limited to, the parish Fall Festival, Kids in a Box for a local family shelter, baby bottle change drive for the Pregnancy Resource Center of Tracy, Thanksgiving Food Drive coordinated with Tracy Interfaith Ministries, and food and clothing drive through the DARE Program. Over 90% of students believe that the school provides them with Catholic service opportunities. Schoolwide service opportunities occur during the first semester of the school year. More service projects need to be developed to encourage participation of the whole school community during the second semester. Service projects need to be an ongoing practice and not seasonal.

In an effort to provide the students with a rich faith filled education at St. Bernard's Catholic School, teachers participate in faith formation activities for catechetical and instructional competency following the guidelines of the Diocese of Stockton in order to receive Catechetical Certification. The initial certification is achieved through the completion of the program Echoes

of Faith. Currently six out of nine teachers of religion are certified, and three will complete the program by August 2016. Catechetical certification is maintained and renewed by staff participation in faith formation activities provided through diocesan ministry days, diocesan in-services, and an annual staff retreat directed by one of the parish priests. Some staff members also participate in additional faith formation activities and retreats for their own spiritual growth throughout the year. Staff survey results revealed the need for more opportunities during the school year for faculty and staff to engage in activities focused on spiritual growth.

St. Bernard's Catholic School strongly believes that parents are the primary educators of their children not just academically, but in their faith development. Parents are encouraged to participate in prayer services, Stations of the Cross, and school Masses. Parents are also invited to serve as ushers, greeters, and Extraordinary Ministers of the Eucharist during School Family Masses. In an effort to provide parents with the tools to help their children grow in their faith, they are required to participate in adult religious education classes before their child can receive the sacraments of Eucharist and Confirmation. Adult religious education is offered through the parish. Opportunities for spiritual growth for parents are also provided through parish events including inspirational speakers and evenings of reflection and community building. The faculty and staff recognize a need to provide additional opportunities for parent faith formation as part of the school program.

In conclusion, St. Bernard's Catholic identity is embedded in the culture of the school. Survey results indicate that over 90% of respondents find that the school provides many opportunities for prayer and a solid Catholic curriculum. Survey results also reveal that over 95% of 4-8 grade students acknowledge that their religion classes help them to learn about their faith, and over 97% feel that the school supports them in their faith development. While formal prayer and Mass celebrations are provided, more opportunities for spontaneous prayer in the classrooms are needed, as well as developing a greater love for the Eucharist by regular participation in Adoration of the Blessed Sacrament. In addition, community service projects need to become an ongoing practice, and more faith formation activities for the spiritual growth of parents and staff need to be implemented as part of the school program.

#### Significant Accomplishments

- Several community service opportunities in the first semester
- School Family Masses, increasing visibility in the parish
- Formal prayers recited throughout the day
- Schoolwide prayer services
- Participation in the Sacrament of Reconciliation
- Learning Masses
- Adoration of the Blessed Sacrament during Lent
- Parent participation in adult religious education classes and Confirmation meetings

#### Goals

- Provide service opportunities year round
- Encourage students to pray spontaneously
- Develop faith formation opportunities for parents and staff
- Provide more opportunities for Adoration of the Blessed Sacrament

## Evidence

- Catholic identity surveys
- Parent and student surveys
- Sacramental preparation schedule
- Reconciliation schedule
- Stations of the Cross schedule
- Mass schedules
- Mass planning forms
- Photos of classroom bulletin boards
- Prayer service schedule
- Catechetical certification records
- List of formal prayers to be taught per grade

## **B. DEFINING THE SCHOOL'S PURPOSE**

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

### **MISSION**

St. Bernard's Catholic School, a ministry of St. Bernard's Parish, provides a holistic, value-based education to produce well-rounded Catholic citizens. We are committed to teaching Catholic doctrine and moral values infused throughout an academic curriculum. We strive to develop Catholic identity and academic excellence in all students that will in turn benefit the school, the Church, and society at large.

### **PHILOSOPHY**

We are a Catholic community who has the Blessed Trinity as a model for our thoughts, words, and actions. We provide quality Catholic education in alignment with high academic standards. We support and facilitate the development of the whole child, spiritually, intellectually, academically, emotionally, physically, and socially. We recognize the role of parents as primary educators, and of teachers as facilitators of learning. We prepare our students to be strong in their faith and to succeed in a culturally diverse society, respecting and safeguarding the dignity of all members of our community.

### **STUDENT LEARNING EXPECTATIONS (SLEs)**

St. Bernard's Catholic School Student Learning Expectations (SLEs) demonstrate what all students of our school must know, do, and value, by the time they graduate. SLEs are incorporated into lesson plans and rubrics throughout the school year.

#### **A faith filled Catholic who is able to:**

1. Develop a spiritual center based upon Catholic beliefs, teachings and prayer
2. Understand and actively participate regularly in the liturgical celebrations
3. Demonstrate Christian values and the courage to make moral decisions

#### **An academic achiever who is able to:**

1. Set goals and evaluate progress
2. Use good study and organizational skills
3. Work independently and collaboratively to solve problems and apply knowledge to real life situations

#### **An effective communicator who is able to:**

1. Express written thoughts clearly, using correct grammar, syntax and mechanics
2. Express thoughtful opinion and employ critical listening
3. Speak publicly with confidence and poise

**A responsible citizen who is able to:**

1. Understand the basic civic/social responsibilities of a citizen
2. Take responsibility for his/her words and actions
3. Show respect for self, others and society

**A lifelong learner who is able to:**

1. Use technology for learning, communication and enjoyment
2. Recognize and utilize his/her unique gifts and talents

St. Bernard's mission, philosophy, and schoolwide student learning expectations (SLEs) define the school's purpose to shape and form faith-filled Catholics with strong academic skills and moral values. Through the dedication of parents and staff, and the support of the parish community, each student is called to know and love God, and to follow Jesus' teachings and example. St. Bernard's Catholic School is focused on helping to nurture the spiritual, intellectual, academic, emotional, physical, and social growth of each student so that they can become strong, well-rounded individuals who uphold Catholic values and traditions.

In the fall of 2014 staff, parents, and members of St. Bernard's parish revised the mission and philosophy statement to identify the school as a ministry of the parish and highlight the quality of Catholic education that the school offers. The SLEs were also reviewed and revised. The process for determining the SLEs came from open communication with parents, staff, and members of the parish community. Input from parents and the parish community was gathered through surveys, meetings, and written correspondence. Teachers, parents, the School Advisory Council (SAC), Parent Teacher Club (PTC), and staff were given the opportunity to revise the current mission, philosophy, and SLEs to ensure that they reflect and embody the school's purpose. St. Bernard's Catholic School realizes that they are a ministry of the parish and that by fostering high academic skills and instilling moral values the students will make positive contributions to the parish, Church, and community at large.

In reviewing the SLEs in 2014, shareholders determined the need to combine and eliminate repetitive ideas contained within some of the SLEs. After approval by shareholders, SLE 2.3 and 2.4 were combined, and SLE 5.1 was deleted. The updated mission, philosophy, and SLEs are displayed throughout the school. They are posted in each classroom, front office, faculty room, computer lab, library, and science lab. Students may also find the SLEs in their daily planners and the school website.

The SLE rubrics that were developed in 2008 and implemented in 2009 are currently used to help assess students' knowledge and application of each SLE. The assessment data and work samples are passed with the students from grade to grade. Each teacher creates a plan for the year as to how progress towards achievement of the SLEs will be measured. Samples of student work are added to each student's SLE folder and are reviewed by the teacher to assess progress and identify areas of growth.

The SLEs may also be found in lesson plans. Each lesson that is prepared is connected to one or more SLEs. Students identify the SLEs at the beginning of each lesson to guide their learning. According to survey data, 87% of students strongly agree or agree that each lesson is connected to an SLE. This data shows that students have a great awareness of how the SLEs are presented on a daily basis. Teachers assess the students' progress towards achievement of the SLEs.



However, in general, students are not given the tools or opportunities to assess their own achievement of the SLEs, so creating ways for students to assess their own progress would be beneficial. Due to the recent revision of the SLEs, new activities to help students learn and understand the SLEs need to be implemented school wide.

Lessons are aligned to the teachings of the Catechism of the Catholic Church and the Diocese of Stockton's Religion Enduring Standards. When preparing religion lesson plans, teachers indicate which Religion Enduring Standards of the Diocese of Stockton being taught. California State Standards and Common Core State Standards (CCSS) are addressed in lessons, establishing high academic standards for all students. Up-to-date textbooks and accredited Catholic resources are used to support the curriculum.

