

Improving Student Learning for Catholic Schools

WCEA Annual Progress Report for 2013

Name of School, City:	St. Anthony' School, Fresno
Month/year of last accreditation visit:	2008
Term of accreditation received:	6R
School year of next visit/revisit:	2014

1. Write your Action Plan goal below.

If this goal has been added since the original revised Action Plan after your accreditation visit, indicate source of the new goal (e.g., Critical Goal from the Self Study, the goal from In-Depth, curriculum mapping, etc.). Write a short summary for each Action Plan goal describing what has been accomplished this school year. Identify the assessment used to evaluate the impact on student learning.

Action Plan Goal	Source of New Goal	Summary	Assessment of Impact on Student Learning
Goal #1 Implement Schoolwide Writing rubric		<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>Implementation of a school wide rubric will assist teachers and administration in reliably and consistently measuring students writing abilities as they progress through the grade levels.</p> <p>Teachers recognize the need for consistency in grading writing across grade levels.</p> <p>Teachers believe teaching the 6+1 Traits of Writing is effective.</p> <p>Teachers understand the importance of writing every day and across subject areas; students are writing more.</p>

		<p>Discussion and planning for 6+1 Professional Development to better assess student writing and assistance with implementation of additional reporting to guide writing assessment curriculum. (Reports: Student, Class, School)</p>	
<p>Goal #2 Implement Student Success Team (SST)</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</p>	<p>Implementation of a Student Success Team will support student academic and social progress with interventions planned, monitored, and communicated between teacher-parent-student-administration.</p> <p>Administration recognizes that there are parents that do not know about the SST process or have misconceptions about program goals.</p> <p>Consistent documentation of student progress kept in confidential SST files is helpful when working with struggling students.</p>

		<p>keep track of student progress.</p> <p>The Student Success Team will continue to welcome referrals from both teachers and parents, meet to create learning plans, and track student progress.</p>	
<p>Goal #3 Strengthen Basic Math Skills</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>2011-12 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>Teachers understand the importance of daily math drills and math fact competency.</p> <p>Teachers incorporate technology into Math to motivate students.</p> <p>Ability grouping for Math has found to be successful and will continue into lower grades.</p>

		<p>Collaborative Learning Inc Curriculum Mapping Software purchased.</p> <p>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. *Mapping Software not continued during 2011-12 after cost vs results inquiry.</p> <p>2012-13 Grades 6-8 Ability grouped during Math period. Mathnasium staff on campus during Math period working with identified students to strengthen math competency. Timed Math Facts continues as well as Homework Club after school. STAR Math Assessment completed each trimester with results sent home and lesson plans/activities revised to meet student need.</p>	
<p>Goal #4 Develop schoolwide SLE rubric</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>Implementation of SLE's and rubric to analyze student achievement has led to productive discussion between teachers, administration, students, and parents.</p> <p>Teachers believe the SLE's currently in use are effective but would like to discuss changes for the 2014-15 school year.</p>

		<p>2012-13 Students of the Month selected based on achievement of SLE & Virtue of the month. SLE language is used during discipline and daily lesson planning. SLE posters remain displayed in each classroom and used as tool for student motivation and engagement.</p>	
<p>Goal #5 Report results of SLE's rubric to school community</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>Students self-evaluate their progress towards meeting SLE's. Teachers evaluate student progress. Rubrics are sent home for parent discussion, support and planning.</p> <p>Rubrics will continue to be used to evaluate progress towards meeting SLE's as well as other assessments: observation, writing, discussion, projects.</p> <p>Administration will continue to dialogue with students, teachers, parents regarding all aspects of Schoolwide Learning Expectations at St. Anthony's,</p>	<p>Reporting SLE progress to parents at the end of each trimester has been well received. Feedback is welcomed positively.</p> <p>Board Members understand SLE goals and their impact on student achievement.</p>