



St. Anthony of Padua
SCHOOL

WCEA/WASC Midterm Report

April 5, 2011

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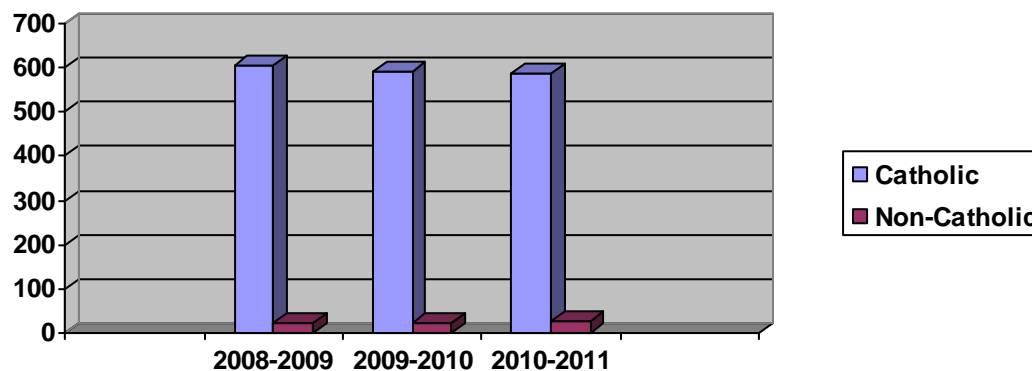
Rev. Msgr. Robert Wenzinger, Pastor
Mr. Tim McConnico, Principal

STUDENT/COMMUNITY PROFILE

The school staff and student body make-up of the school has been consistent over the past three years, and remains similar to what it was at the time of our last accreditation. At the beginning of the 2009-2010 school year a new Kindergarten teacher, Miss Fansler, replaced our retiring half-day kindergarten teachers. St. Anthony's School has a current enrollment of 615 students, consisting of 312 boys and 303 girls. Our student body is comprised of 406 or 66 % Caucasian, 85 or 14% Hispanic, 41 or 6 % Pacific Islander, 60 or 10% Multi-ethnic, 5 or 1% African-American and 18 or 3% Asian students. Our current enrollment is slightly lower than during our accreditation year. This is the direct result of a new policy implemented by the school to not accept incoming 8th grade students from local schools (Figure 1). On average we lose 10-15 8th grade students to the local public school, for social reason, since they will not be attending our local Catholic High School. This is an increasing trend with the tuition increase difference from K-8 schools to our local Catholic High School.

Ninety-five percent of our students are Catholic and the majority of our students belong to the St. Anthony of Padua Parish, with most of the remaining students residing in one of the six surrounding parishes. All students who enter St. Anthony's are proficient in English as their primary language. We limit class size to 35 students per class in grades K-4 and 36 students in grades 5-8 to best facilitate instruction and learning. Students who enroll at St. Anthony's usually remain through the eighth grade.

Student attendance remains very stable at St Anthony' School. If students are absent, parents are asked to call and notify the school of the absence. Parents are required to send a dated note with the child after each absence. Children must make up any class work or homework missed during their absence.



2008-2009	2009-2010	2010-2011
629 students	613 students	615 students

Figure 1. St. Anthony's 3 Year Enrollment Trend

Looking ahead, there is a positive outlook for the enrollment trend here at St. Anthony's School. The Advisory School Board and Staff have begun a new marketing approach to attract more students from our feeder parishes (St. Paul Newman Center and Holy Spirit) which includes brochures for each parish to be distributed at mass and baptisms. There also have been many changes made to the local public elementary schools. St. Anthony's continues to offer a wide variety of curricular and co-curricular activities that continue to be cut in the public schools. We project that due to budget cuts in the public schools system, and the associated increased class sizes in the neighboring public schools, could contribute to a possible enrollment increase for St. Anthony's.

Critical Areas for Growth/School Improvement Plan

Target Area: Implement schoolwide writing rubric




Goal: Implementation of a school wide rubric to reliably and consistently measure students writing abilities as they progress through the grade levels.

Rationale: To be effective communicators, students need to be able to express themselves clearly and accurately in written form. The use of writing skills prepares students to communicate effectively in the future.

Alignment of School Improvement Action with the school mission and philosophy:

The plans for this area are aligned with our mission and philosophy by ensuring that we are providing a quality Catholic education encompassing the whole person to promote spiritual, intellectual, moral, physical and cultural growth.