Since 2012 St. Bernard's Catholic School has developed its math and language arts curriculum to align with the Common Core State Standards (CCSS). Evidence of students' academic progress can be found in ITBS longitudinal data and TerraNova testing results for the spring of 2015. In addition, the STAR Reading test and math benchmark assessments are administered three times a year to track progress and determine students' reading and math levels.

St. Bernard's Catholic School works alongside parish staff to prepare the students for their lifelong journey as faith filled Catholics. Third grade parents participate in catechetical sessions before their children receive the First Holy Communion. Sixth and seventh graders participate with their parents in parish activities in preparation to receive the Sacrament of Confirmation. Students are able to practice their faith throughout the liturgical year by receiving the Sacrament of Reconciliation and the Eucharist, participating in Adoration of the Blessed Sacrament and school prayer services. In every classroom there is an area dedicated to prayer where students can go to reflect and take time to pray. To assess how well the students understand the concepts and practices of the Catholic faith, teachers administer tests and quizzes in the classroom that are aligned with Catholic textbooks and resources. In addition, teachers assess each student individually to ensure that prayers and Catholic practices are correctly understood. Classroom discussions on Catholic doctrine and practices provide insight for teachers on how well the students understand, practice, and grow in their Catholic faith.

In a schoolwide student survey conducted in the fall of 2014, the students were asked if they believed that curriculum standards were talked about in the classroom. Eighty-one percent of students in 4<sup>th</sup> through 8<sup>th</sup> grade agreed that curriculum standards were discussed in the classroom. This data reflects the success of SLE implementation and provides evidence that students and teachers dialogue in the classrooms about expectations for spiritual growth and academic achievement. When asked about their faith, 95% of the students who participated in the survey strongly agreed that they were learning how to grow in their Catholic faith. These results demonstrate that the school's mission to provide Catholic education with high academic standards is understood by the students.

In conclusion, St. Bernard's Catholic School has an updated mission, philosophy, and SLEs that clearly state the purpose of the school. The data shows that most students are aware of how the SLEs are connected to daily lessons. Although teachers assess the students' progress towards achievement of the SLEs, analysis of the data revealed that students need to be given the tools to assess their own achievement of the SLEs. This will help them to better understand the purpose of the SLEs as outcomes to be achieved by the time they graduate from the school.

### Significant Accomplishments

- Mission, philosophy, and SLEs evaluated and modified by all shareholders
- Lessons connected to SLEs ensure students' awareness of SLEs in daily learning
- Creation of SLE plans and implementation of rubrics to assess students' progress towards achievement of SLEs

### Goals

- Create ways for students to assess their own progress towards achievement of the SLEs
- Develop new, engaging activities to help all students learn, understand, and apply the SLEs

### Evidence

- Minutes from staff meetings
- Weekly emails
- Surveys
- Posted mission, philosophy and SLEs throughout the school
- Weekly lesson plans
- Curriculum maps
- Accredited Catholic resources
- SLE plans and rubrics for each grade on the server
- SLE evidence boxes in each classroom
- Accelerated Reader data
- STAR Reading test results
- ITBS test results
- TerraNova test results
- Math benchmark assessments

## **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.*

The organizational structure of St. Bernard's Catholic School is based on the Diocese of Stockton policy and procedures for parish leadership roles and responsibility as outlined in the Administrative Handbook. The handbook clearly describes parish and school acting bodies, their responsibilities, relationship and collaboration. The organizational policies play key roles in maintaining a structure that fosters high student achievement and Catholic values. Participants are the pastor, the principal, faculty, staff, and parents.

The pastor, Monsignor Ivo Rocha, served as the spiritual leader and head of the school from 1984 to 2015. In 2014 Father David Dutra joined St. Bernard's Catholic Church as associate pastor. His leadership as pastor began in 2015. The pastor works with the administration and School Advisory Committee (SAC) to support the school's mission in the formation of children. The priests invite staff, students, and families to participate in worship and in parish ministries. The presence of the priests at school assemblies, activities, and liturgies fosters a strong relationship with the students and their families.

The principal is responsible to the pastor and is the spiritual, educational, and organizational leader of the school. The principal works closely with the pastor, the vice-principal, staff, and SAC to ensure open and effective communication within the school community. The principal guides the school in accordance with diocesan policies and attends SAC, Parish Council, Finance Council and Parent Teacher Club (PTC) meetings. The principal serves as executive officer, developing, administering, and monitoring policies. The principal, with the assistance of the vice-principal, leads the instructional staff in professional growth and curriculum development, oversees resource management, is responsible for the overall operation of the school, conducts staff meetings, and hires and evaluates staff.

The administration of St. Bernard's Catholic School maintains close contact with the pastor, parish staff, teachers, parents, and students. The principal is visible in the classrooms, hallways, at arrival, at dismissal, and knows the children and their families. The principal and vice-principal maintain contact with parents through phone calls, emails, and meetings. An open door policy is in place for consultation with any member of the school community. The principal communicates news to the school community through the weekly newsletter, which is delivered via email. The school posts newsletters, forms, policies, links to volunteer opportunities, and announcements on the school website. The parish includes school announcements in the Sunday bulletin.

St. Bernard's Catholic School has a supportive, involved, and dedicated SAC. The SAC acts as an advisory body to the pastor and principal, and meets once a month to discuss school safety, finances, technology, curriculum enhancement, marketing, and public relations. SAC members work together on long and short range planning, review and update the school's five year strategic plan, and serve on committees designed to support the mission of St. Bernard's Catholic School. The new pastor would like to see the SAC become more involved in strategic planning

that promotes parental involvement, the Catholic identity of the school, and high achievement of all students.

All leadership groups, school and parish staff, SAC, and PTC are genuinely committed to the achievement of the school's mission. The administration and staff are dedicated to the school's mission and philosophy through the expression of their Catholic identity. The staff focuses on the needs of the whole person in the formation of the students, knowing that their job entails supporting the parents, who are the primary educators of their children.

The teachers of St. Bernard's Catholic School are committed to help each student achieve his or her academic potential. The teachers provide a challenging curriculum to all students in a Catholic environment that nurtures collaboration and creativity. Student expectations are communicated to parents at Back-to-School Night, in the Parent-Student Handbook, and on the school website. Teachers communicate expectations to their students in class and to parents through emails, phone calls, newsletters, weekly folders, Cornerstone parent portal, and teacher websites. The staff models Christian behavior in all types of communication.

Student learning is regularly assessed and reported to the school community. Students receive a mid-quarter progress report and a report card at the end of each quarter. Parents receive the results of students' math benchmark assessments at parent-teacher conferences along with Renaissance Learning STAR Reading Test reports three times a year. Parent-teacher conferences provide an opportunity for parents to discuss students' progress with teachers. These meetings are scheduled in the fall and spring. Students in 5<sup>th</sup> through 8<sup>th</sup> grade attend and lead conferences, fostering student responsibility and ownership of learning.

The administration places high priority on staff development with the goal of supporting achievement for all students. Weekly faculty meetings provide opportunities to discuss and evaluate programs, share best practices, and analyze student progress. Collaboration among colleagues gives teachers the opportunity to articulate about effective strategies and curriculum enhancements for high and low achievers. Teachers continually improve instruction with strategies gained through participation in professional development activities, research, and implementation of technology to promote 21st century skills and support high achievement of all students. Title II funds are set aside for professional development, allowing staff to seek out and participate in training and growth opportunities to enhance teaching and learning. The faculty also participates at professional development days offered by the Diocese of Stockton. Seven out of nine teachers maintain a current California teaching credential, and two teachers are currently completing courses to acquire a multiple subject teaching credential.

Efforts have been made to identify and assist students who are struggling academically, especially in reading and math. Teachers identify these students early in the school year and initiate a formal process to gather data and track students' progress and growth. Each homeroom teacher prepares a Planning Instructional Change report which includes an action plan to support low performing students. These reports identify particular standards in which students need additional support. Most teachers provide tutoring before or after school. One additional form of support for low achieving students in 1<sup>st</sup> and 2<sup>nd</sup> grade is weekly, small group instruction provided by the librarian or the vice-principal, who act as resource teachers. Title I funds are

used to purchase instructional materials to help low achieving students improve in reading and math skills. Data shows that low achieving students beyond 2<sup>nd</sup> grade would also benefit from consistent remediation from a resource teacher. Additional resources, besides Title I funds, may need to be allocated for this purpose in order to support high achievement of all students.

Student learning was measured by ITBS scores through the fall of 2013, by Terra Nova testing results starting in spring of 2015, and by the use of in-class assessments that demonstrate application of skills learned through classroom instruction. Every year a summary of diocesan and school standardized testing results are shared with the school community. Test scores, along with a wide variety of formative and summative classroom assessments, are used to analyze student achievement and to determine what adjustments are necessary to strengthen the academic program with the purpose of improving student learning.

