



IMPROVING STUDENT LEARNING

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A Self Study for:
St. Mary of the Immaculate Conception School
30 Lyndon Ave.
Los Gatos, CA 95030
Continuous School Improvement Focused On High Achievement Of All Students
2015 - 2016

Preface

St. Mary of the Immaculate Conception School is a Catholic community that fosters and enriches the faith life of its students and provides a quality academic education. In partnership with parents, guardians, educators, and the whole parish community, the school fosters the spiritual, intellectual and social development of its students.

The Self Study process has allowed all the shareholders to reflect on how to ensure the high achievement of all students.

We express our gratitude to the WCEA Visiting Committee and the WCEA Commissioner for guiding our school in confirming our commitment to celebrating our community of faith, growing academically, and serving others.

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CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

Work for the upcoming Self Study began in 2014 with the formation of the Leadership Team. The team was comprised of the then principal as well as the two vice principals and the then first grade teacher. The team attended a Diocesan training for the Improving Student Learning protocol. The principal informed the School Advisory Board (SAB) and Pastor about the timeline for the process. The Leadership Team met in April of 2014 to establish a schedule for WCEA work-days and to assign committees to various sections of the Self Study.

At one of the WCEA work-days, a representative from the Department of Education, visited the site and gave a presentation on data use. On another work-day the WCEA Commissioner visited the site and gave a second overview to the Faculty and Staff about the Self Study process and timeline. The Commissioner was also able to answer questions that the faculty and staff had about the protocol. On the third work-day, the staff began gathering data, drafting their assigned section and collecting evidence. At several faculty meetings throughout the 2014-2015 school year the faculty and staff spent time drafting, editing and revising the Chapter 3 sections, as well as sharing the current draft with the larger group. In November of the 2015-2016 school year, the faculty and staff worked to draft an Action Plan based on the draft of Chapter 3.

At Back to School Nights, the Administration shared with parents the Self Study process and the importance of their input. The SAB, Parent-Teacher Group (PTG), Athletic Board, Finance Committee, Parish Priests and Staff, as well as school faculty and staff were invited to the annual Articulation Dinner to review the school's proposed Action Plan and provide input and feedback.

The surveys were emailed and made available on SchoolSpeak for parents, faculty, staff, and students. The SAB, PTG, Athletic Board, Finance Committee and parish priests and staff were given electronic copies of surveys. In addition to emailing and posting the surveys on SchoolSpeak, iPads were set up in the library during Parent Teacher Conferences for parents to take the survey. These survey results were instrumental in helping the faculty and staff to draft the Self Study.

There were several significant obstacles in completing the Self Study. The school experienced a change in administration, including a number of different staff members have been in charge of overseeing the WCEA accreditation process. In 2013 the school began a very large building project, which was completed in February, 2014. The school requested and was granted a one-year extension to complete the WCEA process in 2016 instead of 2015. In the 2015-2016 school year, a new principal and one new vice-principal were hired. The Administrative Team comprised of the Principal, two Vice-Principals and the Curriculum Coordinator meet weekly to discuss and monitor areas in the Self Study process. Despite these obstacles, the Faculty and Staff have worked hard to follow the protocol to produce a Self Study that reflects St. Mary School's mission to educate all students.

Evidence:

- WCEA Committee meeting minutes
- Self Study drafts
- Staff meeting minutes and agendas
- SAB meeting minutes
- Survey results
- Wednesday Letter
- Shareholder feedback

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 at St. Mary School played an important role in the Self Study Process. Although the Leadership Team and school faculty and staff were primarily involved in the writing of the Self Study document, the collaboration of all shareholders was instrumental in providing information, feedback, and clarifications that led to the end result of the Self Study.

All instructional staff and most support staff were divided into committees to work on sections of the Self Study. As chapters were drafted, they were presented to the entire faculty and staff at specific WCEA work-days, and at some of the faculty meetings. Together the staff edited and provided feedback on the drafts. The parents provided feedback that led to additional rewriting and editing. The document was presented to the members of the SAB, PTG and the pastor for additional review and approval.

St. Mary School's Schoolwide Learning Expectations (SLEs) were revised in 2012. The principal and vice-principal at the time felt the SLEs were not written in age-appropriate language. A small group of faculty and staff rewrote the SLEs and then presented them to the entire staff at faculty meetings for approval. In the 2013-2014 school year, the revised SLEs were presented to the students. Instead of a long list of many phrases and sentences, the revised SLEs are now an acronym for the school mascot, "COUGARS". Each letter in the word "COUGARS" has a short phrase that identifies expectations for students in language they can comprehend (Kindergarten to eighth grade). The school's mission and philosophy have not been revised since the last Self Study.

Feedback from shareholders is collected in a variety of ways. During the first week of December, the school holds an Articulation Dinner where shareholders, including the members of SAB, PTG, Finance Committee, Athletic Board, parish and school staff discuss a topic related to school improvement. The topics range from evaluating the SLEs, discussing the marketing of the school, and community perception of the school. This 2015-2016 Articulation Dinner focused on reviewing the significant accomplishments and goals that led to the school's Action Plan.

In January, all shareholders are invited to an annual State of the School address where the principal and a representative from the Finance Committee present enrollment data, financial data and trend data, as well as any strategic plans and vision for the coming school year. This information is printed in the following Wednesday Letter and posted on SchoolSpeak for shareholders to read and review.

All shareholders are asked to complete surveys to provide ways to improve school processes. Data collected from the surveys was shared with the pastor, faculty and staff, SAB, and parish leaders. This data was used to guide discussion and evaluate school programs, as well as to formulate the goals for the Action Plan.

Updates on the Self Study process were communicated to shareholders in the weekly Wednesday Letter as well as at Back to School Nights. In January and February of 2016, each chapter of the Self Study will be published in the Wednesday Letter and posted on SchoolSpeak for shareholders to view.

St. Mary plans to continue involving shareholders in data review, analysis and dialogue regarding perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning. The principal and an alternating faculty representative will share their findings at the monthly SAB and PTG meetings. The principal will continue to have weekly meetings with the pastor to ensure his involvement in data review, analysis and to dialogue about student learning as well as to implement and monitor goals for improvement. The faculty and staff will continue to use faculty meetings as a time to review the Action Plan and work on implementing and monitoring goals for improving student learning.

Evidence:

- Survey data
- WCEA Committee meeting minutes
- Self Study drafts
- Principal's Reports in School Advisory Council minutes
- Wednesday Letter
- Action Plan
- Self Study posted on SchoolSpeak

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE

St. Mary School is recognized and respected in the parish and surrounding community for the strong spiritual formation and quality academic education that it provides for the children of the area. St. Mary School has a rich history that is indebted to the founding order of the Sisters of the Holy Names of Jesus and Mary, since it was opened in the 1954-1955 school year.

Today, the school continues to recognize the contributions the Sisters of the Holy Names made to the school with an annual renewing of vows, which takes place on the Feast of the Immaculate Conception, which is celebrated at a school mass. Each year, many of the Sisters of the Holy Names join the school for this celebration. The class in charge of leading the school mass also visits and interviews the Sisters to guide the Homily reflections shared at mass. Today, Sr. Betty Shields, SNJM continues to be a volunteer in the Kindergarten classroom and Sr. Genie Rohner, SNJM volunteers for yard duty one to two times a week.

The parish and the school embarked on a Centennial Campaign in 2011 when major donors were identified and a feasibility study took place to raise money for a new junior high building, which began construction in the summer of 2013. Students first occupied the building in February 2014 and the dedication of the Abby Sobrato Junior High building took place on May 17, 2014.

The school uses appropriate processes to collect data about enrollment, student performance, and instruction. Over the last several years, St. Mary School has seen a general decline in student enrollment. One contributing factor is the climate of the economy and how this has impacted families' decisions to enroll in a tuition-based school. Response to this enrollment decline has challenged St. Mary School to study and develop marketing strategies to increase enrollment. Historically enrollment and school profile data has not been disclosed to faculty and staff. However, the current Administrative Team has been proactive in sharing information at the faculty and staff meetings. In order to address the enrollment gap, the school is investigating the possibility of opening a Transitional Kindergarten.

