



Improving Student Learning for Catholic Schools

WCEA Annual Progress Report for 2014-2015

School Code _____

Name of School, City:	St. Anthony of Padua School, Fresno
Month/year of last accreditation visit:	March 2014
Term of accreditation received:	Six years
School year of next visit/revisit:	2019-2020

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
<p>1. Complete curriculum maps for all subjects in all grade levels aligned with Diocesan and Common Core standards.</p> <p>In the Report of Findings of the Visiting Committee in March 2014, this goal was listed as a Critical Goal by the committee with this amended wording: "Complete the ELA curriculum mapping process to reflect alignment with Diocesan and California Common Core Standards."</p>	<p>Critical Goal from the Report of Findings of the Visiting Committee</p>	<p>The curriculum mapping process, with alignment with Diocesan and California Common Core Standards, was completed for the English Language Arts subject area during the 2014-2015 school year. Copies of the ELA curriculum map for each grade level were sent to the Office of Education of the Diocese of Fresno.</p>	<p>Aligning curriculum maps with standards ensures focus for teaching and learning and assists staff in becoming familiar with the CCSS. It provides a basis for communication with colleagues about how and when material is taught; it eliminates gaps and repetitions in the curriculum; it refines areas of content, skills, assessment, and supplementary resources; and it ensure adherence to standards rather than allowing the curriculum to be driven by the scope and sequence of a textbook. As the curriculum maps are utilized during the 2015-2016 school year, analysis and review will occur to determine if any revisions</p>

			<p>are needed to best ensure achievement in ELA by our students. The results of the ITBS standardized tests administered in September will also provide valuable feedback on student achievement in ELA, along with formative and summative assessments provided by teachers at each grade level throughout the school year.</p>
<p>2. Track the writing progress of individual students across the grade levels by using standardized assessments allowing for the disaggregating and analyzing of data in order to increase the proficiency of all students.</p>		<p>During the 2014-2015 school year, the staff participated in a day-long in-service “refresher course” in the 6 + 1 Writing Traits Program. Subsequent to the in-service, the Writing Committee met with the principal and discussed the following: adapting the writing rubrics of the 6 + 1 program for school-wide use; piloting a process of scoring the All School Write pieces and calibrating the scores; focusing on one of the traits each month across the curriculum; creating and utilizing a parent report form to be completed at the end of the year to provide a comprehensive review of their child’s writing progress throughout the year in relation to the writing traits and the rubric scores; the development of a resource spreadsheet that will allow data to be disaggregated; and having the All School Write prompts throughout the year be focused on one genre of writing. After working on these items, the Writing Committee presented them to the staff for review and revision. The completed rubrics were used in the second half of the school year; the revised scoring process</p>	<p>The assessment and tracking of student writing will be more accurate and consistent across grade levels with the 6 + 1 Writing Traits focus each month, the school-wide use of standardized rubrics, the spreadsheet resource, the consistency of writing genre per year for the All School Write pieces, and the parent report form. Gathering and using the assessment data in a more intentional way will help teachers translate data into lesson plans and teaching strategies that enable all students to meet or exceed grade level expectations in writing.</p>

		<p>was piloted in March and reviewed in April; the staff agreed with the process of focusing on one of the writing traits each month in the 2015-2016 school year; the spreadsheet resource and parent report format were approved by staff in April and will be implemented in the 2015-2016 school year.</p>	
<p>3. Improve student achievement in science.</p>		<p>The Nancy Larson Science program is used in grades 2, 3, and 4. This program incorporates exploration, critical thinking, and problem solving in its approach to facilitating student learning in science; it is a hands-on elementary science curriculum with challenging content that engages students. This year the school was invited to be a pilot school for the newly-developed Nancy Larson Grade 5 curriculum. The school agreed to do so, and the pilot program for Grade 5 will occur during the 2015-2016 school year.</p> <p>The school uses the Accelerated Reading Program of Renaissance Learning. This year the school was invited to a test trial of AR 360, which is an upgrade of the AR program that includes informational texts in various subject areas, including science. The test trial during April and May was successful, and the school has enrolled in the AR 360 program for the 2015-2016 school year.</p>	<p>The hands-on approach of the Nancy Larson Science program has been enthusiastically received by staff and students and has resulted in mid- and high-range results in the science portion of the ITBS standardized tests.</p> <p>The use of AR 360 has increased nonfiction and informational text reading skills. This type of reading improves overall reading comprehension at a faster rate than reading fictional text.</p>

<p>4. Increase differentiated instruction for high achieving students.</p>	<p>Critical Goal from the Report of Findings of the Visiting Committee</p>	<p>All teachers completed an analysis of the quartile data report of the ITBS standardized testing administered in September 2014; this analysis included a narrative response that indicated how many students scored in the highest quartile and what the teacher planned to do to address the needs of those students in that subject area. The following instructional strategies were implemented and/or continued during the 2014-2015 school year:</p> <p><u>ELA</u></p> <p>Extended reasoning: Using critical thinking in evaluating or analyzing text; research, structure, and develop a piece of writing</p> <p>Accelerated Reader program</p> <p>Thousand-Word Reader Recognition Program</p> <p>Daily silent reading</p> <p>Classroom libraries that allow students access to skill-level appropriate reading</p> <p>School library periods that allow students to select a book of their choice and further develop their reading skills</p> <p>Weekly writing packets that focus on the 6 + 1 Writing Traits</p>	<p>The use of these varied instructional strategies has enabled high-achieving students to expand their knowledge and skills as a learner while still successfully completing the core curriculum of the school. Many of the strategies required these students to work independently with minimal instruction/direction, and they did so with success.</p> <p>The results of the ITBS standardized tests administered in September will provide valuable feedback on the success of these strategies and programs, along with formative and summative assessments provided by teachers at each grade level throughout the school year.</p>
--	--	---	---

<p>5. Provide more professional development in the area of technology</p>	<p>Critical Goal from the Report of Findings of the Visiting Committee</p>	<p><u>Math</u></p> <p>Providing advanced/accelerated curriculum and assignments</p> <p>Critical thinking</p> <p>Problem solving</p> <p>Mathletes program</p> <p>Challenging Center with advanced math activities</p> <p>Algebraic reasoning</p> <p>Skill integration within geometry and statistics</p> <p>Probability lessons</p> <p>Students in grades 6-8 are placed in one of 8 different math courses depending on student knowledge and ability; these classes are not grade-specific and include geometry for high-achieving 8th grade students who have successfully completed the Honors Algebra course in 7th grade.</p> <p>Four sessions of professional development in the area of technology were provided for the faculty during the 2014-2015 school year. They are outlined below:</p> <p>August 2014: Workshop on site for all teachers with Warren Dale on use of the iPad as an instructional tool. Primary focus on the use of iMovie by students.</p>	<p>The workshops provided information and practice in utilizing the Apple TV and iPads as instructional tools in the classroom. Subsequent to each workshop, teachers utilized their new knowledge to bring this technology into their lesson plans in one of four ways – substitution, augmentation, modification, or redefinition – to enhance</p>
---	--	--	--

		<p>September 2014: Workshop on site for all teachers with David Nelson on set-up and use of Apple TV and effective instructional apps on the iPad.</p> <p>November 2014: Workshop presented by BERS on the use of the iPad as an instructional tool. Ten teachers attended the workshop.</p> <p>December 2014: Workshop on site for all teachers presented by the ten teachers who attended the BERS workshop. Copies of the handbook provided at the workshop were provided for all teachers.</p>	student learning.
--	--	--	-------------------