St. Bernard's Catholic School families, SAC, PTC, students, teachers, administration, and the pastor collaborate closely to provide a positive, nurturing environment committed to supporting student learning. It is evident that commitment and support of all groups is needed to achieve the school's goals and to meet the educational needs of all students. Involvement of the SAC in a strategic planning process that supports faith formation and student learning must be a priority. Support for low achieving students must continue in Kindergarten through 2<sup>nd</sup> grade, and the school will explore the possibility of expanding resource teacher assistance to other grades.

#### Significant Accomplishments

- Caring, nurturing, learning environment supported by parent-teacher communication via emails, notes, phone calls, and conferences
- Data analysis to plan instructional change for low and high achieving students
- Communication among shareholders occurring regularly, facilitated by the administration
- Additional reading remediation provided in 1<sup>st</sup> and 2<sup>nd</sup> grade by a resource teacher

#### Goals

- Involve SAC in strategic planning to promote parental involvement, Catholic identity, and high achievement of all students
- Expand resource teacher assistance
- Allocate resources to support high achievement of all students

#### Evidence

- SAC meeting bylaws and minutes
- Survey data
- School brochure
- School website
- Five-year plan
- School calendar
- Employee handbook
- Parent-Student handbook
- Faculty handbook
- Back to School Night information
- ITBS analysis binders

## **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.*

The administration and faculty of St. Bernard's Catholic School gather and review data from different sources to improve student achievement. The results of standardized tests, classroom assessments, in-depth studies, survey data, articulation among teachers, and communication with high school teachers and administrators drive the improvement of the curriculum and academic program.

Information gathered from parent and student surveys show that over 97% of parents agree that their child is receiving a highly effective or effective education in Religion. Over 95% of students in Kindergarten through 3<sup>rd</sup> grade strongly agree that they learn about being Catholic and over 95% of students in 4<sup>th</sup> through 8<sup>th</sup> grade strongly agree or agree that their Religion class helps them to learn about their faith. A student survey to gather data about the students' spiritual growth and the effectiveness of the schoolwide prayer services and other religious practices was administered in 2013-2014. The results were analyzed by the staff and the need to continue providing spiritual opportunities for the students, in addition to classroom instruction, was evident. A Religion test provided by the Catholic Schools Office of the Diocese of Stockton was administered for the first time at each grade level in the spring of 2015. Teachers analyzed the results to plan instructional change for the following year. Next year the religion test will be given in the fall as a pretest. The results of the tests will be used to plan instruction and ensure that students are meeting the diocesan Religion Enduring Standards. A posttest in the spring will help to measure student growth and assess the effectiveness of the religion curriculum and instructional program. The administration and staff recognize the need to ensure that additional data is gathered throughout the school year to assess the faith formation program.

Progress towards the achievement of the SLEs is assessed by classroom teachers using school created rubrics. Teachers collect work samples from students and assess them using the rubrics. The rubrics and work samples move from grade to grade with the students. Eighth grade students create a final project to show their level of achievement of each SLE.

Every year, upon reception of standardized testing results, the administration and staff gather to disaggregate and analyze data in order to improve curriculum and instruction. Faculty meeting time is devoted to the analysis of standardized testing results for 2<sup>nd</sup> through 8<sup>th</sup> grade. Based on scores, a list of students is created per grade, placing them in quartiles. The list is used to determine which scores in particular skills and concepts are the lowest for students in the lowest quartile. The administration and teachers use results to develop a specific instructional plan for students performing in the bottom quartile in Reading, Math, and Language. Action plans are developed and implemented for those students. In several grades students scoring in the highest quartile are given enrichment activities. However, the faculty realizes that there is a need to develop a schoolwide enrichment program to address the educational needs of high achievers.



Most St. Bernard's students score at or above grade level, and progress academically at least one grade level a year in all academic subjects, as indicated by ITBS longitudinal data. The analysis conducted in the fall of 2013 revealed that 96% of 8<sup>th</sup> graders were at basic, proficient or advanced level of proficiency in Reading, 96% in Language, and 89% in Math. The grade equivalent (GE) for the 8<sup>th</sup> grade class was 8.9 in Reading, 12.3 in Language, and 9.5 in Math. One noticeable score which improved since the previous year in every grade was the Math score (see Appendix B). The administration and staff interpret the growth as a result of the online Summer Math Program, weekly computation assessments, and class instruction enhanced with technology resources.

With the implementation of the Common Core State Standards (CCSS) in Math during 2014-2015 teachers administered math benchmark assessments in Kindergarten through 8<sup>th</sup> grade. The assessment was conducted in September 2014, January 2015, and May 2015. The results of these tests were disaggregated using a spreadsheet indicating the level of mastery of the Math CCSS. Scores were analyzed and used to plan classroom instruction and remediation for students showing low or no mastery. The same procedure was followed in the fall of 2015, but this time teachers used the Sadlier Math online program which facilitated the administration, recording, and reporting of the math benchmark assessments.

Students take the STAR Reading Test in August, January and May to measure their progress and growth in reading and to determine their independent reading level. The results of these tests are communicated to parents. Teachers use these results to determine reading groups for small group instruction, and to recommend books for independent reading. Teachers work alongside the school librarian to make sure students are reading at the appropriate level, and to set high expectations for growth. They also establish support strategies for struggling readers.

Based on assessment results, teachers address the diverse needs of students in a various ways. The students may be grouped by skill level in reading and math or may be supported before school with small group instruction. Homework may be adjusted so all students are challenged at their individual levels. Several assessments are used at all grade levels to monitor student growth. These assessments include observations, written tests, homework, chapter and unit reviews, projects, research papers, class participation, artwork, oral reports, and reports using technology.

Students performing below grade level are given extra support to help them succeed. Small group instruction, mandatory study hall for students in 6<sup>th</sup> through 8<sup>th</sup> grade once a week, one-on-one teacher support, before school tutoring, peer tutoring, CJSF tutoring, and strategies from Student Study Team (SST) are some ways that students are given additional support to help them be successful.

Students in 1<sup>st</sup> and 2<sup>nd</sup> grade who perform below grade level in reading assessments receive additional support from a resource teacher. The resource teacher works with them weekly on sight word recognition, decoding, blending, fluency and writing skills. She gathers and analyzes data together with the homeroom teacher in order to determine a plan of action for student success. Students in Kindergarten receive before school help, small group and one-on-one support from their classroom teacher or instructional aide with a focus on phonemic awareness,



blending, decoding, spelling, and writing. St. Bernard's is committed to supporting struggling readers as soon as the need for extra support is identified.

Data analysis helps teachers gain an accurate picture of each student's strengths and areas for growth. Teachers are able to monitor individual progress and adjust instruction as needed. As a result of disaggregation of math scores, a math computation program was implemented in 2009 and continues to this day. Students practice math computation daily, are given a weekly assessment, and receive a computation grade each quarter. A Summer Math Program is in place to help students practice skills using online resources and avoid summer learning loss. Students practice math using Aha! Math or SumDog online programs, or learn new math skills using ALEKs. In the fall, students receive a grade based on the level of completion of their math assignments and a medal to acknowledge the time and effort spent during the summer months.

St. Bernard's Catholic School uses the Step Up to Writing Program to teach writing skills. In 2012 teachers worked in grade level groups to create writing rubrics for K-2, 3-5, and 6-8 to assess student growth in writing skills across grade levels. Writing samples are collected in Kindergarten through 8<sup>th</sup> grade and are used to assess and track student growth.

Technology is used to differentiate instruction and meet the needs of all students. Fourth through eighth grade students take the 21st Century Skills Assessment twice a year. The technology instructor uses the results of this assessment to guide and improve instruction. The results reveal that by the time students reach 8<sup>th</sup> grade, having had four years of formal technology instruction, most are proficient in technology skills and concepts. In contrast, students who enter St. Bernard's in junior high show lower technology and digital citizenship scores. Communicating and explaining the results in more detail to teachers, parents, and students must be implemented.

Teachers attend professional development conferences during the year. They have participated in workshops and conferences on close reading, writing strategies, technology, science, and how to help students meet or exceed Common Core Math Standards. All teachers attend professional development days organized by the Diocese of Stockton and Ministry Day. Teachers have also taken advantage of classes offered by the San Joaquin County Office of Education. Title II funds are used for teachers to engage in professional development that will help them better meet the learning needs of all students. Teachers have implemented instructional strategies and technology resources that they learned about at professional conferences. Student engagement has increased since the implementation of technology in the classrooms, as evidenced by feedback from students and parents. Results of alternative, less-traditional, and technology-based assessments reveal that junior high students are learning using creativity and collaboration.