Schoolwide Learning Expectations addressed:

-  Faithfilled Catholics
-  Lifelong Learners
-  Positive Citizens

Action Taken: The faculty was introduced to the 6+1 Traits of Writing program and rubrics in the summer of 2007. Following the introduction of the writing traits the school purchased current books for the teachers in 1st – 8th grades. The Faculty implemented the 6+1 writing program in 2007 (ongoing). An in-service with Northwest Regional Educational Laboratory (NWREL) helped the Faculty develop lesson plans and ideas for implementing the 6+1 Traits of Writing in the summer of 2008. The school participates in, surprise, all-school timed writes. These writings are conducted a minimum of four times a year and focus on a different genre of writing each time. The samples are exchanged and graded with the rubric by another teacher. The school submitted graded (but unmarked) samples to NWREL for external evaluations to help calibrate the staff use of the rubric. The staff continues to use the rubric to evaluate student writing samples. During the 2009-2010 school year a Writing Committee, comprised of teachers, was formed to track student progress and organize the implementation of the writing rubric and all-school writes. The committee implemented a change in the presentation of the all-school writes to include a week-long break-down of the writing process (and genre) where the teacher models effective writing strategies and how to construct a complete response in a timed situation. The students then complete the writing on Friday of that week. The committee is alternating between planned and “impromptu” writes. In 2010-2011 the Writing Committee and staff continue to improve the implementation of the 6+1 writing traits program. In addition to the week long break-down of the writing process, the staff is gathering data from the writing

and plotting the data to charts in order to track the progress of our students K-8. As a part of this process the staff also took an afternoon to read graded samples from K-8, out loud and in sequence, to allow the teachers to hear the progression from grade to grade and guide grading practices.

Target Area: Curriculum and Instruction




Goal: Implement Student Success Team

Rationale: It is imperative that the Student Success Team (SST) systematically gather, analyze, interpret, and report evidence to the faculty to determine how well students perform in the classroom and to meet the needs of all students.

Alignment of School Improvement Action with the school mission and philosophy:

The plans for this area are aligned with our mission and philosophy by ensuring that we are providing a quality Catholic education encompassing the whole person to promote spiritual, intellectual, moral, physical and cultural growth.

Schoolwide Learning Expectations addressed:

-  Faithfilled Catholics
-  Lifelong Learners
-  Positive Citizens

Action Taken: The SST facilitates collaboration between teachers in an attempt to create an individualized learning plan for the students. We use a variety of student grouping to help our students succeed. The SST group is combined of Teachers, Administrators and Counselors (Academic and Psychological). The group utilizes the Diocesan curriculum, standardized tests and classroom performance to identify students in need (ongoing). The team has created a form and process for recommending students for the SST, this includes teacher strategies used, referral form and parent permission slip. Feedback in the form of parent surveys is used in conjunction with reports from teachers and counselors on the ongoing success of the program. This school year also saw the expansion of the SST to include two on-site academic counselors who oversee a pull-out program for students in the SST program. The addition of a psychologist from St. Joseph's Counseling (2008-2009 school year) into the SST program has benefited the students suffering from non-academic issues. In the 2009-2010 school year the SST team has continued to expand and form partnerships with our local public schools for assessment of our SST students. The team meets twice a month to evaluate students from various classrooms. During the 2009-2010 school year the team developed a process to document and efficiently communicate the progress of SST students to current and future teachers. This school year (2010-2011) has seen another progressive movement by the SST team with the holding of

official “revisit” meetings. These meetings in conjunction with the systematic reporting methods of the group, insures the communication of progress from students in the SST system. The “Wellness Committee” was also formed this year, including a Psychiatrist and Psychologist, to formulate a 3-tiered plan on securing psychological services for the students of St. Anthony’s and other schools in the Fresno Deanery.

Target Area: Curriculum and Instruction




Goal: Strengthen Basic Math Skills. Strengthen basic math skills through ability grouping, Accelerated Math, and websites.

Rationale: It is critical that the faculty meet the needs of students in the area of math.

Alignment of School Improvement Action with the school mission and philosophy:

The plans for this area are aligned with our mission and philosophy by ensuring that we are providing a quality Catholic education encompassing the whole person to promote spiritual, intellectual, moral, physical and cultural growth.

Schoolwide Learning Expectations addressed:

-  Faithfilled Catholics
-  Lifelong Learners
-  Positive Citizens

Action Taken: Teachers and the Administrative team meet at weekly Faculty meetings to discuss the performance of the school and integration of all subjects into our SLEs. The Staff utilizes the Diocesan curriculum, on-line math games, Accelerated Math program, and ITBS results as a way to measure student performance (ongoing). Teachers attended a workshop in April 2008 by Kim Sutton and reported back to the staff on methods to strengthen the basic math program. The school continues to provide after-school math tutoring for students struggling with math. New math textbooks were purchased for the 2009-2010 school year. The textbooks include many manipulatives, websites and activities to cultivate a strong knowledge in basic math skills. The school partnered with Sacramento County Department of Education to attend math workshops for private school educators in November and December 2009. The entire school staff attended at the 2-day workshop by Kim Sutton. The administration promotes and supports teacher’s attendance at Math workshops. During the 2009-2010 school year the staff analyzed the details of the ITBS math results in multiple staff meetings. This ongoing collaboration and analysis of data identified current strengths and areas of growth in specific subsets of computation scores. Beginning in the 2010-2011 school year the entire school will begin math periods with 4-minute timed math sheets on computation. The 2010-2011 school year has seen a systematic overhaul in the implementation of mathematics here at SAS. The

teachers began the school year with in-services on manipulatives provided by the publishers of our new text. The teachers demonstrated these games, etc. with one another to open dialogue about a variety of uses for the manipulatives. Each class day begins with 100 problem, 3 minutes timed tests in basic arithmetic. Students must complete the sheets, error free, in fewer than 3 minutes to move on to the next operation. Students must ultimately master the sheets in under 2-minutes. Five members of the administrative team circulate through the math classes observing the completion of the sheets and to observe our focus on ability grouping. The school has also made each class (K-8) a “math lab” after school until 3:30 pm on Tuesday, Wednesday, and Thursday afternoons. Teachers are available to answer questions on math material and helps students achieve success. The school also expanded communication of our math progress by using “Collaborative Learning Inc.” curriculum mapper software. The staff dedicated 4 days of professional development to master/communicate the use of the software to track individual class progress in math. The individual maps are forwarded to the next grade level at the completion of the school year.

