

# ***REPORT OF FINDINGS***

E740 ST. ANTHONY OF PADUA PARISH SCHOOL  
323 N. FREMONT ST.  
MANTECA, CA 95336  
DIOCESE OF STOCKTON



**AND**

## **WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES**

**IMPROVING STUDENT LEARNING 2012**

**A SELF STUDY PROCESS  
FOR CATHOLIC ELEMENTARY SCHOOLS**

**MARCH 18-20, 2015**

# ***REPORT OF FINDINGS***

for  
E740 St. Anthony of Padua Parish School

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## **PREFACE**

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Anthony of Padua Parish School for working together to make the school a loving, caring, and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at St. Anthony of Padua Parish School professionally enriching and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, pastor, principal, faculty, staff, parents, and students for your warm and gracious hospitality.

May the Christ we serve bless you with every success as you journey into your future.

## **Chapter 1: Introduction**

### **A. How the Self Study was Conducted**

The Visiting Committee observed that St. Anthony of Padua Parish School took a positive approach to the completion of the Self Study. As the school had undergone a revisit in 2012, the school began in 2013 with an initial meeting, for the purpose of delving into the school's surveys. From these results, other surveys were developed to gather information for the Self Study, and from these results, the School Profile and Overview were completed. A leadership team was formed, and they divided the staff into committees to address the various components of the Self Study.

Faculty meetings were designated for the completion of the Self Study. Committees also met at other times after school. St. Anthony of Padua Parish School documented committee meetings to review the school's Mission and Philosophy statements, Schoolwide Learning Expectations (SLE) and to discuss, compose, and refine the Self Study.

Thirty percent of the staff is parents of the school, so it was recognized that parent representation was present. In the Visiting Committee meeting with parents, they confirmed that a draft was made available for families to read upon the completion of the Self Study. The School Advisory Council (SAC) was updated on the progress of the Self Study at meetings and in newsletters. All parents, students, and clergy were asked to complete surveys to provide input for the Self Study.



The pastor was involved with the Catholic Identity and Resource portion of the study. Consensus was sought so that the study reflects the thinking of the whole.

St. Anthony of Padua Parish School recognized that it was challenging to include all shareholders due to scheduling. It was generally felt that calendaring some full day sessions would have better assisted the staff to more fully concentrate on the document and incorporate shareholders more fully.

## **B. Involvement and Collaboration of Shareholders in Completing the Self Study**

**Accreditation Factor #1:** *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.*

The Visiting Committee observed that there is evidence that the school was effective in involving all shareholders in the creation of the Self Study. The Self Study was the result of the collaboration of the administration, faculty, staff, parents, and clergy of St. Anthony of Padua Parish School.

All shareholders were asked to complete surveys, which the staff utilized to integrate the perceptions of all shareholders in the study. Discussion sessions were largely held after school, which made it difficult to include all shareholders in all parts of the process. Self Study drafts, however, were made available for review by all shareholders, and feedback was encouraged. Once the Action Plan was identified, the Self Study was made available to all shareholders. The SAC was also updated on the progress of the Self Study at meetings and in newsletters.

St. Anthony of Padua Parish School has an open door policy for all staff, students, and parents. In parent discussions, they affirmed that the teachers and the principal are readily available to listen to concerns. This lends itself to the continuous encouragement of all shareholders to communicate with members of St. Anthony of Padua Parish School.

Ongoing efforts should be made to be proactive and continually address the Action Plan. The administration should work with the faculty in order to ensure that the Action Plan strategies and implemented goals are met. The school leadership, with the advisement of the SAC, should continue to analyze the school's effectiveness in improving student learning.

Based on discussions with shareholders, it is recommended by the Visiting Committee that St. Anthony of Padua Parish School develop a more deliberate way of communicating with all shareholders. It is also recommended that the school, with the advisement of all shareholders, develop, document, and implement a long-range plan and at the same time, gather data on its effectiveness.



## Chapter 2: Context of the School

### A. School Profile

The Visiting Committee observed that the school profile was completed in a cooperative effort by the faculty and administration. Collectively they compiled relevant data to substantiate their understanding of the school and community. St. Anthony of Padua Parish School intends on using the data collected as a means to identify trends, cause of these trends, and possible solutions to any challenges found. The leadership team will continue to update this profile annually and analyze data from year to year.

Analysis of the findings from this year's profile show that enrollment of St. Anthony of Padua Parish School has been relatively stable but has realized a slight decline in the last few years. It is surmised that the opening of local charter schools and the financial uncertainty of the economy have contributed to this decline.

Data reviewed also shows that only a small percentage of parishioners send their children to the parish school. This is evidenced by the number of children who attend the Religious Education (RE) program. The pastor values the school as a ministry of the parish and has encouraged school participation in monthly Sunday Masses. It is a hope that this, along with regular communication with the RE program, will encourage more parishioners to send their children to the school. St. Anthony of Padua Parish School has also participated in a consultative study with the University of Notre Dame in order to explore ways to reach out to parish families in the Hispanic community.