With the implementation of the CCSS, the administration and faculty realizes that disaggregation and analysis of data is essential to improve student learning. Currently data analysis helps to develop plans for remediation of low achieving students. However, there is a need to develop a schoolwide enrichment program to address the educational needs of high achievers. In addition, results of the 21st Century Skills Assessment administered in 4<sup>th</sup> through 8<sup>th</sup> grades need to be further analyzed and communicated to all shareholders.

### Significant Accomplishments

- Resource support for Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade
- Multiple forms of assessment to meet the needs of all learners
- Support for students in lower quartile
- Summer Math Program
- Before school tutoring programs
- Weekly computation assessment
- Support for struggling readers

### Goals

- Develop ways to gather data to assess the faith formation program
- Develop opportunities for students who score above grade level in standardized testing to be academically challenged
- Communicate technology assessment results to all shareholders

### Evidence

- SLE rubrics and files
- Data analysis of ITBS results
- Math benchmark assessment results, spreadsheets, and reports
- Summer Math Program results
- Lesson plans
- Student Improvement Plans
- SST documentation
- PLC meeting minutes
- Resource teacher communication log
- Resource assessment data for 1<sup>st</sup> and 2<sup>nd</sup> grade
- STAR Test results
- Writing rubrics and files
- 21st Century Skills Technology assessment results

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

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

St. Bernard's staff supports high achievement of all students based on SLEs and curriculum standards by providing a continuum of learning, utilizing a variety of tools to assess student learning, and using the results of those assessments to guide instruction.

The school's curriculum follows the Diocese of Stockton Enduring Standards, the State of California Curriculum Standards for Social Studies and Science, the Common Core State Standards (CCSS) in Math, and is transitioning to CCSS in Language Arts to create a continuum of learning for all students. Standards and SLEs are listed in lesson plans and are communicated to students at the beginning of each lesson. Survey results indicate that parents agree that St. Bernard's core academic subject areas are effective or highly effective. Over 97% of parents agree that religion instruction is either effective or highly effective, 74% agree that mathematics instruction is effective or highly effective, 86% agree that reading instruction is effective or highly effective, and 80% agree that English language arts instruction is effective or highly effective. Ninety-eight percent of 4<sup>th</sup> through 8<sup>th</sup> graders report that their teachers have high expectations of them, and 94% believe that teachers set high academic standards. Eighty-nine percent of those students also agree that teachers give extra help when needed. Ninety-three percent of Kindergarten through 3<sup>rd</sup> graders report that they like school, and 94% report that teachers give extra help. The lowest percentage of parent approval was in the area of math instruction. The staff interpreted the 74% as a direct result of the transition to Common Core State Standards.

Catholic identity is woven into all aspects of school life. Prayer in the classrooms, as well as at staff and parent meetings, unites all members of the school community in the spiritual bond of faith. Faith formation is integrated into lessons by making connections to Catholic teachings across the curriculum. For example, junior high students learn about biotechnology in Science within the context of the teachings of the Catholic Church. Also, students read and complete research projects on topics that are linked to the Catholic faith, integrating Religion and Language Arts.

In 2014-2015 the parents, staff, and members of the parish community were involved in a process to review and revise the school's mission, philosophy statement and SLEs. All shareholders agreed that the language in a couple of SLEs needed to be combined in order to eliminate repetitive ideas and help students to better understand what is expected of them as academic achievers. Currently the mission, philosophy statement, and SLEs are displayed in all classrooms, computer lab, library, office area, science lab, faculty room, on the school website, and in publications such as student planners, school brochures, and Parent-Student Handbook.

At St. Bernard's Catholic School the SLEs are woven into the teaching and learning process. Teachers assess student progress towards mastery of the SLEs through observation of behavior and participation in various learning activities. Assessment is also based on participation in class

discussions, projects, spiritual activities, sports, and social interactions. Students are recognized for their achievement in attaining the SLEs through schoolwide programs such as Super Saint and Student of the Month.

Teachers formally assess student progress in meeting the SLEs by completing rubrics using student work as evidence. Student work and rubrics are collected and passed from grade to grade. Eighth graders complete a culminating SLE project before graduation to demonstrate their level of mastery of each SLE. At this time, with the exception of 8<sup>th</sup> graders, students do not assess their own progress towards achieving each SLE. Having students more involved in the assessment of SLEs would lead to better understanding and achievement of the SLEs.

St. Bernard's teachers use multiple assessments to measure acceptable progress toward achievement of curriculum standards. ITBS test scores in 2<sup>nd</sup> through 8<sup>th</sup> grade, and CogAT results in 3<sup>rd</sup>, 5<sup>th</sup>, and 7<sup>th</sup> grade were used until 2014. Beginning in the spring of 2015 students took the TerraNova Test. Students are also given a math benchmark assessment three times a year. Other assessments include research and Science Fair projects, oral reports, PowerPoint presentations, pre-tests, quizzes, formative and summative subject matter assessments. Lesson plans, learning activities, homework assignments, and tests are modified based on assessment results in order to address the needs of all learners.

The staff uses assessment data to ensure that each student is making acceptable progress toward the achievement of the SLEs and curriculum standards. Every year faculty meeting time is devoted to disaggregation and analysis of standardized testing scores. The administration and teachers use the test results to develop and implement an instructional plan to help students who score in the lower quartile in reading, math, and language achieve academic progress during the year. Students performing in the lower quartile are given opportunities to receive additional help through tutoring and small group instruction. They may also be referred to a Student Study Team (SST) or off-campus tutors for additional academic support.

Since ITBS scores were not available for 2014-2015, teachers met in grade level clusters (K-2, 3-5, 6-8) referred to as Professional Learning Communities (PLCs) to analyze the results of the math benchmark assessments. They developed a tool to gather the data and report results to parents. In addition, formal articulation meetings are scheduled three times a year to ensure that teachers are creating a continuum of learning from grade to grade. The last articulation meeting of the school year is spent discussing students' strengths and areas of growth in order for teachers to develop a plan for student success in the upcoming school year. Curriculum mapping is updated every year. Writing portfolios and SLE files are maintained for each student, showing progress and growth.

Decisions to purchase and use technology are based on curriculum standards, SLEs, and analysis of student achievement data. Chromebooks are used in 5<sup>th</sup> through 8<sup>th</sup> grade to engage students in meaningful learning in all subject areas. For example, students use math online resources such as the Khan Academy, TenMarks, and SumDog. In 2014-2015 a set of 36 tablets was purchased for use in Kindergarten through 4<sup>th</sup> grade to enrich math and reading instruction, and to facilitate research projects. The Summer Math Program, using SumDog and ALEKs online programs, has been revised and updated on an annual basis based on student achievement data and

implementation of CCSS. Accelerated Reader (AR) Enterprise was purchased in 2014 in response to teacher, student, and parent feedback regarding ways to improve students' interest and growth in reading. In addition, a new math textbook series was purchased in 2014 to align with CCSS.

The current science program, Science Fusion, was purchased six years ago after assessment results revealed the need for a more current science curriculum. With the development of the New Generation Science Standards (NGSS), St. Bernard's Catholic School realizes that an upgrade of curriculum and instructional materials to align with the NGSS is needed.

Through the process of data analysis, St. Bernard's Catholic School has found that its curriculum is challenging, assessment results are measurable, and student progress is acceptable. Teachers make sure that the curriculum standards are challenging, comprehensive, and relevant, maintaining high expectations for all students. Although students who score in the top quartile in standardized testing are challenged through enrichment activities and assignments in some grades, the administration, faculty, and staff realize that these practices need to be implemented schoolwide to address the learning needs of all high achievers.

In conclusion, St. Bernard's Catholic School offers a strong Catholic curriculum and rigorous academic standards. The SLEs are embedded in the life of the school, are practiced, and assessed. The staff is involved in a regular process of data analysis that results in instructional planning for high achievement of all students. Instructional materials and technology are acquired to ensure student learning and progress towards achievement of SLEs and curriculum standards.