Target Area: Curriculum and Instruction




Goal: Develop schoolwide SLE rubric. Develop and implement schoolwide rubrics for collecting, disaggregating and analyzing student achievement of the Schoolwide Learning Expectations for all classes.

Rationale: It is critical to have a method to measure the students growth towards our schoolwide learning expectations (SLEs).

Alignment of School Improvement Action with the school mission and philosophy:

The plans for this area are aligned with our mission and philosophy by ensuring that we are instilling a true sense of Christian living in all aspects of the students’ lives, which includes developing the whole person to grow into the fullness of life and Jesus.

Schoolwide Learning Expectations addressed:

-  Faithfilled Catholics
-  Lifelong Learners
-  Positive Citizens

Action Taken: Our three grade level coordinators first met with the administration to set goals and specific timelines for the creation of the SLEs rubric. A generic rubric was created by Administrative Team to include the goals to meet our SLEs. The rubric template was distributed by the grade-level coordinators at the end of April 2009. Partner teachers developed rubrics, from student generated language/goals, for each grade and submitted them to the appropriate grade-level coordinator. The rubrics were condensed/combined into three (3) separate rubrics:

K-2; 3-6; 7-8. The finalized rubrics were distributed to teachers and implemented at the end of May 2009. The rubrics were completed by teachers and students as a way to accurately judge the students achievement. The 2009-2010 school year marked the first full-year of the SLE rubric implementation. Students and Teachers used the rubric to evaluate student progress at the end of each trimester. The teachers and students discussed areas of strengths and areas of growth as a whole-class and individually. The staff shared at meetings the strength of the rubric and made modifications if needed based on teacher and student feedback. In 2010-2011 the students and teachers continue to evaluate student progress towards our SLEs. The communication between school and home on student progress towards meeting our SLEs through this rubric has been positive.

Target Area: Communication




Goal: Report results of SLEs rubric to school community. Regularly review and report to the school community progress toward accomplishing the Schoolwide Learning Expectations.

Rationale: The communication of our student's progress towards meeting our SLEs is key to helping our students grow.

Alignment of School Improvement Action with the school mission and philosophy:

The plans for this area are aligned with our mission and philosophy by ensuring that we are instilling a true sense of Christian living in all aspects of the students' lives, which includes developing the whole person to grow into the fullness of life and Jesus.

Schoolwide Learning Expectations addressed:

-  Faithfilled Catholics
-  Lifelong Learners
-  Positive Citizens

Action Taken: The creation of new SLE rubrics for K-2, 3-6 and 7-8 grades is the first step in formalizing the assessment of our student's progress towards meeting our SLEs. The data can begin to be shared with all of the stakeholders of our school community. The assessments will be shared in the 2009-2010 school year with students and parents. The first assessments with the rubrics completed in May 2009 have been added to the individual student's portfolios that follow the children from K-8th grades. The SLE rubric was completed three (3) times during the 2009-2010 school year. The results of the rubric were shared with the parents of the child (shareholder) at the end of each trimester. These results were discussed at home and returned to school with a parent signature. The overall results and use of the rubric are shared at PTO, Advisory School Board and Prayer Services to make sure the all shareholders are included. In 2010-2011 the students and teachers continue to evaluate student progress towards our SLEs.

The communication between school and home on student progress towards meeting our SLEs through this rubric has been positive.

Updating and Implementing the Action Plan

Since the last self-study and the Visiting Committee Report in 2008, many things have changed at St. Anthony's School. With the support and involvement of all shareholders, St. Anthony's School has made great progress over the last three years to address the target areas of the school action plan which are directly tied to the Critical Areas for Follow-up and Key Issues for Growth from the Visiting Committee Report. Much of what we have done to address the target areas of the action plan is detailed in what we have done to answer the Key Issues and Critical areas for Follow-Up. Our concern for the areas of growth has been integral to all that we have done to improve the educational program that we offer our students and to ensure that our school will continue to be a strong and vibrant Catholic educational environment in this community well into the future.

School-wide Learning Expectations

The process for determining the Schoolwide Learning Expectations (SLEs) of St. Anthony's School included school board members, parent club members, parents, staff, faculty, and junior high students. In the fall of 2005, the Assistant Superintendent met with the faculty and staff to provide guidelines on reviewing and revising the SLEs. Later in the school year, stakeholders worked collaboratively by brainstorming ideas, looking at other schools' learning expectations, and comparing their ideas with the school's Mission Statement, Philosophy, and goals. We consolidated the results and through much revision and reflection, we constructed expectations we believe would prepare our students and children to become self-aware ***Faithfilled Catholics, Lifelong Learners, and Positive Citizens*** who have a love of learning and a true sense of charity, concern, and personal dignity.