Evidence:

- Appendix A
- Faculty meeting minutes
- Self Study drafts
- School mass folder on Google Drive
- Wednesday Letter

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.

St. Mary School makes a concerted effort to have assessment data drive instruction and curricular improvement. The national norm-referenced examination administered at the school is the Iowa Test of Basic Skills (ITBS). The test is administered in grades first through eighth bi-annually (with the exception of first grade in the fall and eighth grade in the spring) in order to monitor student growth, inform instruction, and make appropriate recommendations for summer interventions. The staff disaggregates each sub-test at every grade level to evaluate the effectiveness of programs and monitor student progress. This information is used to make curricular changes when necessary and to design intervention programs to meet students' individual needs.

Since the last Self Study, St. Mary School has experienced several changes in administration and a number of different people have been in charge of overseeing the WASC/WCEA accreditation process. The school also had a very large building project with the completion of the Abby Sobrato Junior High building. The school requested and was given a one year extension for completing the WCEA accreditation process. The staff have tried to stay up to date, as much as possible during all the changes in personnel, to follow the Action Plan items from the last Self Study.

The progress on the accomplishments of the school's Action Plan were communicated to shareholders in the Wednesday Letter and shared at monthly SAB and PTG meetings. Time was set aside throughout the school year at Faculty meetings to review data so as to focus on continuous improvement of student learning. Due to the changes in administration and personnel responsible for the coordination of the Self Study process it has been a challenge to determine whether the prior accreditation Action Plan goals were completed.

Based upon the prioritized list of areas of growth in the previous accreditation the staff found the two areas to focus on improvement were in math and social justice. The staff felt the students would benefit from a thorough analysis of the math program and subsequent improvements were made to enhance student learning in math with a focus on math facts and computational skills. The staff also found the students would benefit from developing a deeper awareness of social justice and implement actions that support stewardship of the planet.

To address the first part of the Action Plan, the staff gathered data from the ITBS math areas. After data analysis, the staff determined a need for greater focus on problem solving. In 2011, math teachers attended a Silicon Valley Math Initiative Workshop and then implemented Problem of the Month the following school year. Problem of the Month helped provide students with an opportunity to collaborate with others in solving problems requiring higher-level thinking. The students in kindergarten through eighth grade participated in several Problems of the Month each school year. Math teachers also made additional changes to their instruction, based on data analysis using math talks in classroom lessons to develop a deeper understanding

of concepts, utilizing online programs such as Mathletics and Khan Academy, and most recently adopting *Go Math!*, a California Common Core aligned math text.

The second part of the Action Plan from the prior accreditation findings focused on social justice. The staff incorporated several new programs to help students develop a deeper awareness and implement actions that support stewardship of the planet. The staff and students were encouraged to reduce the amount of paper used throughout the school. Teachers and students were able to accomplish this with the use of technology (drop boxes and online forms when possible).

In addition students learned how precious water is as a resource and participated in a water walk around campus to experience how far some children have to walk everyday for fresh drinking water. School themes were chosen to reflect a commitment to global stewardship. The staff observed that students were better able to articulate a commitment to global stewardship after Faith Family Group Assemblies and classroom lessons increased their focus on social justice.

The Administrative Team, faculty and staff, along with the pastor and parent organizations will continue to gather data and evaluate processes in place to determine its impact in improving student learning, while meeting the goals of the Action Plan.

Evidence:

- Previous Self Study and Action Plan
- Faith Family Group Google Drive folder
- Faculty meeting minutes
- Principal's Reports in SAB and PTG minutes
- Wednesday Letter

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.

St. Mary School provides authentic Catholic teaching for its students and families. The school’s mission statement and philosophy summarize the ideals by which the school reflects its Catholic Identity. The school, with the support of the pastor and the parish staff, fosters the spiritual, intellectual and social development of students.

The religion curriculum is based on the San Jose Diocesan Guidelines and Outcomes, and aligns with the school’s mission statement, philosophy, and Schoolwide Learning Expectations (SLEs).

The campus minister and teachers work together to plan multiple opportunities for the students to participate in prayer, school masses, class retreats, and Faith in Action, the school’s Service Learning Program. Prayer is an integral part of the school day. A student council member leads opening prayer on daily announcements, except on Wednesdays when the school prays as a community at assembly. Students are introduced to and participate in various forms of daily prayer: such as guided meditation, daily devotion, or reciting the grade level prayers outlined in the diocesan outcomes.

School masses are celebrated once a month and each grade, takes turns planning and leading the mass. Student council prepares and leads the first school mass of each school year. Students are part of the choir, proclaim the Word and lead the petitions. They form the entrance procession and serve as acolytes. In all grades, the religion teacher and the campus minister prepare students for each mass by using the practice of Breaking Open the Word. The students also participate in prayer services before Thanksgiving and on Holy Thursday. During Advent and Lent, students have the opportunity to receive the sacrament of reconciliation.

Each year during the month of May, students, faculty, and staff participate in a May Crowning to honor St. Mary School’s patron saint, St. Mary of the Immaculate Conception. Students participate in prayer and bring flowers to honor Mary. During the ceremony, a student who has demonstrated some of the same virtues as Mary places a crown of flowers upon a statue of Mary. For the rest of the month of May, grades are assigned a week to bring in fresh flowers to place around the statue and all grades pray the rosary throughout the month of May.

At least once a year, each grade participates in a class retreat that is planned by the homeroom teacher and campus minister. The retreats are age-appropriate and provide students with the opportunity to break from their normal routine at school and focus on their faith and relationship with Jesus.

There are multiple opportunities for students to participate in the school’s Service Learning Program. Each class chooses one or more Faith in Action projects per school year. These projects engage students in individual classrooms, the whole school or the whole parish community. Invitations to participate are publicized in the Wednesday Letter, the Parish Bulletin,

at weekly assemblies, daily announcements, and posters. Students in every grade complete an oral or written reflection at the conclusion of each service project they lead.

St. Mary School provides its second graders with the opportunity to participate in sacramental preparation as part of its religion curriculum. Students in the second grade receive instruction and preparation for the Sacraments of Reconciliation and First Eucharist. The students take part in several retreats for Reconciliation and First Eucharist. The second grade teacher works closely with the Parish's Director of Faith Formation on planning and leading retreats. As the primary educators, parents of second graders are actively involved in their children's sacramental preparation. Students who have not received these sacraments, and are in third grade or higher, are encouraged to participate in the parish's RCIC program.

Prior to each school year the faculty chooses a theme to reflect the core values and SLEs of St. Mary School. All students in kindergarten through seventh grade are given the opportunity to submit a hand-drawn design based on the theme. The selected design is posted throughout the school and is printed on student planners and the parent directory. The student council leads the first assembly of each school year, which focuses on the new school theme. Once a month the students sit with their assigned Faith Family Group at an assembly that is centered on the school theme. A Faith Family Group consists of one student from each grade in the group. Its purpose is to connect students across grade levels, strengthening the sense of community, and further developing the school theme. Each month a different grade leads the Faith Family Group Assembly, always beginning with prayer and then followed by an activity or reflection. Parents are invited and encouraged to attend the Faith Family Group Assemblies. While a great deal of time is spent focusing on the school theme each year, the faculty and staff feels the students need more opportunities to reflect on the SLEs. Currently, there is no clearly defined method to assess progress towards SLEs.

The Catholic Identity of St. Mary School is evident throughout the campus. SLEs, the school's mission and philosophy, as well as a liturgical calendar are posted in classrooms. Prayer tables serve as a focal point in the classroom and include a cloth that represents the color of the liturgical season, as well as symbols of our faith, like a bible, rosary and other religious items. During Advent, all prayer tables have an Advent wreath. A crucifix and a statue of Mary are prominently displayed.

St. Mary School recognizes that the faith formation of its teachers is extremely important to the Catholic Identity of its school. All faculty and staff are provided with a variety of faith formation opportunities. The faculty attends the Faith Formation Conference each year. In addition, teachers are assigned to prepare and lead prayer at weekly faculty meetings. The Administrative Team begins each weekly meeting with a prayer. The faculty and staff attend a yearly retreat, which is a time for reflection and focuses on spiritual formation. Teachers participate in the required diocesan Catechist Certification program. The majority of teachers have obtained the Basic Catechist Certificate. Catholic values are explicitly taught through regular classroom instruction and also by everyday example. All employees of the school, regardless if they are classroom teachers, lead by example.