Standardized test data largely gathered through the Iowa Test of Basic Skills (ITBS) shows that students grow and make acceptable progress in core academic areas. With the adoption of California Common Core Standards and the knowledge that the ITBS does not assess these standards, St. Anthony of Padua Parish School piloted the Terra Nova Common Core Standardized Achievement Test in grades four and seven for three years.

In order to meet the needs of all students, St. Anthony of Padua Parish School has established a Student Success Team (SST) process. This process was established in order to assist families to gain access to speech and language services through the local public school district when needed as the school has seen a general increase in need for these services.

Approximately twenty to thirty percent of graduating students apply and are accepted by St. Mary's or Central Catholic high schools. About seventy-seven percent of these students receive satisfactory or higher on the writing placement test. St. Anthony of Padua Parish School would like to improve the writing scores of all students based on this information.



Surveys indicate a general satisfaction with St. Anthony of Padua Parish School and its programs. All groups, including parents, students, and teachers, indicate that the school is safe and secure. Parents rated the religious education that the school provides as effective or highly effective and indicated that graduates were well prepared for high school. Parent surveys also expressed that programs in computers, music, and physical education were of some concern. One area indicated as needing improvement in staff surveys was the need to make the SLEs more comprehensible to students of all levels.

## **B. Use of Prior Accreditation Findings to Support High Achievement of All Students**

**Accreditation Factor #2:** *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.*

The Visiting Committee observed that St. Anthony of Padua Parish School was effective in recognizing the need to continuously examine programs to support the high achievement of all students. While the current ISL was not in place for the school's previous accreditation in 2007-2008 with a revisit in 2012, the findings did focus on school improvement.

### Target Goal 1: More formal articulation and follow through

Since the last visit, the teachers have met on a regular basis to articulate. Articulation occurs in place of a faculty meeting once a month and informally on a daily basis. This has enhanced student learning by teachers discussing and working together to discuss what can be done to improve or change student achievement.

### Target Goal 2: Further technology in the classrooms and across the curriculum

Computers have been placed in each classroom, and a new computer lab was established in the 2013-2014 school year. Document cameras and projectors were also purchased for each classroom. Teachers were trained in and use Cornerstone for grading and communication with parents.

### Target Goal 3: Redefine discipline policy to be more effective

A discipline policy has been instituted and is reviewed annually by students and parents via the Student/Parent Handbook.

The Visiting Committee recommends that a process for monitoring the Action Plan be planned and documented in a more formal manner.



## Chapter 3: Quality of the School Program

### A. Assessment of the School's Catholic Identity

**Accreditation Factor #3:** *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The Visiting Team observed that St. Anthony of Padua Parish School is highly effective in providing a wide variety of evidence to support that its Catholic Identity is strong. The teachers gather in the library each morning to begin the day with a prayer. Parish priests make frequent visits to the classrooms. There are numerous religious statues, posters, and images located throughout the school, and there are prayer corners in the classrooms. Catholic traditions are celebrated throughout the year, including but not limited to special feast days, Christmas pageant, living rosaries, Stations of the Cross, and Good Friday. Newsletters include prayer corners and announcements of religious events. Christian service is evident as students are afforded opportunities throughout the year to give back to their community by either donating to groups, such as St. Vincent de Paul, or visiting places, such as St. Jude's Care Center and local retirement centers. The Visiting Committee observed both the kindergarten and seventh grade classes participating at a senior luncheon by singing and serving.

The spiritual formation of the students, staff, and parents is revered and promoted on a daily basis. Prayer is the norm throughout each week, including but not limited to daily prayers, weekly Masses, special weekend Masses, opportunities to participate in sacraments, and a sequential religion curriculum that follows the standards set forth by the Diocese of Stockton: Sadlier, *We Believe*; RCL Benziger *Family Life series*; *The Journey Begins* Bible study. The school has a designated area in the library where students can gather additional information for their faith studies. Students participate in buddy activities where older buddies serve as role models for younger buddies.

Parents are recognized as the primary teachers in the faith formation of their children. Sacramental preparation classes are offered for families whose children are participating. Families are invited and encouraged to attend Masses. Family connection materials are sent home to incorporate home discussions based on information learned in class. In the Visiting Committee's discussions with parents, the parents affirmed that the school community is like a family, and they expressed gratitude for the strong Catholic influence that St. Anthony of Padua Parish School has on their children.

Teachers are mandated to work on catechist certification and renewal requirements. A wide variety of opportunities are offered to both teachers and parents to work with the school in the faith formation of the students. It is a goal of the school to continue to support the ongoing

spiritual knowledge of the religious instructors at the school. They recognize the need to implement a program of catechetical instruction in order to have consistency in their understanding of Catholic Doctrine so that they can help improve student learning. St. Anthony of Padua Parish School would like to organize a program that will promote this continual growth.