After we finalized our SLEs, a copy was printed in the school newsletter and sent home to each family. Each year, the SLEs are printed in the Parent-Student Handbook and posted on the school's website. They are placed in each classroom, in the Media Center, and the office area.

They are color-coded for easy student and teacher use. The principal reminds students about the SLEs during prayer services and encourages teachers to incorporate these expectations in their lesson planning. The Principal quizzes students on their knowledge of the SLEs and works with teachers to incorporate the expectations in their daily instruction. During faculty meetings, teachers share strategies to implement and measure the achievement of the SLEs. Students are questioned as to which specific Schoolwide Expectation is being connected to each lesson. In some classes students have created rubrics for meeting each expectation. The Principal and teachers give feedback when the students reflect the SLEs in their behavior. All learning stems from and is related to the SLEs.

In the Winter/Spring of 2009, the principal and teachers worked to revise our rubric to measure our student's growth towards the school SLEs. The student's in each class brainstormed the different requirements in each level of our SLEs to create grade-level appropriate measurable actions. It was determined during this process by the students, teachers and community that our current SLEs were still consistent with the expectations of our community for St. Anthony's graduates.

The student-driven language was formalized in three, grade-level appropriate, rubrics by the staff and students (Appendices A and B). The students and teachers use the rubrics each trimester (initiated in spring 2009). The completed rubrics are sent home for parent communication, signed and returned. The progress towards meeting our SLEs is conveyed to the broader community through PTO, Advisory School Board and Parish meetings.

In preparation for the 2011-2012 school year, the mission and philosophy statements will be reviewed again by the staff in May 2011.

St. Anthony of Padua SCHOOL

SCHOOLWIDE LEARNING EXPECTATIONS

A St. Anthony Student Is:

A Faithfilled Catholic Who:

- *Develops a personal relationship with God*
- *Demonstrates a knowledge of Catholic doctrine*
- *Exemplifies Christian values, attitudes, and behaviors*
- *Respects the dignity of all life*
- *Responds compassionately to the needs of others*

A Lifelong Learner Who:

- *Exhibits a solid foundation in all subject matter*
- *Applies problem solving, critical thinking, and analytical skills*
- *Sets objectives and accomplishes goals*
- *Uses technology for learning, research, recreation, and communication*
- *Communicates effectively in written and oral form*

A Positive Citizen Who:

- *Respects oneself, individual abilities, and cultural diversity*
 - *Practices Gospel values*
 - *Demonstrates positive relationships with others*
 - *Makes good, responsible choices*
-

Improving Student Learning for Catholic Schools



An In-Depth Study in Language Arts

by:

St. Anthony's
5680 N. Maroa Ave.
Fresno, California 93704

Continuous School Improvement Focused On High Achievement Of All Students

2009-2011

Preface

St. Anthony's Catholic School provides a challenging, coherent, and relevant curriculum for each student that fulfills our purpose, strengthens Catholic Identity, and results in student achievement of the grade level subject area expectations. Our grade level expectations are fully detailed in our curriculum guidelines.

At St. Anthony's, we feel very strongly that language arts lays the foundation for lifelong readers by introducing the students to literacy as a form of communication. The California State Content Standards and our diocesan grade level expectations align well with our student population. Our well balanced Language Arts program includes quality literature, the writing process, and speaking and listening skills. Students develop skills in word analysis, fluency, and systematic vocabulary development. Reading comprehension is a top priority at all grade levels. We effectively teach phonemic awareness, grade level sight words, and support our emergent reader in our primary grades. There is an emphasis on literary response and analysis for our Intermediate and Junior High students. The Language Arts program is scaffolded to include consistent grammar sentence structure, essay skills and research tools.

The teachers at St. Anthony's help the students to communicate effectively by utilizing a curriculum where they are exposed to writing, proper grammar usage, spelling and phonics. Students utilize learned skills through participating in oral speaking, daily prayer assembly, participation in weekly Masses and various classroom presentations. Students keep journals in the classroom and produce various essays and research reports and projects providing an opportunity to use their writing skills. Students participate in the annual Non-Public School Spelling Bee where students express their spelling skills locally and then at the county level. We also participate in the Peach Blossom Festival, an oral interpretation competition at California State University, Fresno. Students also participate in our diocesan Academic Decathlon, and the Odyssey of the Mind Program.

Students are able to think conceptually throughout the school day. They are challenged to infer and relate information taught in each subject area with the integration of writing across the curriculum.

The grade level expectations are in alignment with our Catholic identity and philosophy. Our goal is to create in each child the skill of becoming a lifelong learner and to communicate effectively. Students are given many opportunities to participate in oral language skills in a public setting.