The parent survey results indicate the majority of parents feel the school is providing opportunities for their children to participate in the Service Learning Program with the Faith in

Action projects, as well as providing an atmosphere where Catholic values and attitudes are emphasized and practiced. Beginning the 2015-2016 school year, the school instituted service block opportunities for grades fifth to eighth. Students in these grades may receive a service block for completing required hours by performing Christian service outside of the school and parish. Students submit a reflection upon completion of each opportunity to receive credit towards the block.

St. Mary School is a shared community of faith, working closely with the Parish, in observing and living Christian values. It has a strong sense of community among its parents, students, faculty, staff, and parish. Through the Wednesday Letter, SchoolSpeak and Parish Bulletin, parents are encouraged to participate in opportunities such as Faith Family Group Assemblies, school masses and prayer services as well as opportunities with the school and parish for deepening their own faith. Parents are invited to serve as Extraordinary Ministers of Communion at the school masses. The sacramental preparation program run by the school and parish provides additional support for parents and children on their faith journey. Parents facilitate Project Cornerstone, the anti-bullying program, for kindergarten through eighth grade. Families are provided Faith in Action opportunities through each grade's service-learning project and fifth to eighth service block. Based on parent survey results, one area for the school to improve is to offer parents more opportunities for additional faith formation experiences. As a result, a parent Renew group has been formed and will begin to meet on campus during the school day beginning in January of 2016.

Significant Accomplishments

- The school has multiple opportunities for the students to participate in prayer, liturgies, class retreats and preparation for receiving sacraments.
- All students in the school are assigned to a Faith Family Group, which meets once a month at an assembly, which focuses on an aspect of the school theme.
- Students participate in Faith in Action, the school's Service Learning Program, which includes the Middle School Service Block and outreach projects.

Goals

- To provide additional opportunities for students to reflect on how they are meeting the SLEs
- To provide additional faith formation experiences for parents

Evidence

- St. Mary School mission and philosophy statements
- SLEs
- Parent, student, faculty and staff survey responses
- School mass Google Drive folder
- Faith Family Group Google Drive folder
- Faith in Action Google Drive folder
- Class Retreat Google Drive folder

B. DEFINING THE SCHOOL'S PURPOSE

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

St. Mary School's mission statement, philosophy, and SLEs reflect the true Catholic Identity of the school. The school's mission statement emphasizes that teachers are partners with parents to "foster the spiritual, intellectual and social development of the students". The school's philosophy reinforces that "parents are the primary educators of their children, while teachers facilitate and complement the learning process". Working closely with parents to develop the whole child supports the school's commitment to educate students in strong Catholic values.

The school works with the parish to foster a sense of community. Parish priests preside at monthly school masses and attend a variety of school prayer services. Priests visit classrooms throughout the school year. The pastor, priests, Director of Faith Formation, and second grade teacher are directly involved with preparing students to receive the Sacrament of Reconciliation and First Eucharist.

In 2012, a group of faculty members looked at the SLEs and revised them so they were written in age-appropriate language for students. The small group presented the revised SLEs to the entire faculty and staff for feedback. In the 2013-2014 school year, the revised SLEs were presented to the students. Instead of a long list of phrases and sentences, the revised SLEs are now an acronym for the school mascot, "COUGARS". Each letter in the word "COUGARS" has a short phrase that gives expectations for students in language they can comprehend from Kindergarten to eighth grade. The SLEs are posted throughout the school. They are discussed during classes throughout the school year and are highlighted during daily announcements. A different Schoolwide Learning Expectation is highlighted in the Wednesday Letter. The SLEs are included in the Student-Parent Handbook and on the school's website.

The faculty and staff would like to have a more formalized way of assessing acceptable progress towards SLEs in all grades, and find more ways to familiarize new families with the school's mission, philosophy, and SLEs. The mission statement and philosophy have not been revised since the last Self Study.

The parent survey results indicate that an overwhelming number of parents believe the school fulfills its mission of providing an atmosphere in which Christian values and attitudes are emphasized and practiced, students are taught the basic facts of faith, and students are provided with prayer opportunities.

Significant Accomplishments

- SLEs were rewritten in more age-appropriate language for all students to understand, from Kindergarten to eighth grade.
- Parish priests are actively involved in the faith formation of students through classroom visits, presiding at the monthly school masses and leading the Blessing of Animals Service.
- Survey results overwhelmingly show parents believe the school fulfills its mission of providing an atmosphere in which Christian values and attitudes are emphasized and practiced, students are taught the basic facts of faith, and students are provided with prayer opportunities.

Goals

- To create a more formalized way of assessing student mastery of the SLEs in all grades
- To familiarize the school community (including the new parents, students, faculty and staff) with the mission, philosophy and SLEs

Evidence

- St. Mary School mission and philosophy
- Parent, student, faculty and staff survey responses
- Revised SLEs
- Documentation of parish priests visiting classrooms
- Student reflections on SLEs
- Lesson plans and curriculum maps
- Wednesday Letter

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.

At St. Mary School, the effort to support students in reaching their highest level of achievement begins with recognizing their Catholic Identity. Modeling this identity begins with the faculty and staff, with the guidance of the pastor, principal and campus minister.

The principal actively collaborates with the pastor, SAB and Administrative Team to promote Catholic Identity and seek shareholder engagement in the faith life of the school and parish. At every SAB, PTG and Finance Committee the meetings begin with prayer and the first item on the agendas is Catholic Identity. The principal meets weekly with the pastor and the principal and a vice-principal attends parish staff meetings every two weeks. At every faculty meeting, the principal shares a parish update. Once a year, the SAB, PTG, Finance Committee, Athletic Board, parish and school staff, come together for an articulation dinner to discuss efforts of the SAB and Administration to promote Catholic Identity of the school.

The faculty and staff are committed to supporting the high achievement of all students and begin each school year by developing three goals. These goals focus on the school's academics, Catholic Identity and use of technology. The goals have measurable objectives that are clearly defined. Throughout the school year, the faculty and staff spend time at faculty meetings to review progress towards meeting the goals and revising them when necessary. The goals are revisited at the end of the year during the annual review held with the principal.

The Administrative Team and faculty work collaboratively to support the high achievement of all students. Time is provided at faculty meetings for grade-level breakout sessions to discuss student needs and progress. Teachers are kept informed of professional development workshops. Each year, faculty members of St. Mary School attend workshops to assist teachers in learning and reviewing strategies to meet the needs of all students. Workshops teachers have attended include: Rebecca Sitton, Kim Sutton, Step Up to Writing, STEM Conference, Silicon Valley Math Initiative and Faith Formation. Student achievement is shared on SchoolSpeak, via e-mail, at Parent Teacher conferences, and in teacher newsletters.

St. Mary School fosters high achievement of all students by allocating significant resources to support all learners. Teachers use technology as a way to access engaging apps and web-based resources for students. Two iPad carts are available for kindergarten through fourth grade. Third and fourth grade also have access to a laptop cart. One-to-one computers in fifth through eighth grade allow teachers to provide students with a variety of engaging ways to learn the curriculum. Document cameras and/or Apple TVs are regularly used in classrooms. In addition to the use of technology use, resources are available to teachers to differentiate instruction. The school has a Reading Resource program for first through third grade. The Reading Resource program has two reading specialists who work closely with small groups of students, and implement the Early Reading Intervention Method (ERIM). At the beginning of the year, one of the reading specialists assesses all students of concern in fourth and fifth grade to determine if students are reading at grade level. The students in first and second grade who have been identified as below grade level in language arts, meet with a reading specialist four days a week in small groups.

These small groups are pulled out of the classroom during language arts time and work on accuracy, fluency, and comprehension strategies. The reading specialists implement ERIM (Early Reading Intervention Model) during this small group time. Each group works with Reading Resource for about 40 minutes each time they meet. As time permits and when deemed necessary, the reading specialists meet with some students one-on-one. The staff continues to evaluate the need of a Reading Resource program for students in grades fourth through eighth. The staff would also like to find a more consistent process for sharing, documenting and evaluating intervention strategies for students from grade to grade.