#### Significant Accomplishments

- Acquisition and use of technology for student learning
- Collection of student achievement data and systematic analysis of instruction
- Implementation of math benchmark assessments

#### Goals

- Involve students in assessing their progress towards achievement of SLEs
- Implement the Next Generation Science Standards (NGSS)
- Formalize enrichment opportunities for high achievers

#### Evidence

- Curriculum maps
- Survey results
- Articulation meeting minutes
- ITBS and TerraNova testing results
- ITBS analysis data
- Planning Instructional Change forms
- STAR Reading test results
- Summer Math progress reports
- Writing portfolios
- SLE evidence

## **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.*

At St. Bernard's Catholic School instructional methodology is based upon diocesan, state, and national curriculum standards and best practices. Teachers gain knowledge of new methodologies by attending professional development activities, conferences, and workshops, and by taking college courses. Curriculum standards in all subject areas are at the center of the learning expectations for high student achievement and help to measure acceptable progress. All teachers adhere to the prescribed curriculum for each subject in each grade level. Curriculum maps assure that all skills and concepts are being taught and assessed at each grade. The process of creating curriculum maps began ten years ago and continues to be an effective tool for planning, pacing, and assessment.

The SLEs of St. Bernard's Catholic School guide instruction. During 2014-2015 the shareholders, including the pastor, principal, staff, parents, and members of the parish council were invited to participate in a process to review and revise the SLEs. With Catholic identity as the school's first priority, the SLEs guide the teaching and learning process. SLEs are communicated to parents and students in the handbook and are posted in every classroom. They are also included in the student planners. In addition, teachers address the SLEs in their weekly lesson plans and display them on the board. The self-study process revealed a need to include the SLEs not just in lessons, but also in assessments. Aligning and including SLEs in assessments will help students and parents understand the connection between SLEs and student achievement.

Regular assessments are used to ensure that students are learning. Teachers use a variety of assessment tools to determine student progress toward meeting SLEs and curriculum standards. Teachers administer formative and summative assessments. Formative assessments occur frequently through pre-tests, quizzes, observations, anecdotal notes, writing assignments, oral and written responses, individual and group projects, presentations, portfolios, and self-evaluations. Summative assessments are administered at the end of a chapter or unit of study through textbook tests, teacher-created tests or performance assessments. The results of formative and summative assessments are communicated to parents through weekly test folders and Cornerstone online grading parent portal. Teachers stay current on assessment trends through professional reading, workshops and professional conversations with colleagues. The principal regularly engages staff in the process of analyzing student progress and adjusting instruction to improve student learning.

Staff participation in professional development activities impacts the process of teaching and learning, curriculum review, and implementation of best practices. Staff development may take the form of professional conversations during faculty meetings and participation in educational conferences and workshops. The principal and several teachers have attended technology workshops sponsored by Google and as a result have integrated more technology into the teaching and learning process. Teachers have also participated in conferences about new



strategies for implementation of the CCSS in math and English language arts. Supplementary professional development is provided with the adoption of new curriculum and instructional tools. The administration provides teachers with instructional support through Data Walks, formal observations, post-observation conferences, and weekly mentoring meetings with teachers new to the profession or new to the school.

The administration and teachers measure acceptable progress of all students by analyzing standardized test scores. The ITBS was administered to 2<sup>nd</sup> through 8<sup>th</sup> grade every fall until 2013. Beginning in the spring of 2015, the TerraNova Test was administered. Diocesan, school, and grade level results are reported to students, parents, SAC, and the school community through the newsletter and website. The teachers explain to parents the results of their child's standardized test during conferences. In 2014-2015 math benchmark assessments were conducted in September, January and May, and results were communicated to parents.

The staff of St. Bernard's Catholic School strives to make improvements to support high achievement of all students. Tablets, Smart Boards and Chromebooks are used throughout the school to enhance teaching and learning. The use of Chromebooks in 5<sup>th</sup> through 8<sup>th</sup> grade allows teachers to integrate technology in the classroom and teach students how to work collaboratively. Chromebooks are also used for research and to engage students in active learning in all curricular areas. The use of tablets in Kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grade allows students to practice a skill while teachers focus on small group instruction during center time. In 3<sup>rd</sup> and 4<sup>th</sup> grade tablets are used for whole group instruction including problem-solving and research, and to pray the Rosary. The computer lab is also available to students before school hours to practice math skills using online learning games or to work on projects and assignments.

The instructional staff applies effective teaching strategies and techniques to support high achievement of all students. Teachers are self-motivated, and are constantly researching, designing lessons, and implementing new instructional methodologies and technology. Scheduled articulation meetings allow teachers to discuss individual student progress and best practices. With the help of the members of the California Junior Scholarship Federation (CJSF), tutoring is offered before school hours. Teachers also tutor in the mornings, giving individualized instruction to help students progress in reading and math. The faculty recognizes that much is being done to assist low achieving students. However, there is a need to apply research-based instructional methodology to challenge the high achievers at all grade levels.

In conclusion, St. Bernard's instructional staff is committed to learn and apply a variety of teaching and learning strategies, as well as assessments to support high achievement of all students. Curriculum maps help to create a learning continuum, informed by formative and summative assessment results. Staff participation in professional development continues to enhance curriculum and instruction, enriched by the use of technology in the classroom. Although SLEs are included in every lesson, they need to also be included in assessments to help students monitor their progress towards their achievement. Practices are in place to assist low achievers beyond regular classroom instruction, but a schoolwide plan to respond to the learning needs of high achievers must be developed in order to help them reach their full academic potential.



### Significant Accomplishments

- Updated curriculum maps
- Use of regular formative and summative assessments to help guide instruction
- Staff participation in professional development
- Technology-rich learning environment

### Goals

- Align and include SLEs on assessments
- Develop a plan to challenge high achievers to attain the SLEs and curriculum standards according to their potential

### Evidence

- Curriculum mapping
- Samples of formative and summative assessments
- Progress reports
- Report cards
- School calendar
- Lesson plans
- SLE plans
- Data Walk forms
- Formal observations schedules and reports
- Mentoring program topics and agendas
- Professional development certificates
- Catechetical certification program

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

St. Bernard's Catholic School is a community rich in faith, expressed through participation in spiritual activities. These activities include daily prayer in the classroom, first Friday Mass, Learning Masses, prayer at Monday morning assemblies led by one of the priests, monthly prayer services, a Seder Meal for junior high students, and a Living Rosary in May. Liturgical celebrations include an Advent prayer service, Christmas program, Passion Play, and a reenactment of the Last Supper on Holy Thursday. The students gather together for Mass on Ash Wednesday and pray the Stations of the Cross in the church on Fridays during Lent. Students have several opportunities during the year to receive the Sacraments of Reconciliation and Eucharist. Third graders receive their First Holy Communion at the first Friday School Mass in May and lead the Crowning of Mary.

The students practice social justice through a variety of service projects. In October they raise money for the Pregnancy Resource Center of Tracy. The 5<sup>th</sup> grade class invites the school to participate in a DARE service project contest each year, and has won first place among many schools in the community for the past six years. The activities include collecting food and clothing, collecting books for children in other countries, and supporting the military with cards and donations of requested items. Students have also donated items and kits for the homeless and those in need in the community and abroad. Other community service projects include the Thanksgiving Food Drive sponsored by Tracy Interfaith Ministries, junior high caroling at Christmas time at a local nursing home, Christmas gifts for orphans in the Philippines, and participation Kids in a Box to raise funds for a local family shelter.

The CYO sports program allows students to learn how to play as Catholics in a competitive and Christian manner. Both parents and students sign and adhere to a code of conduct which further promotes and ensures that all participants live and play as members of a community of faith. Students practice Catholic values by praying before games, respecting their coaches and teammates, and demonstrating good sportsmanship at practice and games. These practices allow all student athletes to integrate values into fun activities.

The Student Council prays before meetings and school rallies, and members work together to create a welcoming Catholic environment for their fellow students. The Student Council looks for ways to promote Catholic values throughout the school. The representatives give good example by being respectful, responsible, reliable, and effective leaders. They lead the student body and staff during Monday morning assembly, spirit rallies, prayer services, and special events. Student Council promotes a positive attitude and models excellent leadership skills to their peers.

At School Family Masses St. Bernard's students participate as altar servers, lectors, gift bearers, and collection helpers. Students are encouraged to wear their school uniforms to witness the

presence and power of Catholic education in the parish. Parents who are Eucharistic Ministers are invited to participate, too. School Family Masses highlight the role of the school as a ministry of the parish. At first Friday Masses upper grade students are paired with lower grade students as “buddies” to help guide the younger students during the Mass. Buddy classes create a bond between students based on faith. Fun and spiritual activities are coordinated throughout the year between buddy classes to build communities of faith.

Co-curricular activities are available to students throughout the school year. Students have the opportunity to participate in performing arts with the San Francisco Opera Guild, Christmas program, school choir, California Junior Scholarship Federation (CJSF), Student Council, and Parish Youth Group. These activities keep students engaged and challenged, and allow for enrichment opportunities outside of the traditional classroom format. A community of faith is evident in all activities, especially when students participate in prayers to open and close all sessions, try to be models of Christ-like behavior during sessions, and share their God-given talents with others. Parents have expressed a desire for the school to offer music, art, and Spanish at all grade levels, as well as clubs and other after-school activities.