It is our goal to challenge our students in the language arts with high level thinking. California State Content Standards in correlation with the Diocese of Fresno Curriculum Guidelines are used to guide our curriculum. Each teacher checks off the standards that are met during each trimester. These in turn are passed on to the next teacher for a

continuum of curriculum. This process has proven to be very effective. Resources utilized are writing portfolios, textbooks, various handouts, periodicals, 6+1 Traits writing program, peer grouping, Orton Gillingham method, DRA Assessment and other supplementary materials. Technology is integrated on a daily basis. Our seventh and eighth grade students are enrolled in a very successful laptop program. St. Anthony's is a "Book Rich School" with an outstanding school library and individual classroom libraries with quality literature.

TASK 1 – ANALYZING CURRICULUM ASSESSMENT DATA

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

St. Anthony's Catholic School utilizes the Iowa Test of Basic Skills (ITBS) as a national norm-referenced assessment to determine student growth from year to year. This test is administered every September with results available in late November. Teachers use the data from this test to develop and plan standards based curricula that meets individual students and sub-groups of students needs in reference to meeting curriculum standards. Test scores are disaggregated by class and individual. Results may be viewed by core subject as well as individual concepts within those core subjects. Our goal is to analyze student data to guide instruction.

At the primary level, grades kindergarten through three, our students are assessed to determine their academic working level. We use a variety of assessments including the Iowa Test of Basic Skills which begins in 2nd grade, the DRA Reading Test, the QPSA (Quick Phonics Screening) in K-1, the Starfall (phonics based textbook and testing) and the Star Test for the Accelerated Reader Program. We also use conventional textbook chapter reviews and assessments. Our Reading Specialists assess students in their reading intervention program.

Our K through 2nd grade teachers along with our two Reading Specialists have been trained in the Orton Gillingham method. This was designed to strengthen phonemic awareness for all students and to teach identified students who need additional reading support. Our entire staff has attended professional development in the 6+1 Traits writing program in addition to a variety of other writing workshops. We have implemented an "All School Write". Students are assessed using the 6+1 Traits Writing Assessment Rubric each trimester. They are assessed by our staff as well as the professionals from the Northwest Regional Educational Laboratory in Portland, Oregon. This calibration process serves to authenticate our level of assessment consistency and accuracy. Our ITBS results are published on our school website. We analyze our standardized test results in order to determine strengths and weaknesses of our language arts program. This data helps determine small group and individualized instruction where needed. Our staff is very fortunate to be afforded the opportunity to purchase supplemental materials whenever necessary.

At the 7th and 8th grade level, individual sub groups that struggle with language arts, specifically in the area of reading comprehension, are special needs students.

We practice the belief that assessment drives instruction. Assessment and instruction are based on English-language California Content Standards in correlation with the Diocese of Fresno Curriculum Guidelines as well as Schoolwide Learning Expectations. Teachers utilize assessment data to determine focus for key standards as well as subcategories or core standards. Teachers identify goals for students who achieve scores above, below and at grade level. As a group, sub-tests areas for growth include spelling and writing conventions in Junior High.

St. Anthony's has used assessment data to identify the need to implement a standardized writing program. The 6+1 Traits writing program has led to more uniform vocabulary in assessing student writing as well as a greater focus on key elements of the writing process. The laptop program has assisted greatly in accomplishing this goal, especially in the areas of drafting, peer evaluation, revision and research.

In analyzing the ITBS test data over the past seven years we have discovered the following trends:

St. Anthony's students have performed above grade level consistently in grades K-8 for the past seven years. In tracking our student progress from 2003 to 2010, we have noticed several positive trends in Reading and Language Arts. These trends highlight significant grade level increases (Reading trends are noted in parenthesis):

- our 2nd grade students perform annually approximately six months above grade level (not administered in 2nd grade)
- our third grade students average one year above grade level (9 months)
- our fourth grade students perform an average of one year and two months above grade level (one year and three months)
- our 5th grade students perform at an average of one and a half years above grade level (one year and eight months)
- our sixth grade students perform at an average of one year and three months above grade level (two years and four months)
- our seventh grade students perform at an average of a year and a half above grade level (two and a half years)
- and our eighth grade students perform at an average of almost two years above grade level. (three years and eight months)

The results also indicate the following as areas of growth:

- Vocabulary and Comprehension: Some specific subtests show a rise only in certain years
- Although our composite reading scores are above grade level across all grade levels our subtests (past three years – trends) indicate an area for improvement in spelling root words, words with affixes and capitalization of place names

We can make curricular decisions based on this assessment data:

- Continue to use the best practices in teaching strategies
- According to the data the students do not have the basics of conventions. Classroom performance indicates understanding of material but grammar and parts of speech are a relative weakness on our standardized testing
- Our 6+1 Traits writing program has improved our schoolwide writing skills. We will use the 6+1 Traits to focus on identified areas for improvement
- The administration will plan staff development opportunities, driven by assessment data to enhance learning. This includes investigating the feasibility of training additional staff in the Orton Gillingham method
- We are investigating the possibility of adopting new Language Arts textbooks in the hopes of improving student learning. Our decision to adopt a new Language arts Program and purchase instructional materials, will take into consideration student achievement of the SLEs and curriculum standards

We have identified several accomplishments that have had a positive impact on student learning.