The school has a Math resource program for first through eighth, where math resource aides support small group instruction. The kindergarten program has a full time aide five days a week, as well as the two full time teachers who provide additional support for students in all subjects.

St. Mary School recently completed construction of the Abby Sobrato Junior High Building. It was officially dedicated in the spring of 2014. St. Mary School and Parish communities supported the completion of this project both financially and physically. The classrooms include Apple TVs, modular seating, a Science lab, as well as, a shared Spanish and art room to support high achievement for all students. Kindergarten through eighth grade utilizes the library to enhance learning. As the St. Mary School and Parish communities raised money for the construction, the PTG ran simultaneous fundraising events throughout the year, including the “Fund-a-Need” at the Spring Auction, which went into purchasing a second iPad cart, with the fundraising goal to support high achievement of all students. The principal, in partnership with the pastor implement the five-year strategic plan. Advice and input is sought from the SAB and Finance Committee and takes into consideration WCEA Action Plan to ensure high achievement of all students.

Student achievement is communicated to shareholders through the Wednesday Letter, SchoolSpeak, Parent-Teacher Conferences, teacher communications, Back to School Nights, PTG /SAB meetings and at faculty meetings.

Significant Accomplishments

- Technology program for kindergarten through eighth grade is kept current to keep up with innovation.
- Reading Resource program for first through third and a Math Resource program for first through eighth grade.
- Consistent communication with parents through SchoolSpeak, e-mail, conferences, and teacher newsletters.

Goals

- To create a consistent process for sharing, documenting and evaluating intervention strategies from grade to grade
- To continue to monitor the need for a Reading Resource program in grades fourth through eighth

Evidence

- Technology used in the classroom for curriculum development and best practices in teaching and instruction
- SAB and PTG Reports and meeting minutes
- Parish meeting minutes
- Resource program documents
- Running Records
- Appendix A-8, Professional Development workshops and in-services
- Faculty meeting minutes

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.

St. Mary School regularly collects, disaggregates, analyzes, and takes action on a variety of assessment data in order to support high achievement of all students and to improve its focus on Catholic Identity.

Each year fifth and eighth graders take the NCEA's Assessment of Catechesis Religious Education test (ACRE). The faculty and staff analyze this data at faculty meetings to ensure that every grade level's religion teacher is able to support the students in building a strong foundation of knowledge of their faith. This data is also analyzed to improve the school's focus on Catholic Identity.

The school administers the Iowa Test of Basic Skills (ITBS) in the fall to grades second through eighth. The Cognitive Abilities Test (CoGAt) is also given to students in the third, fifth, and seventh grades each fall. Until the spring of 2013, all students in first through eighth took the ITBS in the spring. When the Northwest Education Association Measure of Academic Performance (NWEA MAP) assessment was introduced in 2014, to help reduce the amount of spring testing, only students who scored below the 30th percentile retook the ITBS in grades second through seventh. However, students who score lower than the 50th percentile on the ITBS in Reading and/or Math are identified and are provided with additional academic assistance throughout the school year. Data from both ITBS and NWEA MAP are analyzed at faculty meetings in grade level and subject area groups at least three times a year, after each testing period has ended.

At least once a trimester, the students in kindergarten through third grade are given a formal running record, or reading assessment, using the Reading A-Z Benchmark tests. This allows teachers in kindergarten through third grade to measure reading comprehension and growth in fluency. This data heavily influences how teachers assign students to leveled reading groups and determine which students need additional reading resource support. The school has two reading specialists designated for first to third grade. In addition, the reading specialists assess fourth and fifth grade students each fall using the Qualitative Reading Inventory to determine if students are reading at grade level.

Data is consistently collected from multiple sources, such as the ACRE, ITBS, MAP, and Running Records. In addition, classroom assessments also provide crucial data for teachers. Classroom assessments include formative and summative assessments such as: quizzes, tests, projects, labs, presentations, dramatizations, observations, reflection papers, and class discussions. All data is used to monitor student academic progress and faith formation. The ITBS, MAP, and Running Records are the main sources of data used to identify students in need of academic intervention and challenge. Teachers identify students who score lower than the 50th percentile on ITBS in Reading and/or Math and provide additional academic assistance. The two reading specialists are essential to the primary grade language arts program, which supports high achievement of all students. There are math resource teachers who scaffold

students in first through eighth grade. In addition kindergarten through second grade have instructional aides in the classroom. All teachers are available to work with students for academic support before and after school hours. St. Mary School also offers an after school Homework Club, for all grade levels, as well as an after school Math Club for sixth through eighth grade students.

Based data analysis, the faculty and staff determine if curriculum changes are needed and then seek methods to meet an area of need. For example, teachers observed a need for greater focus on problem solving in Math and determined that a greater focus would improve student learning. In 2011, Math teachers attended a Silicon Valley Math Initiative Workshop and then implemented Problem of the Month the following school year. Problem of the Month helps provide students with an opportunity to collaborate with others in solving problems requiring higher-level thinking. The students in kindergarten through eighth grade participated in a new Problem of the Month once a trimester through the 2014-2015 school year. Math teachers made additional changes to their instruction, based on data analysis that included using: math talks in classroom lessons to develop a deeper understanding of concepts, utilized online programs such as Mathletics and Khan Academy, and most recently adopted *Go Math!*, a California Common Core aligned math text.

Language Arts teachers continue to focus on improving the writing portion of the Language Arts program. Teachers identified a need for developing grade level appropriate writing rubrics, in addition to meeting once a trimester to review writing samples for all students. The school adopted *Step Up To Writing*, the diocesan approved writing program, to address student needs in writing. This program provides a consistent teaching method in Kindergarten through eighth. The school continues to require multiple assessments to measure acceptable progress toward writing standards for high achievement of all students.

While teachers find they are able to identify students with needs and work with resource teachers to find appropriate intervention strategies, there is currently not a process in place for sharing the documented intervention strategies for students with exceptional needs as the move from grade to grade.

Significant Accomplishments

- First through third grades are provided with resource support in Language Arts
- All grades are provided with resource support in math
- All teachers use a wide variety of formative and summative assessments

Goals

- To construct grade level appropriate writing rubrics and to collect and evaluate writing samples for all students once per a trimester
- To create a consistent process for sharing documented intervention strategies from grade to grade

Evidence

- SAB, PTG, Finance Committee meeting minutes
- ACRE test results
- ITBS, CogAT, MAP results
- Running Records
- Documented intervention strategies
- Variety of classroom assessments

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

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

St. Mary School works to ensure that all students make acceptable and measurable progress in meeting clearly defined SLEs and curriculum standards. Student progress toward meeting the SLEs are reviewed and discussed by the faculty annually. SLEs are posted throughout the school. The SLEs guide the development of the yearly school theme, which is then used as the focus for monthly Faith Family Group Assemblies. This year's school theme is "Attitude of Gratitude". The school continues to develop meaningful tools that will measure acceptable progress towards SLEs.

Catholic values permeate the school curriculum in all subjects. Subject area lessons comply with the appropriate standards: CA Common Core Standards, CA State Standards, or Diocesan Religion Outcomes. Science teachers are also attending workshops and symposiums about Next Generation Science Standards (NGSS). The science teachers have started the process of infusing NGSS where possible at each grade level. Over the next year, the science teachers will be making a plan for incorporating the new standards at each grade level.

Teachers at all grade levels and in each subject area have developed curriculum maps to guide instruction and assist in long-range curriculum planning. This year teachers started using an online lesson planning tool, PlanBook.com. This program allows teachers to include an essential question and list all standards or Diocesan Outcomes for the lesson. Teachers have aligned curriculum maps and lesson plans to the CA Common Core State Standards in Language Arts and Math.

Teachers use multiple assessments to measure progress toward mastery of curriculum standards. Formative and summative assessments are used to guide instruction and help determine if students need additional support or enrichment. Quizzes, discussions and observations are some examples of formative assessments. Summative assessments include tests, projects and reports. The standardized tests given throughout the year also help teachers to identify students that need intervention support.