It is a priority for the staff and administration to help students face with courage and faith the secular world’s negative influences they may experience through peer pressure, music, and social media. Two programs are offered to help strengthen students’ faith and personal growth in this area: DARE and preparation to receive the Sacrament of Confirmation. DARE shows 5<sup>th</sup> graders the dangers of drug use and provides them with the necessary skills to make good moral decisions when faced with difficult choices. Confirmation sessions give 6<sup>th</sup> and 7<sup>th</sup> graders the spiritual tools to give witness to their Catholic beliefs inside and outside of school. In addition, 8<sup>th</sup> graders participate in an overnight spiritual retreat with opportunities to pray and play together as a community of faith.

The involvement of the parents is vital to the success of the school program. St. Bernard’s Catholic School requires 30 hours of volunteer work from each family. Ten of these hours are worked at the parish’s annual Fall Festival. The remaining hours may be worked at various fundraisers and events during the school year, including field trips and help in the classrooms. The pastor, administration, faculty, and staff would like to see more parental involvement and participation at prayer services and Masses to support the mission of the school.

St. Bernard’s Catholic School provides a safe environment for students, parents, and staff. The school creates and maintains this environment with the help of a parent-led safety committee that works with the school administration to implement and maintain a school emergency plan. This comprehensive plan ensures that staff is prepared in advance to handle potential emergency situations. Members of the school safety committee are firefighters and law enforcement personnel. One member of the safety committee is also a member of the School Advisory Committee (SAC) and attends monthly meetings to discuss ongoing safety and follow-up items that derive from the annual safety inspections. Fire drills, as well as earthquake and lockdown drills, are conducted to help students and staff practice emergency procedures. The staff also undergoes bi-annual first aid and CPR training to prepare them for medical emergencies that may occur during school hours.

The school safety plan drives improvements throughout the school. For instance, as recommended by the safety committee, the campus and school building are secured by locking gates to control who enters the property. Parents are given access codes and the office staff grants access to visitors. Campus-wide security cameras allow office personnel to monitor activities both inside and outside the school building. Recorded video footage allows monitoring of student behavior during the school day and tracks possible trespassing during and after school hours.

Ninety-seven percent of parents surveyed stated that St. Bernard's Catholic School is safe, and 95% agreed that the school provides an atmosphere in which Christian values and attitudes are emphasized and practiced. Catholic values permeate school materials and publications, are consistently visible in the actions of the students and staff, and are evident in social interactions with alumni. The school environment is student-centered, focused on the formation of the whole child.

Students who do not perform at grade level in the areas of math and reading receive assistance through tutoring by the CJSF members, a resource teacher, and homeroom teachers. The CJSF members tutor 1<sup>st</sup> through 3<sup>rd</sup> grade students twice a week, providing support in both math and reading skills, as prescribed by the homeroom teachers. The librarian, who acts as a resource teacher, works with low achieving 1st graders three times a week, and the vice-principal works with 2nd graders once a week on phonics and reading skills. Homeroom teachers conduct small group sessions before school hours. When students do not show acceptable progress from grade to grade, a Student Study Team (SST) is put in place and administration, parents, and teachers request further evaluation from the local public school district.

Students use technology in their classrooms and receive weekly technology instruction. Technology lessons follow a curriculum that includes basic computing concepts and, as often as possible, support and enhance classroom lessons. For example, 5<sup>th</sup> grade students research information for state reports during technology sessions, and learn how to use presentation applications to share their state reports with the class. Kindergarten through 5<sup>th</sup> grade students use Sadlier's website during technology class, which is an additional Religion resource. When students finish the assigned technology lesson for a given class period, they may work on activities that align with their Religion lessons. Students also use technology in their classrooms and for various homework assignments. All the classrooms have interactive whiteboards and document cameras which are used to enhance student learning and ensure effective instruction. Students in Kindergarten through 4<sup>th</sup> grade share tablets, while students in 5<sup>th</sup> and 6<sup>th</sup> grade share Chromebooks; 7<sup>th</sup> and 8<sup>th</sup> grade have a set of Chromebooks for each class. Teachers guide the students through websites and use pre-installed apps to engage them in meaningful learning. Apps contain multiple skill levels to allow for differentiated learning. With the rapid growth of technology and its impact on education, the administration, staff, and parents must create and maintain a technology plan to support high achievement of all students.

In conclusion, St. Bernard's Catholic School supports students in their spiritual, personal, and academic growth through curricular and co-curricular programs. Liturgies and service projects help students to grow spiritually. Parent participation at prayer services and Masses is low. Ways to promote parental involvement in spiritual activities need to be explored. Participation in

Student Council, CJSF, choir, and CYO sports enhance the students' school experience. Parent survey results revealed that the fine arts program at the school is weak. Survey results also revealed that St. Bernard's is a safe environment for learning. Although technology is used to enhance learning, the development of a long-range technology plan with a clear purpose that addresses student learning is a priority.

#### Significant Accomplishments

- Regular student involvement in faith formation activities and service projects
- Effective Student Council and CJSF
- Technology-rich environment for teaching and learning
- Safe environment for all students

#### Goals

- Promote parental involvement at prayer services and Masses
- Expand the fine arts program, and create clubs available to students with varied interests
- Create and maintain a technology plan that supports high achievement of all students

#### Evidence

- Survey data
- School calendar
- Emergency plan
- Annual safety inspection reports
- Fire drill reports
- Parent Volunteer Sign-In Binder
- Computer Lab, Chromebooks, tablets, SMART Boards, document cameras

## **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 the sustainability of the school program 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.*

St. Bernard's Catholic School utilizes its resources to create and sustain an environment that supports Catholic identity. Human, instructional, and financial resources are carefully allocated to support spiritual and academic growth. The school hires Catholic teachers to instruct the students using diocesan approved religion textbooks in alignment with the Diocese of Stockton Enduring Standards. Religion teachers are required to complete the program Echoes of Faith to receive initial catechetical certification. The administration develops a timeline for completion as part of the teacher mentoring program. Every year the staff attends a retreat, guided by one of the parish priests. Staff survey data revealed that there is a need for more opportunities for faith formation of faculty and staff.

Resources are allocated for faith formation of students. Every year the school acquires liturgical calendars to display in each classroom, computer lab, science lab, and library. Each student has a Religion textbook and Family Life workbook. In addition, 1<sup>st</sup> and 2<sup>nd</sup> graders use a Religion Review and Resource Book in class and for homework. Third grade uses a Reconciliation and Eucharist book in school, and parents are given a family guide to support the religious instruction at home.

St. Bernard's Catholic School uses proper bookkeeping procedures and acceptable accounting practices in alignment with the policies of the Diocese of Stockton. In January the principal begins to develop the projected budget for the coming school year, and in April presents it to the Finance Council for review, feedback, and approval. The budget is monitored throughout the year by the principal and the Finance Council, and adjusted as necessary. The resources of St. Bernard's Catholic School are managed by the principal, who reports to the parish through monthly meetings with the Finance Council and the School Advisory Committee (SAC). Both groups are under the pastor's leadership and are comprised of the principal, parish administrator, school parents, and parishioners with expertise in the field of finances.

The school budget supports student learning. In order to provide Catholic education with high academic standards for all students, the school hires qualified teachers and makes every effort to offer them equitable compensations. The current teacher salaries are between 78% and 87% of local public school salaries. Tuition accounts for 73% of the budgeted revenues, and salaries and benefits comprise 85% of the budgeted expenses. Financial support from the parish accounts for 5.5% of the budgeted receipts and 7% comes from parent fundraising. St. Bernard's Catholic School tries to keep tuition at an affordable rate by supplementing the actual per pupil cost with fundraising activities, parish Fall Festival, and second offertory collections. About 25 families receive tuition assistance every year from SEEDS (diocesan student scholarship program), Plant a Seed donations, annual tuition assistance social event, SCRIP sales, Mary Stuart Rogers Foundation grants, and St. Bernard's Thrift Store sales.



The school's five-year plan was developed, implemented, and monitored by the principal and the SAC members to ensure the sustainability of the school program and support high achievement of all students. In response to results from parent survey data, attempts have been made to enhance the physical education, music, art, and Spanish programs. Additional funds are needed to hire an art teacher and a Spanish instructor in order to implement these programs schoolwide.

One of the goals of the five-year plan and the marketing plan was to establish a preschool. Due to the conservative and effective financial practices of the past 14 years, in 2013 the school was able to build and furnish a preschool facility with no debt. The new building has three classrooms; one classroom is exclusively designated for the after-school program and 8<sup>th</sup> grade advanced math instruction.