- Orton Gillingham K-2 staff training and instruction for all K-2 students.
- Staff training in the 6+1 Traits and its implementation - 6+1 Traits and the all school writes have strengthened our writing across the board
- The use of assessment including Accelerated Reader (AR) testing to encourage reading at a level that strengthens and challenges each individual student. The use of STAR testing as a benchmark for vocabulary assessment.
- We collaborate as a staff with teachers in the grade level below and above to see where we need to improve based on testing results

We have identified the following goals for analyzing curriculum assessment data:

- To implement a system (Curriculum Mapping) to track student growth on formal assessments and identify trends (i.e. ITBS scores, DRA assessment, etc.).
- K-8 students will learn and understand the language (semantics) of the 6+1 Traits Writing Program. This consistency should improve the conventions and critical thinking in our language arts program.

TASK 2 – USING CURRICULUM STANDARDS

All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and/or other governing authority expectations.

St. Anthony's Catholic School relies on the California State Content Standards in correlation with the Diocese of Fresno Curriculum Guidelines and St. Anthony's Schoolwide Learning Expectations to develop and implement the course of instruction for each grade level. The Curriculum Standards and SLE's are the foundation and structure for every aspect of teaching and learning. Teachers focus on key standards that encompass sub-standards in planning and teaching. These are clearly identified in the California Content Standards and Framework. Faith formation is integrated throughout the curriculum by way of discussion of literature, response to literature, journal topics, and writing projects.

St. Anthony's School also endeavors to align its curriculum with San Joaquin Memorial High School. Articulation with SJM includes writing skills, choice of literature, and vocabulary development.

Parents, students and teachers evaluate student progress toward curriculum standards by way of the grading process. Grades are communicated in electronic and paper form. Teachers intervene with students that do not meet expectations through parent and student communication, Student Success Team, and Academic Study Hall.

In the intermediate grades, four through six, students write the SLEs on their paper heading. We have all school writes, Accelerated Reader, book reports, students participate in the spelling bee, and literacy circle discussion groups. Teachers collaborate during grade level meetings to discuss strengths and weaknesses of our Language Arts Program. We share data and student information with the grade below and the grade above to guarantee consistency in the program. We have placed writing as a school wide priority. We have analyzed our Diocesan and State Content Standards and found that they align with one another. They are followed and checked by grade level at each trimester and end of the year to see if they were introduced, reviewed, and mastered.

We have identified several accomplishments that have had a positive impact on student learning.

- St. Anthony's School's strength is its foundation in the diocesan curriculum guidelines and the state of California curriculum standards. This is not only a means to ensure a uniform school experience for all students, but a communication and collaborative tool used by teachers, administration, students, and parents.
- SAS provides exposure to quality literature thought provoking questions and discussions. We challenge our students to problem solve, think critically, draw conclusions, and make inferences. We engage them in the writing process and the use of the 6+1 Traits writing program has strengthened the writing program. We encourage applauding individual successes and growth.
- K-2 teacher training and instruction for all K-2 students in the Orton Gillingham method.

We have identified the following goals for using curriculum standards effectively:

- A stronger implementation of 6+1 Traits writing would have a positive impact on student learning. Providing students with 6+1 Traits rubric. This will clarify expectations.
- Implementation of curriculum mapping would aid the students in the learning progress. Curriculum mapping would better enable teachers to accomplish every standard would be the alignment of California Content Standards and SLEs to their curriculum maps.

Conclusion

Adopting the 6+1 Traits writing program has enhanced our school wide writing process. Our students have demonstrated consistent progress in their ability to write in different genres. Our Language Arts ITBS scores have been above our school goal of 65% in relation to the national Percentile. Students are able to communicate effectively and practice reading and writing for different purposes across the curriculum. We have identified a goal that all students should be at grade level in Language Arts before entering the next grade level.

TASK 3 – INSTRUCTIONAL METHODOLOGY

The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations. The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

St. Anthony's School utilizes a wide variety of research-based strategy to implement standards based instruction. Administration provides support in the acquisition of these essential teaching skills through interaction with the Fresno County Office of Education, workshops such as the 6 + 1 Traits writing workshop and the brain research workshop, the CUE technology conference, continued professional development, and through ongoing teacher education and credentialing.

Our instruction includes various teaching strategies. The teachers incorporate whole class, small group, individual and independent activities to reach the needs and learning styles of all students.

Students are exposed to quality literature, non fiction, poetry, science, social studies and math through out themes and units introduced. The staff taps into young learners' natural curiosity and wonderment throughout Language Arts activities.

Teachers clearly articulate the objectives of each unit and provide continual feedback through informal and formal assessment. This is most evident in the writing process beginning with pre-writing activities and culminating in the publication of their work. Students begin the year by setting personal academic and character goals for themselves. Examples include Accelerated Reader goals, a personal mission statement, and trimester academic and character goals.