Teachers identify students who score lower than the 50th percentile on ITBS in Reading and/or Math and provide additional academic assistance. The two reading specialists are essential to the primary grade Language Arts program, which supports high achievement of all students. Math resource teachers support students in first through eighth grade. In addition kindergarten through second grade have instructional aides in the classroom. All teachers are available to work with students for academic support before and after school hours. St. Mary School also offers an after school Homework Club, for all grade levels, as well as an after school Math Club for sixth through eighth grade students. Student growth is monitored using assessment data from a variety of sources both by individual teachers and in collaboration with other teachers at faculty meetings.

Technology is used as an instructional tool in all grades and in all subjects to supporting the high achievement of all students. Technology is used as a tool in classroom instruction in all grades. For example, Kindergartners use iPads to practice sight word identification and practice math skills, while third graders use the iPads to research and write president reports, as well as prepare and present a PowerPoint about their president. Students in fifth through eighth use technology seamlessly to work on class assignments, conduct research, prepare presentations and access Google Docs. Some of the programs students use include: Microsoft Office, iPhoto, iMovie, Khan Academy, Schoology, Google Apps for Education, and web-based programs.

Kindergarten through fifth grade teachers would like to develop a more consistent and effective standards-based record book for teacher use. This will allow them to more accurately report student progress on the standards based report cards consistently from grade to grade and share student progress with parents more objectively.

Significant Accomplishments

- Implementation of NGSS has begun.
- Technology is used to support high achievement for all students.
- Full implementation of the CCCSS in Language Arts and Math.

Goals

- To develop meaningful tools that will measure student achievement of the SLEs
- To develop a more consistent and effective standards-based record book for Kindergarten through fifth grade teachers

Evidence

- SLEs and school theme are posted throughout campus
- Curriculum maps
- Lesson plans
- Formative and summative data
- Standardized test data
- Student work

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. Mary School, Catholic values are integrated throughout the curriculum. The school works collaboratively among grade levels and with the parish to maintain its Catholic Identity. Students have many opportunities to pray daily. Each grade watches the student-produced video daily announcements, which includes a prayer led by a student council member. Each school day ends with prayer, led by classroom teachers. All school assemblies, parent organization meetings and faculty meetings begin with prayer. In addition to teaching Catholic values across the curriculum, faculty and staff serve as role models of the faith. Grades rotate planning and hosting school masses and assemblies. Prior to each school mass, students prepare for the liturgy by Breaking Open the Word. Parish priests also help form the students Catholic Identity by visiting classrooms and interacting with the students.

The Service Learning Program provides students opportunities to put their faith into action. Teachers help students develop a variety of outreach projects. These include: collecting coats for local charities, writing letters to soldiers, collecting food donations for St. Vincent de Paul, visiting local elderly homes like the East Side Senior Center, volunteering at Sacred Heart Community Service and visiting St. Luke's Pantry Program to host a Christmas party for the local homeless.

Teachers take advantage of a wide variety of professional development opportunities to enhance their teaching skills and knowledge. These opportunities ensure that the methodologies used in the classroom are current, research-based and effective. Examples of professional growth opportunities include: *Step Up To Writing* Workshops, Silicon Valley Cue Technology Conference, Reading A-Z Workshops and Webinars, Rebecca Sitton Spelling Workshop and Kim Sutton Creative Mathematics workshops. As part of the process to implement the new California Common Core State Standards in Math, the *GoMath!* Program was integrated in all grades and teachers attended workshops sponsored by *Go Math!* Science teachers have attended STEM Conferences and will continue to attend professional development focusing on implementing the new NGSS into the science curriculum.

Teachers attend multiple workshops in order to enrich their Catholic Identity and religious instruction, such as: Faith Formation Conference, Religious Ed Congress, C21 online certification classes, Diocesan Faith Education workshops, and the New Teacher Ethics Camp. The campus minister, parish priests, Administrative Team, and fellow teachers help to support all teachers in religious instruction. Whether faculty and staff members attend a professional development event as an individual or as a group, there is always an opportunity for reflection and sharing at faculty meetings or grade level/subject area meetings. Teachers impart what they have learned and how the information can be used in a practical way in the classroom. Professional development opportunities are highly appreciated by faculty and staff. St. Mary School allocates resources for faculty and staff professional development every year through NCLB funds and the annual school budget. Teachers continue focusing on best practices for

instruction and seeking professional development opportunities that will assist them in supporting high achievement for all students.

Teachers utilize a variety of instructional methodologies to support high achievement of all learners. All teachers develop curriculum maps and create standards-based lesson plans. The Administrative Team reviews lesson plans on Planbook.com on a monthly basis. Lesson plans include the essential question for the lesson as well as a standards-based outcome or diocesan outcome for religion. During lessons, the faculty implements appropriate instructional techniques to meet the needs of all learners, such as explicit, direct, guided, and small group instruction, flipped classroom, project-based learning, webquests, collaborative learning, and integration of technology. The Administrative Team observes teachers through regular classroom walkthroughs and at least one formal observation a year.

Analysis of student performance on a variety of assessments is taken into consideration in order to adjust teaching methods to better support high achievement of all students. Formative and summative assessments are conducted regularly to assess student learning and inform instruction. Based on the results of formative assessments, teachers adjust their teaching, pacing and planning of their lessons to formulate more meaningful summative assessments and ensure the high achievement of all students. Students are actively involved in the learning process by working through challenging materials, engaging in hands-on activities, conducting research, and working both independently and collaboratively.

All teachers integrate technology into the teaching and learning process. Document cameras and projectors are valuable tools for instruction. In addition to classroom computers, students are able to easily access technology with multiple computer carts and a one-to-one laptop initiative in fifth through eighth grade. Apple TVs are also used in grades fourth through eighth. The availability of technology in the classrooms enhances student learning experiences with engaging apps and web-based programs. Teachers utilize various applications, interactives, videos and educational websites to convey and record information in new and exciting ways. These tools complement the various learning styles of students and promote increased student engagement. Teachers would like to continue to research and evaluate adaptive technology programs to further enhance student learning and meeting the needs of all students.

Significant Accomplishments

- Teachers include Catholic values across the curriculum, which strengthens the school's Catholic Identity
- Teachers attend a variety of professional development workshops and seminars
- Teachers integrate technology in daily teaching across the curriculum

Goals

- To continue to research and evaluate adaptive technology programs
- To continue focusing on best practices for instruction and seek professional development opportunities that achieve this objective

Evidence

- Curriculum maps
- Teacher lesson plans
- Formal and informal observations
- Teacher Performance Appraisals
- Faculty meeting minutes
- ACRE tests
- ITBS and CogAT tests
- MAP tests
- Faculty and staff in-service records
- Faith in Action projects records/documentations
- Availability of technology in school
- Faculty and staff observations of student engagement
- SLEs

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

St. Mary School provides for students' spiritual, personal, and academic growth in a variety of ways. The Schoolwide Learning Expectations describe the skills and values that are required for students to accomplish the school's mission of forming children of faith, who are caring and responsible citizens and lifelong learners.

Opportunities for spiritual growth are provided through Faith in Action projects, class retreats, celebrating monthly school masses, and planning of school masses. The students participate in a variety of daily prayers and attend regular religion classes, monthly school masses, prayer services, Faith Family Group assemblies and Reconciliation during Advent and Lent. Additionally, each class has a retreat at least once a year. In preparation to receive the Sacraments of Reconciliation and First Eucharist, the second graders take part in several retreats. As a service to the school and parish, students in fourth through eighth grade may participate as acolytes during the School mass and at daily mass before school. During Catholic Schools Week, students participate in various parts of the weekend parish masses. Once a month, students are invited to assist with the second collection at a weekend parish mass.

St. Mary School offers a variety of co-curricular activities to support the full development of all students. These include: Student Council, Student Ambassadors, Robotics Club, Tech Team, Buddy Program, Homework Club, Math Club, Junior High Mini Courses, theater program, and a fifth-eighth Interscholastic Athletic Program. In addition, a variety of after school activities are hosted on campus by outside companies (eg. Golf Fore Kids, Chess Club, Piano Lessons).

