

WCEA/WASC Accreditation Progress Report

Based on Areas for Growth from School's Self Study and the Visiting Team Report

School: St. Anthony's School

Principal: Mrs. Kim Cochran

Year of Last Visit: 2008

Date of this Report: May 31, 2012

Area of Growth:	Please copy from your Report*/**	Action Taken:	Person (s) Responsible
<p>#1 Implement Schoolwide Writing rubric</p>	<p>Implementation of a school wide rubric to reliably and consistently measure students writing abilities as they progress through the grade levels.</p>	<p>The Faculty implemented the 6+1 writing program in 2007. 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.</p> <p>The school participates in all-school writes one time per trimester with the goal to increase sophistication in all aspects of language use (vocabulary, development and organization of ideas). Each writing focuses on a different type of text (Opinion, Explanatory, Narrative) with specific topic determined by Writing Committee. Rubrics are used to evaluate each writing and both are shared with student and parents.</p> <p>The Writing Committee meets each trimester to evaluate the samples, plot data on charts to track writing progress of K-8 students writing. The Committee shares findings at Grade Level Meetings and discussion/plans for improvement take place at Faculty Meetings. Student writing is kept in individual portfolios.</p> <p>Implementing a school wide rubric has provided an effective tool for assessing student writing and a common language for talking about writing.</p>	<p>Pastor Administrative Team Faculty Writing Committee Students</p>

Protocol: Process for School Improvement for Catholic Elementary Schools

* Critical areas for follow-up specified in the Visiting Committee Report

** Areas for follow-up identified by the school in the self study

<p>#2 Implement Student Success Team (SST)</p>	<p>The Faculty will collaborate and develop support strategies for student academic success through the Student Success Team</p>	<p>The SST Coordinator leads the SST process which begins with a referral from the classroom teacher. The referral process allows staff to identify and refer students not progressing at a developmentally appropriate rate either academically or socially. The SST Coordinator facilitates collaboration between SST Team to brainstorm a broad range of interventions for each student identified and create an individualized learning plan for the student.</p> <p>The SST Team is comprised of staff members interested in investing their time, energy, and expertise to develop workable plans to enhance the success of students: Classroom Teachers, Administrator(s), and Counselors as needed.</p> <p>Any teacher concerned about a student's progress is welcome to attend an SST meeting and talk about challenges they are facing. Colleagues on the team will assist the teacher in brainstorming strategies. The brainstorming session will culminate in a plan for student success. The SST Coordinator ensures that there is follow through. In addition, this person evaluates the success of the plan based upon the student's progress. When a plan is not working it is redesigned.</p> <p>The SST Coordinator has formed partnerships with St. Joseph's Counseling Center and Fresno Unified School District for professional assessment of SST students if needed.</p> <p>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.</p> <p>During the 2010-11 school year a Wellness Committee was formed 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.</p> <p>During the 2011-12 school year additional forms were created to establish communication paths and effectively provide the documentation necessary to keep track of student progress.</p>	<p>Pastor Administrative Team Counselor Faculty</p>
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<p>#3 Strengthen Basic Math Skills</p>	<p>Strengthen basic math skills through ability grouping, Accelerated Math, and websites</p>	<p>In an effort to help all students understand that math is a dynamic, coherent, interconnected set of ideas teachers meet and discuss strategies being used to teach and assess math in K-8 classrooms. Using Math Textbooks adopted during the 2009-10 school year and Diocesan Math Curriculum, teachers provide experiences for students in which they make connections to prior math knowledge and new math concepts helping students move from concrete to abstract learning.</p> <p>Teachers realize the importance of having students communicate their ideas by using a full range of language representations-speaking, writing, reading, listening planning and implementing math lessons to develop all areas.</p> <p>Teachers believe students should understand and be able to use number concepts, operations, and computational procedures effectively in order to be successful in remembering math facts. Students are therefore provided opportunities to work both independently and collaboratively.</p> <p>A wide range of assessments, both formal and informal, are used to monitor learning progress, diagnose learning issues, and to determine what is needed next in order to further learning.</p> <p>Student Math Assessment tools used: a) STAR Math (2011-12) b) IOWA Assessment c) Teacher made tests d) Publisher tests e) Portfolio f) Writing g) Projects</p> <p>Technology utilized during math lessons: interactive white board ,online games, Mathletics (grades 6-8) 3-5 to be added 2012-13.</p> <p>Ongoing Staff Development is provided during Faculty Meetings and staff is encouraged to attend off site workshops.</p> <p>2010-2011 Grades 2-8 began Daily Math Lessons school with timed math fact practice. Students complete timed tests and progress to the next level after achieving 100% in 2, 3, or 4 minutes.</p> <p>After school Math Lab: (3) days a week K-8 teachers are available in classrooms to assist with Math homework or answer questions in order to help all achieve success in Math.</p>	<p>Pastor Administrative Team Teachers Students</p>

		<p>Collaborative Learning Inc Curriculum Mapping Software purchased. The staff dedicated 4 days of professional development to learn the software which was used to track individual class progress in math. The individual maps were intended to be forwarded to the next grade level at the completion of the school year.</p> <p>2011-2012 Math Curriculum Mapping Completed *Mapping Software not continued during 2011-12 after cost v results inquiry. Alternative method for curriculum mapping will be utilized for the future. No additional funds will be needed.</p>	
<p>#4 Develop schoolwide SLE rubric</p>	<p>Develop and implement schoolwide rubrics for collecting, disaggregating and analyzing student achievement of the Schoolwide Learning Expectations for all classes</p>	<p>2009-10 Grade Level Coordinators & Administration created a general SLE Rubric Template which was distributed to teaching teams for review. Teachers used Schoolwide Learning Expectations already in place to discuss and develop a specific rubric for use by their team: K-2, 3-6, 7-8. (Student and Parent Feedback obtained)</p> <p>May 2009: The rubrics were condensed and combined into three separate rubrics for grades: K-2; 3-6; 7-8. The finalized rubrics were distributed to teachers and implemented. The rubrics were completed by teachers and students at the end of each trimester to monitor student attainment of SLE goals.</p> <p>2009-2010: First full-year of SLE rubric implementation. Teachers and students discussed areas of strengths and areas of growth as a whole-class and individually. Completed rubrics were sent home for parent discussion, comment, signature, and returned to school to be kept in individual student portfolios.</p> <p>Monthly Faculty Meetings: Strengths and weaknesses of the rubric discussed and modifications made as needed based on teacher and student feedback.</p> <p>2010-2011: Students and teachers continued 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.</p> <p>2011-12: SLE awareness and integration remain strong at SAS. Monday morning announcements include SLE and Virtue focus for students. Teachers plan weekly lessons being conscious to include SLE's into classroom activities and instruction. The SLE indicators have remained the same since the last self-study so students and staff have the advantage of continuity over a six year period.</p>	<p>Pastor Administrative Team Teachers Students</p> <p>Collaboration took place schoolwide and in grade level groups to evaluate and select a rubric(s) for our SLEs.</p>

<p>#5 Report results of SLEs rubric to school community</p>	<p>Regularly review and report to the school community progress toward accomplishing the Schoolwide Learning Expectations</p>	<p>The creation of 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 schoolwide SLEs. The data can be easily shared with all stakeholders of our school community. The assessments were 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.</p> <p>The overall results and use of the rubric are shared at PTO and Advisory School Board Meetings.</p> <p>2010-2011: 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.</p>	<p>Principal Administrative Team Grade Level Coordinators Staff</p>
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