Students learn cooperatively in literature circles and small group projects. Every student in the group completes a specific role that allows them to contribute to the group's success. Students learn summarizing and note-taking techniques that allow them to synthesize information in a personal and succinct manner. They use graphic organizers, t-charts, Venn diagrams, storyboarding, flow maps, teacher and student generated questions and teacher cues to impose structure and increase comprehension. Students

compare and contrast ideas using these organizers. Students create non-linguistic representations of concrete and abstract ideas to enhance their understanding of the material. These are not only learning aids but also assessment tools.

Throughout lessons, class discussions and small group discussions students are encouraged to generate and test their own hypotheses in a non-threatening environment. This strategy also works on an independent level where students use context clues to formulate questions and aid in comprehension of the material. Teachers provide ongoing feedback by recognizing students' efforts and excellent work. The products of these techniques are the evidence of student and teacher success.

We have identified several significant accomplishments that have had a positive impact on student learning. These include:

- St. Anthony's School administration has accomplished the implementation of best practices in teaching through their aggressive and ongoing support of professional teacher development. This development has created a positive and highly effective learning environment for students. Our goal is to keep current in developments in research-based best practices.
- Our K-3 Reading Intervention and Writing Programs provided by our Reading Resource instructors. It has helped us to meet the needs of our reluctant readers. The assessment data has allowed us to advance student reading and writing proficiency. Daily Orton Gillingham method has had a very positive impact for all students in grades K-3. This includes our first grade writing pull-out program that features academic support in small group settings.
- Marzano's nine high yield strategies to have the most impact on student learning are used cross-curriculum. By using ITBS scores, we are able to see areas of strengths and weaknesses for each student. For example through homework, practice, cooperative learning, setting objectives, and providing feedback to each child.

We have identified the following goals for using instructional methodology effectively:

- Continue to pursue staff development for 6+1 Traits writing program as well as writing strategies for different types of learners.

Conclusion

Our Student Learning Expectations are in direct correlation to the Language Arts curriculum as well as across the curriculum in relation to state and diocesan standards. They are implemented and taught to be incorporated into all aspects of life. We could use additional staff development for Language Arts including the continued development of the 6+1 Traits writing program. We need to implement curriculum mapping in order to improve curriculum development and planning.

TASK 4 – SUMMARY OF FINDINGS

St. Anthony's school has accomplished many achievements in the past five years in the area of Language Arts.

First, St. Anthony's administration has created an atmosphere where professional development is not only encouraged but also enthusiastically supported. Time is set aside in the staff calendar to supplement professional development. Teachers who pursue professional outside the school receive monetary support.

Second, St. Anthony's School focuses on implementing standards based content instruction. The diocesan curriculum guidelines, the State of California Content Standards and our SLE's provide the basis for teachers and students accomplishments at SAS. This focus provides stability, continuity and alignment with current research. Students who attend St. Anthony's will receive a comparable, if not superior education to others schools in the Fresno area.

Third, St. Anthony's continues to pursue excellence in writing through the implementation of the 6 + 1 Traits writing program. This includes teacher training, schoolwide implementation of common vocabulary and assessment tools. This ensures students receive a uniform education in writing.

Fourth, St. Anthony's continues to improve its Jr. High laptop program. Every student becomes proficient in the use of basic computer skills including word processing and presentation, internet research and safety, typing skills, and various forms of electronic communication. This integration of technology has improved writing and given St. Anthony's students a distinct advantage in their higher education and career.

Fifth, major accomplishment is the implementation of our school wide SLEs. They are considered within all Language Art assignments, class projects, and applied to each individual student, teacher, and family.

We are planning several improvements in the near future that will impact our Language Arts Program. The staff is currently looking at a new spelling program for grades 2 through 8. This will provide consistency and match the program that is used in the local Catholic High School. The staff will continue to analyze assessment data and design instruction accordingly. The school will use this data to develop two (2) systems to track student progress: one system for formal assessments and a second to evaluate growth in school wide writing through the 6+1 Traits writing program.

As a staff, we have collaborated to evaluate our Language Arts Program. We want to allocate more time for grade level collaboration in the future. This Curriculum mapping is the most important goal for SAS and the extended collaboration time will assist in its implementation. The curriculum mapping will help teachers to align the content standards, identify resources, and ensure coverage of key standards.

TASK 5 – ACTION PLAN

Action Plan for St. Anthony's Catholic School

Goal #1: To implement curriculum mapping.

Goal #2: Tracking and analysis of school wide 6+1 Writing Traits progress.

Goal#3: Develop a system to track student standardized test performance throughout their career at St. Anthony's School.

- **Goal #1: Develop a curriculum map for each grade level.**

Rationale for this Goal: This will help teachers to align the content standards, identify resources, and ensure coverage of key standards.