St. Mary School fosters the academic growth of all students by offering a variety of curricular activities to support the development of the students. Many of these opportunities are a result of student input. These include: the eighth grade Washington, D.C. trip, fourth grade Gold Rush Camp, sixth grade Science Camp, and many other field trips at each grade level. There is a yearly Spring Sing Concert, monthly Art Docent lessons for first through fourth grade, monthly Project Cornerstone lessons for all grades, Junior High students participate in Electives on Friday afternoons that change each trimester. Elective topics include: pottery, book club, mythology, poetry slam, and dance. A wide variety of technology programs that support student learning include: Mathletics, Khan Academy, SumDog, ALEKS, Membean, Newsela, NoRedInk, Reading A-Z, and Raz-Kids.

The students in first and second grade, who have been identified as below grade level in Language Arts, meet with the Reading Resource teacher four days a week in small groups. These small groups are pulled out of the classroom during Language Arts time and work on accuracy, fluency, and comprehension strategies. The Reading Resource teachers implement the ERIM, Early Reading Intervention Model, during this small group time. Each group works with Reading Resource for about 40 minutes each time they meet. As time permits and when deemed necessary, the Reading Resource teachers meet with some students one-on-one.

Faculty and staff observe a need to implement a more consistent way to share, document and evaluate how students' needs are met from grade to grade and trimester to trimester.

Students use technology to enhance their learning. In addition to the multiple iPad and MacBook carts for kindergarten through fourth grade use, the first and second grade have a class set of six iPads to use in the classroom for centers and other small group work. The fifth grade has a laptop cart for one-to-one use in their classroom. All students in sixth through eighth grade have their own laptop for use at school and at home. Teachers also utilize document cameras, laptops, iPads, projectors, flatscreens, and televisions in their classrooms to increase student engagement and meet the needs of all students. Teachers are provided with professional development opportunities to enrich student learning through the use of technology.

St. Mary School provides a safe environment for all students. The school emergency plan contains procedures for various emergency situations, including fires, earthquakes, and Code Red. Fire drills are scheduled on a monthly basis, two earthquake and two Code Red drills are scheduled each year. Additionally, new gates and fences have been installed around the campus for added safety. Structured drop-off and pick-up procedures are in place. School visitors are required to sign in at the office. All parents and volunteers must be fingerprinted and cleared, in addition to completing the DSJ *Shield of the Vulnerable* before participating in any events that involve students.

The school uses community resources, including Federal Program funding, alumni and parents to assist students. Federal Program funding is used to cover the cost of professional development workshops. Teachers appreciate the opportunity to attend workshops, trainings and conferences to develop new strategies to help improve student learning. Alumni often return to school as volunteers in the classroom, in coaching after school sports, or as parents enrolling their own children at the school. Parents work in cooperation with the faculty, staff, and the Administrative Team to provide numerous opportunities for student spiritual, personal, and academic growth. Parents are invited to attend all school masses, monthly Faith Family Group assemblies, and prayer services. Parents volunteer to be Room Parents and help with organizing field trips, class parties, projects, retreats and manage class finances. Parents also volunteer to lead the monthly Art Docent and Project Cornerstone lessons. They organize and implement the Junior High Mini Courses, the Walk-a-Thon that is held every other year, and an end of year field day called Blue and Gold Day. The emergency classroom supplies are ordered and re-stocked by parent volunteers. Parents also assist student growth by coaching after school sports teams, serving as a liaison for the Robotics Team and Student Ambassadors, and helping with the Theater Program.

The school surveys indicate high parent satisfaction with the sense of community, the programs offered and the environment at St. Mary School. The opportunities for prayer, preparation for Sacraments, and school masses contribute to the overwhelming satisfaction the shareholders have with the religious education offered. However, some parents reported a lack of opportunities for parents to grow in their own faith. The majority of parents are pleased with the academic instruction their children receive. Most parents feel their students work is appropriately challenging. Based on the survey results, academic excellence and Catholic values are the top two reasons parents send their children to St. Mary School.

Significant Accomplishments

- A wide variety of spiritual, curricular, and co-curricular activities are offered to all students, especially with the recent addition of Junior High electives, Student Ambassadors, Tech Team and Robotic Club.
- Students can easily access technology at every grade level.
- Parents are actively involved in providing numerous learning opportunities for students.

Goals

- To make parents aware of the many opportunities the parish offers to grow in their faith in the Wednesday Letter, the school website and SchoolSpeak
- To create a more consistent way to document how students' needs are met each year

Evidence

- School Surveys
- SLEs
- Co-curricular Activities
- School Calendar
- Wednesday Letter
- Google Doc and SchoolSpeak parent volunteer lists
- Room Mom documents
- School mission and philosophy

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 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.

The development, implementation, and monitoring of resources at St. Mary School is in alignment with the mission statement, philosophy, SLEs and the school's strategic plan. The school uses its resources to ensure and support the high achievement of all students.

The school follows the protocols set forth by the Diocese of San Jose regarding proper bookkeeping and accounting procedures. The school submits an annual budget and prepares end of year financial reports for the Diocese. Each year, a member of the parish Finance Committee prepares an in-house audit. An outside auditor reviews the books and procedures every three years. The principal oversees budgets and allocations with the support of the bookkeeper, administrative secretary, and pastor in consultation with the parish business manager. Quarterly and Annual financial reports are presented to the school Finance Committee and parish Finance Committee. The principal approves all payments and reimbursements and ensures that adequate controls are in place for expenditures.

The school's budgeting process takes into account the long-range plan of funding the school's primary objectives: support student learning, provide a qualified teaching faculty, and fund various programs to maintain a strong Catholic Identity. In developing the budget, the principal collaborates with the pastor, the Finance Committee, and SAB.

In January of each year, all parents and faculty are asked to attend a State of the School where a member of the Finance Committee or representative of the parish accounting firm provides an overview of the school's current financial state. If parents are unable to attend the State of the School, the financial overview is available upon request.

St. Mary School has multiple sources of income. These include: tuition, second collection, interest from gifts and endowments, NCLB funds, PTG fundraising, Country Fair revenues, and donations. Financially, the school is in a strong position with a healthy savings. In 1989, a monthly second collection for the school began, with over half of the donated money placed in an endowment fund; the other half designated for the school's operating budget. The school would like to increase the endowment amounts for school reserves to ensure the school's financial security, and therefore, continue to focus on high achievement for all students.

Tuition assistance is determined through a multistep process. All families seeking tuition assistance complete a PSAS application, along with a parish assistance form. The Diocese reviews all PSAS applications first and some monies are awarded through the Diocesan Scholarship Fund. Eligible families also apply for assistance through the BASIC Fund. Once the BASIC Fund and Diocesan grants are awarded, the principal, pastor, and parish business manager (bookkeeper) review the forms to determine if additional assistance is warranted. Assistance is awarded based on need. Every effort is made to meet the needs of families in order

to provide a Catholic education for their child(ren). The school awards over \$100,000 annually in tuition assistance.

Upon the recommendation of teachers, materials are purchased and resources are allocated to meet the learning needs of the students. The school strives to provide the resources and materials needed by teachers and students to promote high achievement for all students.

Over the last several years, St. Mary School has seen a general decline in student enrollment. Some contributing factors are the climate of the economy and how this has impacted families' decisions to enroll in a tuition-based school, as well as, the highly-rated local public schools. Response to this enrollment decline has challenged St. Mary School to study and develop marketing strategies to increase enrollment. In addition, the school is investigating the possibility of opening a Transitional Kindergarten.

Significant Accomplishments

- The school is in a secure financial position with a balanced budget, substantial savings, and strong fiscal management.
- Resources are sufficient and available to sustain the school program.
- The school awards over \$100,000 annually in tuition assistance.