Another goal of the five-year plan was to establish additional revenue sources in an effort to keep tuition affordable. New fundraisers were implemented toward this end, but it has become apparent that an annual giving campaign including alumni and parishioners' contributions may be a more effective way to increase revenue for the school. The annual giving campaign would provide donor data to eventually establish an endowment. A marketing plan is in place and goals are being addressed to increase and retain enrollment.

In 2014 the school established an annual technology fee of \$75 per child. These funds have been used to purchase 36 android tablets for use in Kindergarten through 4<sup>th</sup> grade, and 32 additional Chromebooks and charging station for junior high students. Maintenance and repairs are also included in the technology budget. The principal and technology instructor meet regularly to discuss improvements that will impact student learning. Although the school has a K-8 technology curriculum in place with clear benchmarks and an updated inventory, there is a need to create a written comprehensive technology plan that will clearly define learning goals, strategies, professional development, and evaluation.

Decisions about resource allocations are made in alignment with the school's purpose and achievement of the SLEs. Based on assessment results, resources are allocated to support high achievement of all students. Staff is hired based on students' learning needs. The librarian is a qualified teacher who works alongside the first grade teacher and provides reading support to first graders three times a week. A retired math teacher gives advanced math instruction to 8<sup>th</sup> graders who have shown mastery of grade level concepts and skills based on assessment results, and are ready to learn more complex mathematics in preparation for high school. Instructional resources include updated textbooks and digital resources. Financial resources are utilized to hire qualified personnel, provide professional development, and enhance the students' learning experiences through field trips and school assemblies. The school uses Title I funds to implement intervention programs for students in Kindergarten through 3<sup>rd</sup> grade who are performing below grade level in reading and math. Title II funds are used for ongoing professional development.

Sound financial practices allowed the school to have sizeable savings for emergency situations. However, most of the reserves were spent in the building of the preschool facility in 2013-2014. Declining enrollment makes it urgent to build up an emergency fund. Currently there are no budget deficits, but a clear plan of action needs to be developed to stabilize and increase student



enrollment in the next six years. With the closing of the St. Bernard's Thrift Store new sources for tuition assistance must also be explored.

In conclusion, data analysis revealed that St. Bernard's Catholic School uses sound resource and management practices which support student learning. Human, instructional, physical, and financial resources are allocated based on student achievement results and supporting data such as budget, monthly financial reports, surveys, five-year plan, and marketing plan. The number of families leaving the school because they cannot afford the tuition is an element that needs to be taken into consideration in financial planning.

#### Significant Accomplishments

- Sound bookkeeping and accounting practices
- Preschool facility with no financial debt
- Before and after school program
- Funds available for professional development
- Decisions about hiring personnel based on student learning needs
- Technology budget

#### Goals

- Establish an annual giving campaign, and eventually an endowment
- Invest more resources for faith formation of students, staff, and parents
- Develop clear steps to stabilize and increase enrollment

#### Evidence

- Survey data
- Budgets
- Financial reports
- Tuition rates and registration fees
- Fundraising reports
- Five-year plan
- Marketing plan

## CHAPTER 4 –ACTION PLAN

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

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

#### Significant Accomplishments

- Several community service opportunities in the first semester
- School Family Masses, increasing visibility in the parish
- Formal prayers recited throughout the day
- Schoolwide prayer services
- Participation in the Sacrament of Reconciliation
- Learning Masses
- Adoration of the Blessed Sacrament during Lent
- Parent participation in adult religious education classes and Confirmation meetings
- Mission, philosophy, and SLEs evaluated and modified by all shareholders
- Lessons connected to SLEs ensure students' awareness of SLEs in daily learning
- Creation of SLE plans and implementation of rubrics to assess students' progress towards achievement of the SLEs
- Caring, nurturing, learning environment supported by parent-teacher communication via emails, notes, phone calls, and conferences
- Data analysis to plan instructional change for low and high achievers
- Communication among shareholders occurs on a regular basis, facilitated by the administration
- Additional reading remediation provided in 1<sup>st</sup> and 2<sup>nd</sup> grade by a resource teacher
- Multiple forms of assessment to meet the needs of all learners
- Support for students in lower quartile
- Summer Math Program
- Before school tutoring programs
- Weekly computation assessment
- Support for struggling readers
- Acquisition and use of technology for student learning
- Collection of student achievement data and systematic analysis of instruction
- Implementation of math benchmark assessments
- Updated curriculum maps
- Use of regular formative and summative assessments to help guide instruction
- Staff participation in professional development
- Technology-rich environment for teaching and learning
- Regular student involvement in faith formation activities and service projects
- Effective Student Council and CJSF

- Safe environment for all students
- Sound bookkeeping and accounting practices
- Preschool facility with no financial debt
- Before and after school program
- Funds available for professional development
- Decisions about hiring personnel based on student learning needs
- Technology budget

### Significant Goals

- Provide service opportunities year round
- Encourage students to pray spontaneously
- Develop faith formation opportunities for parents and staff
- Provide more opportunities for Adoration of the Blessed Sacrament
- Create ways for students to assess their own progress towards achievement of the SLEs
- Develop new, engaging activities to help all students learn, understand, and apply the SLEs
- Involve SAC in strategic planning to promote parental involvement, Catholic identity, and high achievement for all students
- Expand resource teacher assistance
- Allocate resources to support high achievement of all students
- Develop ways to gather data to assess the faith formation program
- Develop opportunities for students who score above grade level in standardized testing to be academically challenged
- Communicate technology assessment results to all shareholders
- Involve students in assessing their progress towards achievement of SLEs
- Implement the Next Generation Science Standards (NGSS)
- Formalize enrichment opportunities for high achievers
- Align and include SLEs on assessments
- Develop a plan to challenge high achievers to attain the SLEs and curriculum standards according to their potential
- Promote parental involvement at prayer services and Masses
- Expand the fine arts program, and create clubs available to students with varied interests
- Create and maintain a technology plan that supports high achievement of all students
- Establish an annual giving campaign, and eventually an endowment
- Invest more resources for faith formation of students, staff, and parents
- Develop clear steps to stabilize and increase enrollment

## Critical Goals

**1. Strengthen students' practice of their Catholic faith.**

Students will be better prepared to live their faith inside and outside of school, if they are able to practice their faith through experiences of service and worship.

**2. Students will deepen their understanding of the SLEs and connect them to their academic endeavors.**

Students know the SLEs, but are not always able to connect them to their assignments and assessments. Teaching all students to connect their work to the SLEs will allow them to exceed each of the SLEs.

**3. Implement the Next Generation Science Standards (NGSS)**

Implementing the NGSS will help all students to be college and career ready. Students will be better prepared to face the demands and challenges in an ever-increasing scientific and technological-based world.

**4. Provide service opportunities year round**

Students will have a greater opportunity to experience service to the community in an intentional way. They will see purpose in helping the community, and will be inspired to continue to serve after they graduate from school.

**5. Develop opportunities for students who score above grade level in standardized testing to be academically challenged.**

Expanding opportunities for higher achievers will promote academic excellence for all students. Creating smaller learning communities for all learners will allow students of all abilities to increase their performance.



# Improving Student Learning for Catholic Schools

## Action Plan for St. Bernard’s Catholic School

School Code E741

**Goal #1:** (from Chapter 3-G) **Students will deepen their understanding of SLE 1 and strengthen the practice of their Catholic faith.**

**Rationale for this Goal:** Parent and student survey results revealed that students learn a great deal about the Catholic religion in their daily lessons. However, there is a need to provide more opportunities for students to practice the teachings of Jesus, especially with regards to service and prayer life. A relationship with Jesus and love of neighbor through service need to be trademarks of a St. Bernard’s student. Students will be prepared to actively live faithful lives.