Alignment with mission, philosophy, SLEs:

Strategy	The strategy for this goal is to research, define, and inservice the proper procedure for curriculum mapping. Teachers will collaborate on develop and implement a curriculum map.
Activity	To plan staff inservice curriculum mapping software company. To dedicate staff meetings for the purpose of developing curriculum mapping.
Cost or Resources & Sources	The cost for this would be the inservice and annual online hosting fee. Title II A funding could be used in conjunction with other school resources.
Person(s) Responsible for Implementation	The administration would be responsible for the implementation of the program.
Process for Monitoring	The process for monitoring the ongoing supervision of implementation belongs to the administration and grade level coordinators.
Baseline Assessment	Assessment of student learning growth is measured when we have a curriculum map completed and implemented, and adjustments are made in accordance with the needs of the students.
Ongoing Assessment	We will evaluate the curriculum maps at the end of each trimester.
Timeline Start/Stop	Implementation of curriculum mapping will begin during the 2010 - 2011 school year and be ongoing.
Process for Communicating to Shareholders	Communication to shareholders is through weekly newsletters, school website, meetings with Parent Teacher Organization (PTO), Advisory School Board, and through parent-teacher conferences.

- **Goal #2 - St. Anthony's students are able to write a five paragraph essay by the 6th grade using the 6+1 Writing Traits.**

Rationale for this Goal: Student progress will be charted over the course of their career to help teachers identify intervention strategies and reclaim skills for the class, subgroups and individual.

Alignment with mission, philosophy, SLEs: This will help teachers ensure that instruction is individualized so that all learners exhibit a solid foundation in all subject matter.

<p>Strategy</p>	<p>Writing vocabulary should be introduced in Kindergarten and implemented through the 8th grade. Minimum writing standards will be set and students will use the thesaurus and dictionary to expand vocabulary. This can be used cross curriculum. New Spelling and vocabulary books will help to build a base that will carry into high school. By the end of the 6th grade a student should be able to write a five paragraph essay, with thesis statement, transition sentences, and full conclusion statements. We as 4th-6th write different types, styles, and forms of writing.</p> <p>There are three all-school writes throughout the year. Each is assessed using the 6+1 Writing Traits. The 6+1 traits are broken up for assessment on the first two writes. The first write is graded on idea, word choice, and presentation. The second is graded on sentence fluency, conventions, and organization. The final all-school write is assessed using all of the writing traits. Each student essay is graphed individually, and also graphed as a whole class using the 6+1 traits. The end-of-year essay and graphed results are passed onto next years teacher. This process is done so we, as a staff, can see how each student is progressing with their writing, and as a class how each grade level is progressing. This information should be shared at parent teacher conference time, so parents can see progression. This mapping of each of the 6+1 writing traits can also help the St. Anthony's staff see the growth of this writing program.</p>
<p>Activity</p>	<p>The students will participate in all school writes. Teachers will assess essays using the 6+ 1 Writing Traits rubric and collaborate on school wide progress.</p>
<p>Cost or Resources & Sources</p>	<p>The 6+ 1 Writing Traits program is implemented with funds from Title II (Part A), school's general budget, and excess funds from the PTO.</p>
<p>Person(s) Responsible for Implementation</p>	<p>The school Writing Committee will oversee the implementation of the school wide writing process and communicate results with the administration and staff.</p>
<p>Process for Monitoring</p>	<p>Analyzing Scored school writing samples and ITBS test results.</p>
<p>Baseline Assessment</p>	<p>ITBS scores prior to the implementation of the 6+1 Writing Traits program.</p>
<p>Ongoing Assessment</p>	<p>Each all school write is evaluated with 6+1 writing traits throughout the school year.</p>
<p>Timeline Start/Stop</p>	<p>The revised use, and monitoring, of the 6+1 Writing Traits program will be implemented in the 2010-2011 school year.</p>

Process for Communicating to Shareholders	Communication to shareholders is through weekly newsletters, school website, meetings with Parent Teacher Organization (PTO), Advisory School Board, and through parent-teacher conferences.
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- **Goal #3 - Develop a system to track student standardized test performance throughout their career at St. Anthony's School.**

Rationale for this Goal: A tracking system will chart student progress over the course of their career. This will help teachers identify early intervention strategies and reclaim skills for the class, subgroups and individual. This helps to ensure that all students reach a proficiency level of at least a "4" stanine in all areas of the ITBS test and growth in at least four of those subcategories from year to year.

Alignment with mission, philosophy, SLEs: This will help teachers ensure that instruction is individualized so that all learners exhibit a solid foundation in all subject matter.

Strategy	Teachers will implement the system by identifying student needs for growth in individual categories of the Iowa Test of Basic Skills (ITBS) in Language Arts.
Activity	Activity: Staff will spend one school day preparing a "TGLE's" or Teacher Grade Level Expectancy for each student who falls below a "4" stanine in major Language Arts ITBS categories. Teacher's will write strategies for improvement in the content area and meet with the principal to discuss an action plan for individualized instruction for each student below grade level.
Cost or Resources & Sources	Little or no cost is anticipated.
Person(s) Responsible for Implementation	The Administration and Staff
Process for Monitoring	The charts will be reviewed at Administration and Staff meetings throughout the school year.
Baseline Assessment	ITBS scores prior to the implementation of tracking program.
Ongoing Assessment	Annual review of ITBS results.
Timeline Start/Stop	The new tracking program will be implemented during the 2010-2011 school year.
Process for Communicating to Shareholders	Communication to shareholders is through weekly newsletters, school website, meetings with Parent Teacher Organization (PTO), Advisory School Board, and through parent-teacher conferences.