Goals

- To increase enrollment through public relations, advertising, and marketing
- To increase endowment amounts for school reserves

Evidence

- Budgets
- Annual self-audit reports
- Audit reports
- Monthly financial reports
- Quarterly financial reports (produced by outside accounting firm)
- Long-range plan
- Tuition Schedule
- Financial agreement
- Financial aid data
- Annual Appeal data
- Parent surveys
- Teacher surveys

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

- The school has multiple opportunities for the students to participate in prayer, liturgies, class retreats, and preparation for receiving sacraments.
- All students in the school are assigned to a Faith Family Group, which meets once a month at an assembly, where the focus is on the School Theme.
- Students participate in Faith in Action, the school's Service Learning Program, which includes the Middle School Service Block and outreach projects.
- SLEs were rewritten in more age-appropriate language for all students to understand from Kindergarten to eighth grade.
- Parish priests are actively involved in the faith formation of students through classroom visits, presiding at the monthly school masses and the Blessing of Animals Service.
- Parent survey results overwhelmingly show they believe the school fulfills its mission of providing an atmosphere in which Christian values and attitudes are emphasized and practiced, students are taught the basic facts of faith, and students are provided with prayer opportunities.
- Technology program for kindergarten through eighth grade is kept up to date as technology evolves.
- Reading Resource program for first through third grade and Math resource program for first through eighth grade.
- Consistent communication with parents through SchoolSpeak, e-mail, conferences, and teacher newsletters.
- First through third grades are provided with resource support in language arts.
- All grades are provided with resource support in math.
- All teachers use a wide variety of formative and summative assessments.
- Implementation of NGSS has begun.
- Technology is used to support high achievement for all students.
- Full implementation of the CCCSS in Language Arts and Math.
- Teachers include Catholic values across the curriculum, which strengthens the school's Catholic Identity.
- Teachers attend a variety of professional development workshops and seminars.
- Teachers integrate technology in daily teaching across the curriculum.
- A wide variety of spiritual, curricular, and co-curricular activities are offered to all students, especially with the recent addition of Junior High electives, Student Ambassadors, Tech Team and Robotic Club.
- Students can easily access technology at every grade level.
- Parents are actively involved in providing numerous learning opportunities for students.
- The school is in a secure financial position with a balanced budget, substantial savings, and strong fiscal management.

- Resources are sufficient and available to sustain the school program.
- The school awards over \$100,000 annually in tuition assistance.

Goals

- To provide additional opportunities for students to reflect on how they are meeting the SLEs
- To provide additional faith formation experiences for parents
- To create a more formalized way of assessing student mastery of the SLEs in all grades
- To familiarize the school community (including the new parents, students, faculty and staff) with the mission, philosophy and SLEs
- To create a continuous process for sharing documented intervention strategies from grade to grade
- To continue to monitor the need for a Reading Resource program in grades fourth through eighth
- To construct grade level appropriate writing rubrics and to collect and evaluate writing samples for all students once per a trimester
- To create a consistent process for sharing documented intervention strategies from grade to grade
- To continue to develop meaningful tools that will measure student achievement of the SLEs
- To develop a more consistent and effective standards-based record book for Kindergarten through fifth grade teachers
- To continue to research and evaluate adaptive technology programs
- Continue focusing on best practices for instruction and seek professional development opportunities that achieve this objective
- To make parents aware of the many opportunities the parish offers to grow in their faith in the Wednesday Letter, the school website and SchoolSpeak
- To create a more consistent way to document how students' needs are met each year
- To increase enrollment through public relations, advertising and marketing
- To increase endowment amounts for school reserves

List of Critical Goals

1. To improve student learning, there will be a consistent process to review and develop intervention strategies for students with exceptional needs. (Chapters 3C, 3D)

The school recognizes a need for a formal process to transition students with exceptional needs between teachers, each trimester and from year to year.

2. To improve student learning, the school will create a formalized way of assessing student mastery of the Schoolwide Learning Expectations. (Chapters 3A, 3B, 3E)

The school recognizes the need to develop a formal assessment of acceptable progress towards SLEs. A formal assessment will increase student focus on the school's mission and philosophy, which are aligned with the SLEs.

3. To establish multiple assessments to measure acceptable progress toward writing standards for high achievement of all students. (Chapter 3D, In-Depth)

The school recognizes the need to develop grade level rubrics and writing prompts. Current standardized testing utilized for Language Arts assessments (ITBS) does not evaluate writing. Feedback from high schools has demonstrated a need to improve our writing program.

4. Consistency in grading with Standards-based reporting in kindergarten through fifth grade. (Chapter 3C, 3E)

The school recognizes the need for a Standards-based grade book to improve consistency in grading and reporting student progress between grade levels as well as communicating with parents.

5. Continue focusing on best-known methods for instruction and seek professional development opportunities that achieve this objective. (Chapter 3F)

The school recognizes students learn in various styles, it is imperative that the teachers are able to effectively meet the needs of all students.

Goal #1: (Chapters 3A, 3B, 3E): To improve student learning, the school will evaluate the current SLEs to determine if its language is age-appropriate and measures progress towards high achievement of all students.

Rationale for this Goal: The school recognizes the need to develop a formal assessment of acceptable progress towards SLEs. A formal assessment will increase student focus on the school’s mission and philosophy, which are aligned with the SLEs.

Alignment with mission, philosophy and SLEs: The St. Mary School’s mission statement and philosophy are aligned with its SLEs. St. Mary School’s mission and philosophy supports a commitment to educating students with strong catholic values. We believe and strive to create an environment that allows a child to learn and grow while developing a sense of responsibility for self and others.

Strategy #1	Evaluate the SLEs language
Activity #1	· Form sub-committee to evaluate the SLEs language and determine if it is measurable and age-appropriate
Cost or Resources	· Investment of time
Person(s) Responsible for Implementation	· Faculty and Staff
Process for Monitoring	· Faculty meeting time to share feedback
Baseline Assessment	· Current SLEs and existing annual student self-reflection
Ongoing Assessment	· Once the evaluation is complete the implementation of new SLE language begins.
Timeline Start/Stop	· By the end of the first trimester for 2016-2017 School Year.
Process for Communicating to Shareholders	· Back to School Nights · Wednesday Letter · PTG and SAB Meetings · Teacher Newsletters

Strategy #2	Create rubrics to measure acceptable progress toward SLEs
Activity #1	· Form sub-committee to create rubrics
Cost or Resources	· Investment of time
Person(s) Responsible for Implementation	· Faculty and Staff
Process for Monitoring	· Faculty meeting time to share feedback
Baseline Assessment	· Current SLEs and existing annual student self-reflection
Ongoing Assessment	· Annually in the Spring, the staff will collect evidence to determine if rubrics are effective in measuring acceptable progress toward SLEs.
Timeline Start/Stop	· Ongoing, annual evaluation
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Back to School Nights · Wednesday Letter · Parent Teacher Conferences · Parent Organization Meetings (PTG, SAB) · Parish Staff Meetings · Parish Bulletins · State of the School · Teacher Newsletters

Strategy #3	Create a process analyzing effectiveness of rubrics and assessment tools.
Activity #1	· Devise a schedule for when students will complete self-assessment of clearly defined SLEs
Cost or Resources	· Investment of time
Person(s) Responsible for Implementation	· Classroom teachers
Process for Monitoring	· Faculty Staff meeting minutes
Baseline Assessment	· Current SLEs and existing annual student self-reflection
Ongoing Assessment	· Annually in the Spring, the staff will collect evidence to determine if

	rubrics are effective in measuring acceptable progress toward SLEs.
Timeline Start/Stop	· Ongoing, annual evaluation
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Back to School Nights · Wednesday Letter · Parent Teacher Conferences · Parent Organization Meetings (PTG, SAB) · Parish Staff Meetings · Parish Bulletins · State of the School · Teacher Newsletters
Activity #2	· Collect and analyze assessment results
Cost or Resources	· Investment of time
Person(s) Responsible for Implementation	· Classroom teachers
Process for Monitoring	· Faculty meeting time to share feedback
Baseline Assessment	· Current SLEs and existing annual student self-reflection
Ongoing Assessment	· Annually in the Spring, the staff will collect evidence to determine if rubrics are effective in measuring acceptable progress toward SLEs.
Timeline Start/Stop	· Ongoing, annual evaluation
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Parent-Teacher Conferences · Teacher Newsletters
Activity #3	· Based on assessment results, determine if further evaluation is needed of assessment tool
Cost of Resources	· Investment of time
Person(s) Responsible for Implementation	· Classroom teachers
Process for Monitoring	· Faculty meeting time to share feedback
Baseline Assessment	· Current SLEs and existing annual student self-reflection

Ongoing Assessment	<ul style="list-style-type: none"> · Annually in the Spring
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Back to School Nights · Wednesday Letter · Parent Teacher Conferences · Parent Organization Meetings (PTG, SAB) · Parish Staff Meetings · Parish Bulletins · State of the School · Teacher Newsletters

Goal #2: (Chapters 3C, 3D): To establish a data-driven organizational structure that will systematically track students with exceptional needs to ensure high achievement of all students.