**Alignment with mission, philosophy, SLEs:** St. Bernard’s students are faith filled Catholics who demonstrate Christian values (SLE 1.3). They are responsible citizens who understand the basic civic/social responsibilities of a citizen (SLE 4.1)

Strategy #1	Activity #	Cost or Resources & Sources	Person(s) Responsible For Implementation	Process For Monitoring	Baseline Assessment	Ongoing Assessment	Timeline Start/Stop	Process for Communicating to Shareholders
Provide additional opportunities to practice the corporal acts of mercy	Participate in service projects year round (monthly).  Develop Faith-based activities with buddies or school families.	Parish  Local Community  Websites  Catholic Publications	Teachers  Staff	Faculty and Staff Meetings	Participate in 2-3 service projects annually  Informal buddy activities	Student/Staff Evaluations and Feedback	Planning through May 2016  Begin in August 2016 – ongoing	Newsletter  Local Newspaper  Website  Parish Bulletin



Strategy #2	Activity #	Cost or Resources & Sources	Person(s) Responsible For Implementation	Process For Monitoring	Baseline Assessment	Ongoing Assessment	Timeline Start/Stop	Process for Communicating to Shareholders
Provide opportunities for prayer and personal reflection.	1.Participate in Adoration of the Blessed Sacrament  2. Bible study elective for Junior High students  3. Mini retreats	Parish Priests  Catechetical Materials  On-line materials  Facility availability  Youth Group  Sadlier Website  Catholic HS Students	Teachers  Elective Teacher (Principal)	Agenda Items for Staff Meetings  Student and Teachers Feedback	Occasional visits by some classes to adoration  No current bible study elective  No classes are participating in mini retreats	Student written reflections	Adoration visits – August 2016 – ongoing  Elective Class – Fall 2016 – ongoing  Retreats - Spring 2017	Newsletter  Bulletin Boards  Student Journals  Twitter  Website  Newsletter

# Improving Student Learning for Catholic Schools

Action Plan for St. Bernard's Catholic School

School Code E741

**Goal #2:** (from Chapter 3-B) **Students will deepen their understanding of the SLEs and connect them to their academic endeavors.**

**Rationale for this Goal:** Students know the SLEs and are able to discuss them, but are not able to articulate how the SLEs are assessed and how the SLEs will help them lead successful and faith-filled lives. Based on standardized testing results and in-class assessments, students who score below grade level in reading and math receive additional instruction through teacher or peer tutoring. However, students who score above grade level in reading and math need to be academically challenged in order to grow according to their potential.

**Alignment with mission, philosophy, SLEs:** St. Bernard's students are academic achievers (SLE 2) and lifelong learners who recognize and utilize their unique gifts and talents (SLE 5.1).

Strategy #1	Activity #	Cost or Resources & Sources	Person(s) Responsible For Implementation	Process For Monitoring	Baseline Assessment	Ongoing Assessment	Timeline Start/Stop	Process for Communicating to Shareholders
Students will assess their own progress of attainment of the SLEs.	Create grade level end of the year project that allows students in each grade level to gather evidence to show they understand and have met the SLEs.	Time  Student work collected throughout the year.	Classroom Teachers	Lesson Plans  Quarterly check ins at Staff Meetings	Previous grade's project  Rubrics  SLE files	Student Work  Final Project	Fall 2017	Presentation to Teachers/Parents/Guests



<b>Strategy #2</b>	<b>Activity #</b>	<b>Cost or Resources &amp; Sources</b>	<b>Person(s) Responsible For Implementation</b>	<b>Process For Monitoring</b>	<b>Baseline Assessment</b>	<b>Ongoing Assessment</b>	<b>Timeline Start/Stop</b>	<b>Process for Communicating to Shareholders</b>
Develop opportunities for all students to be academically challenged.	<p>Develop a plan to challenge high achievers to attain the SLEs and curriculum standards according to their potential</p> <p>Expand the fine arts program, and create clubs available to students with varied interests</p> <p>Participate in academic competitions</p>	<p>Cost-additional staff Recruitment of additional staff Facilities</p> <p>Resources- Title II County Office of Education</p>	Principal Vice Principal Teachers	Quarterly Meeting check-ins	<p>Advanced math</p> <p>CJSF</p> <p>Student Council</p>	<p>Assessment Results</p> <p>Survey Results</p>	Fall 2016 – ongoing	<p>Newsletter</p> <p>Local Newspaper</p> <p>Website</p> <p>SAC Meeting</p> <p>Parent Club Meetings</p>

# Improving Student Learning for Catholic Schools

Action Plan for St. Bernard's Catholic School

School Code E741

**Goal #3: (from In-Depth Study) To implement English Language Arts CCSS Schoolwide.**

**Rationale for this Goal:** Aligning the Language Arts Curriculum with the California Common Core State Standards will prepare the students for high achievement in high school and ensure that they are college and career ready.

**Alignment with mission, philosophy, SLEs:** This goal is in alignment with the school's mission to develop academic excellence in the students and the school's philosophy of providing quality Catholic education in alignment with high academic standards. This goal also supports students as academic achievers, effective communicators, and lifelong learners.

Strategy #1	Activity #	Cost or Resources & Sources	Person(s) Responsible For Implementation	Process For Monitoring	Baseline Assessment	Ongoing Assessment	Timeline Start/Stop	Process for Communicating to Shareholders
Plan for full Implementation of ELA Standards	Teachers review current curriculum  Research possible resources	Time  CCSS ELA  Other Catholic Schools  TUSD  County Office of Education  Engage NY	Vice Principal  All teachers	Monthly Faculty Meetings	Current resources are not aligned to CCSS	Check-ins at faculty meetings  Analysis of ELA assessments	April and May 2016	SAC Meeting  Finance Committee Meeting  Parent Club Meeting

<b>Strategy #2</b>	<b>Activity #</b>	<b>Cost or Resources &amp; Sources</b>	<b>Person(s) Responsible For Implementation</b>	<b>Process For Monitoring</b>	<b>Baseline Assessment</b>	<b>Ongoing Assessment</b>	<b>Timeline Start/Stop</b>	<b>Process for Communicating to Shareholders</b>
Plan for Professional Development	<p>Research online to find PD opportunities</p> <p>Contact CSO, TUSD, and County Office of Education for possible resources</p>	<p>Cost- Time and finances</p> <p>Resources- Title II PD Brochures</p>	Principal Vice Principal Teachers	Staff Meetings	Survey teachers who have already attended ELA PD	Information shared by participants attending PD	Summer-Fall 2016	<p>Newsletter</p> <p>Parent Club Meetings</p> <p>SAC Meetings</p>
<b>Strategy #3</b>	<b>Activity #</b>	<b>Cost or Resources &amp; Sources</b>	<b>Person(s) Responsible For Implementation</b>	<b>Process For Monitoring</b>	<b>Baseline Assessment</b>	<b>Ongoing Assessment</b>	<b>Timeline Start/Stop</b>	<b>Process for Communicating to Shareholders</b>
Purchase Resources	<p>Contact publishers for samples</p> <p>Review and discuss samples</p> <p>Choose and purchase new resources</p>	<p>Cost-Funds to purchase new materials</p> <p>Publishing Co.</p> <p>Checklists</p>	Principal Vice Principal Teachers	<p>Checklists</p> <p>Discussion Notes</p>	Current materials not aligned with ELA CCSS	Review effectiveness of new materials based on assessment results and teacher feedback	Spring 2017	<p>Newsletter</p> <p>Parent Meetings</p> <p>Back to School Night</p> <p>SAC Meetings</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.*

St. Bernard's Catholic School accomplished the goals of its previous Action Plan. The students were given more opportunities to participate in activities that support their spiritual growth, such as Adoration of the Blessed Sacrament, Gospel Reflections and Learning Masses. The school still recognizes the need to support spirituality through service learning. Strides were made in developing and improving the writing program. A full transition to ELA Common Core State Standards will assist in continuing improvement in the area of writing. Formal and informal classroom observations have been more frequent since the last accreditation, and principal-teacher feedback has increased learning for all students.

The plans to monitor the Action Plan are critical to its success. Regular reviews and checkpoints have been built into the Action Plan, so that each step can be monitored and evaluated for progress. Quarterly reviews (found in agenda items for faculty and staff meetings) are included, so that the implementation of the Action Plan will be closely watched. Progress will be communicated to the shareholders during monthly SAC and Parish Council meetings, as well as quarterly PTC meetings, school website, and weekly newsletters.

Through the monitoring and review process of the Action Plan, staff will evaluate the effectiveness of the school program according to the results seen in student achievement. Student and staff reflection after service projects, and increased data collection from assessments linked to SLEs, will result in a more complete analysis of the impact of service learning, academic enrichment opportunities, and full implementation of ELA CCSS on student achievement.

The activities for each strategy of the Action Plan will be used to collect, organize, and analyze data to improve student learning. With the exception of implementing new ELA curriculum to support the transition to CCSS, most steps of the plan and associated activities will not be expensive. The greatest challenge for achieving the goals set forth in the Action Plan will be time. Staff will have the ability to adapt instructional strategies and learning activities from other sources to keep the costs minimal. In addition, the staff will have to collect and analyze data in order to determine if additional materials and curriculum resources need to be acquired.

### Evidence

- Annual progress reports to WCEA Elementary Commissioner, sent since last accreditation
- Previous Report of Findings from visiting team
- Previous Self Study document
- Faculty and staff meeting agendas and minutes
- SAC meeting agendas and minutes