Rationale for this Goal: The school recognizes a need for a formal process to transition students with exceptional needs between teachers, each trimester and from year to year.

Alignment with mission, philosophy and SLEs: This Action Plan is in alignment with the mission, philosophy and SLE statements to provide quality academic education and ensuring that students are able to grow academically.

Strategy #1	Create annual cycle for evaluation, reporting and team meeting
Activity #1	<ul style="list-style-type: none"> · Determine frequency for student evaluation · Determine frequency for teacher reporting · Determine frequency for SLT team meeting
Cost or Resources	<ul style="list-style-type: none"> · Investment of time by administration and staff to implement new plan
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> · Identify who will create and manage this new system · Create template for parent/teacher record keeping
Process for Monitoring	<ul style="list-style-type: none"> · Quarterly check-ins between teachers, resource teachers · Faculty meeting time to pass on information before the next school year
Baseline Assessment	<ul style="list-style-type: none"> · Current files and notes on strategies used with students
Ongoing Assessment	<ul style="list-style-type: none"> · Quarterly check-ins between teachers and resource teachers · Documentation in place from year to year for students with exceptional needs
Timeline Start/Stop	<ul style="list-style-type: none"> · Creating the procedures – one school year · Implementing and continuing to use - ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Parent-Teacher Conferences · Faculty meetings

Strategy #2	Create and manage record keeping system
Activity #1	<ul style="list-style-type: none"> · Identify who will create and manage this new system · Create template for parent/teacher record keeping · Determine location of where records will be kept and how access is awarded to them · Exit process for students who leave St. Mary School prior to graduation
Cost or Resources	<ul style="list-style-type: none"> · Investment of time to create template and manage new system of record keeping
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> · Administration
Process for Monitoring	<ul style="list-style-type: none"> · Faculty meeting time to share feedback
Timeline Start/Stop	<ul style="list-style-type: none"> · The creation of the record keeping system and identifying who will oversee this Action Plan will begin in August 2016 and be completed by October 2016. The implementation of the new system will be ongoing.

Strategy #3	Determine which students are included in this process
Activity #1	<ul style="list-style-type: none"> · Determine different categories for all students enrolled at St. Mary School · Evaluate student needs in ELA and Mathematics via standard-based assessments · Create individual student SLT teams, as needed
Cost or Resources	<ul style="list-style-type: none"> · Investment of time for teachers to identify students
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> · Homeroom teachers, subject area teachers and resource teachers

Strategy #4	Create a transition process for eighth grade students from St. Mary School to their high school of choice
Activity #1	<ul style="list-style-type: none"> · Professional development for Jr. High teaching staff to know and understand student support programs available at Diocese high schools and local public schools · SLT team create review and recommendation process based on student need
Cost or Resources	<ul style="list-style-type: none"> · Investment of time · Professional Development funds already in the budget
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> · Administration and JH teachers
Timeline Start/Stop	<ul style="list-style-type: none"> · Begins in Fall 2016 and ongoing

Goal #3: (from In-depth Study, Chapter 3D) To establish multiple assessments to measure acceptable progress toward writing standards for high achievement of all students.

Rationale for this Goal: The school recognizes the need to develop grade level rubrics and writing prompts. Current standardized testing utilized for Language Arts assessments (ITBS) does not evaluate writing. Feedback from high schools has demonstrated a need to improve our writing program.

Alignment with mission, philosophy, SLEs: This Action Plan is in alignment with St. Mary mission, philosophy and SLE statements to provide quality academic education and supporting high achievement for all students.

Strategy #1	To develop writing rubrics that will create a continuum of learning
Activity #1	· Language Arts coordinators will collect current rubrics in place and evaluate their effectiveness
Cost or Resources	· Investment of time to collect rubrics
Person(s) Responsible for Implementation	· The Administrative Team · Faculty and Staff
Process for Monitoring	· Faculty meeting time to review writing rubrics
Baseline Assessment	· Current rubrics
Ongoing Assessment	· Quarterly check-ins between teachers and Language Arts resource teachers
Timeline Start/Stop	· Creating the procedures – one school year · Implementing and continuing to use - ongoing
Process for Communicating to Shareholders	· Back to School Nights · Wednesday Letter · PTG and SAB Meetings · Teacher Newsletters

Strategy #2	To revise and create writing rubrics that will create a continuum of learning
Activity #1	<ul style="list-style-type: none"> · Revise rubrics to align with the CCCSS · Create rubrics as needed to align with the CCCSS
Cost or Resources	<ul style="list-style-type: none"> · Investment of time to create prompts · Possible PD and purchase of resources
Person(s) Responsible for Implementation	<ul style="list-style-type: none"> · The Administrative Team · Faculty and Staff
Process for Monitoring	<ul style="list-style-type: none"> · Administration and evaluation at the end of each trimester · Faculty meeting time to review writing assessments
Baseline Assessment	<ul style="list-style-type: none"> · Current writing rubrics
Ongoing Assessment	<ul style="list-style-type: none"> · Annually in the Spring, the staff will collect writing samples to determine if rubrics are effective
Timeline Start/Stop	<ul style="list-style-type: none"> · Implementing and continuing to use - ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> · Back to School Nights · Wednesday Letter · Parent Teacher Conferences · Parent Organization Meetings (PTG, SAB) · Parish Staff Meetings · Parish Bulletins · State of the School · Teacher Newsletters

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. Mary School's prior accreditation findings focused on two goals: first, a thorough analysis of the math program and subsequent improvements made to enhance student learning; and second, an increased focus on Social Justice where students would develop an awareness and implement actions that supported stewardship of the planet. The administration and faculty committed to attending professional development workshops such as Kim Sutton and Silicon Valley Math Initiative to improve conceptual understanding for teaching math as well as establishing and monitoring consistency across the grade levels. Math Resource teachers have been added to the staff so that students with exceptional needs can have more one-to-one and small group instruction in math. The second goal was met through choosing school themes that call students to act with justice. Students were educated about how precious water is and experienced what it would be like to walk miles for water in a "Water Walk" on campus. The students have participated in outreach projects focused on social justice, developed and implemented a more effective recycling program and continue to work to reduce the amount of food waste on campus. The school continues to decrease the amount of paper waste by using online drop-boxes for assignments. The students also use school assemblies, parent meetings and other opportunities to inform the community of the issues of global stewardship.

The school's current Administrative Team, faculty and staff are committed to ensuring the ongoing assessment of this Self Study's Action Plan. Faculty meetings will provide a venue for committee formation and task assignment to ensure the Action Plan is completed. Faculty meetings will also provide time for continuous assessment of progress, evaluation, and revisions to the strategies/activities if needed. St. Mary School recognizes the importance of collaboration among the various shareholders of the school community in order to meet the ultimate goal for this Action Plan, which is to fulfill the school's mission, philosophy and meet the SLEs.

The fulfillment of the three goals in the Action Plan will lead to greater student achievement for all students. The impact of all three goals will be visible in student work and teacher observations. Results of the Action Plan will be communicated with all shareholders through teacher communications, the Wednesday Letter, Back to School Nights, parent meetings, student work, and at PTG and SAB meetings.

Due to the school's commitment to the high achievement of all students, the completion of the Action Plan will be a top priority. The school is blessed with the necessary resources needed to implement the Action Plan.

St. Mary School has the capacity to implement and monitor the Action Plan, its strategies and activities without anticipated obstacles for their fulfillment.

Evidence

- Previous Self Study and Action Plan
- Previous Report of Findings