The school's Catholic Identity is absolutely apparent; however, the Visiting Committee suggests that the school collect data and analyze the changes in Catholic Identity to ensure continued success.

## **B. Defining the School's Purpose**

**Accreditation Factor #4:** *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.*

The Visiting Committee observed that St. Anthony of Padua Parish School has effectively articulated their Catholic nature through clear statements of mission and philosophy. St. Anthony's Mission Statement reflects that parents are the primary educators of their children, and students are called to act as disciples of Christ in the parish community and beyond. Examples of the Catholic nature of the school include participation in service activities, prayer services, classroom prayer tables, posters, and morning prayers.

The school's mission, philosophy, and curriculum standards are integrated into the life of the school. The school community has the SLEs posted throughout the school campus, on the school website, and are used as a basis for many of the awards given to students. The Visiting Committee suggests the school seek ways to integrate the SLEs into the daily lives of the students and regularly assess the effectiveness of such implementation methods.

St. Anthony Padua Parish School has communicated its mission to shareholders. The Mission Statement is a guiding force for the school. Visual reminders of the mission can be found on posters throughout the school facility, the front door of the school, and on the school's website.

## **C. Organization for Student Learning to Support High Achievement of All Students**

**Accreditation Factor #5:** *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that St. Anthony of Padua Parish School is effective in developing and maintaining an organizational structure that focuses on high achievement of all students and communicates student progress to all shareholders.



The Catholic Identity of the school is clearly evident. Priests visit classrooms regularly and often. The Parent Teacher Group (PTG) hosts events that strengthen the partnership between the parents, teachers, and parish. The athletic coordinator ensures that his players are positive representatives of the school. Teachers and staff participate in retreats and workshops to deepen their faith as well as serve as models of their faith in their daily actions and interactions. There are multiple opportunities for students to pray, to participate in prayer services, and to celebrate the Eucharist. Students have opportunities to serve others through community service projects. A partnership with parish organizations is evident throughout the school, and this partnership promotes the sense that the school is a ministry of St. Anthony of Padua Parish. An example of parish partnership includes the Legion of Mary.

The financial resources are appropriately used to ensure that the resources needed are available to support student learning and to create an environment that focuses on student learning. Most teachers have received training in *Step Up to Writing*, *Saxon Math*, and *Accelerated Reader*. A resource pullout program is available for students who are in need of extra guidance. Primary classes have teacher aides available for small group instruction. There are opportunities for students to be challenged, particularly in mathematics. Teachers meet regularly, formally and informally, to discuss students, their needs, and actions for interventions.

St. Anthony of Padua Parish School communicates achievement of students to shareholders. Achievement is reported online through Cornerstone, which allows teachers to post assignments, grades, and upcoming learning activities. Conferences, along with other informal forms of communication, are used to communicate achievement. Student achievement is celebrated through the Skills of Success awards, which are posted in parent newsletters. A Brag Board is included in each weekly newsletter to highlight the achievements of students and alumni.

The school's governance and other structures are reviewed. The pastor and principal follow the diocesan policy and meet to discuss the ministry of the parish school. Members of SAC and PTG meet regularly to address concerns and needs. The pastor, principal, and parish finance committee support and approve the budget process, monitor the monthly financial reports, and guide fundraisers. Budgetary decisions are made with a focus on supporting students and providing teachers with the resources required to reach learners and learning objectives. A resource program has been established, and teachers can articulate a vision for increased support.

#### **D. Data Analysis and Action to Support High Achievement of All Students**

**Accreditation Factor #6:** *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.*

The Visiting Committee observed that St. Anthony of Padua Parish School has been effective in the use of educationally sound assessment processes to collect, disaggregate, and analyze student



performance data. Teachers collect data from baseline assessments, formative assessments, interim assessments, summative assessments, and closed task assessments, such as quizzes, chapter tests, lesson reviews, and comprehension checks. Student portfolios are utilized; writing and SLE project samples are placed into each student's portfolio. Primary teachers include oral fluency progress of students.

The ITBS has been administered to students in grades two through eight, and the Terra Nova Test was piloted in grades four and seven for three years, beginning in 2011-2012. Student data is analyzed in various ways, using different data sources. At the school level, the faculty analyzes the results of standardized testing by looking for trends in cohorts and grade levels. Results from the analysis are used to identify students in need of academic support and/or differentiation strategies.

St. Anthony of Padua Parish School uses analysis of assessment data to drive curricular change. Teachers use the data from standardized tests along with report card grades to identify strong and weak areas of overall performance for each core subject. This data helps the school determine who will participate in the resource program, who needs differentiated instruction, or who needs to go through the SST process.

St. Anthony of Padua Parish School uses analysis of assessment data as a basis for improving student learning and to drive curricular improvement. When weaknesses are found, steps are taken to examine the existing curriculum, new resources are researched, and if appropriate, materials are purchased, and teachers are provided with training and support. After completing the In-Depth Study on math and finding numerous areas for growth in all grade levels, the decision was made to purchase Saxon Math and attend training workshops. Incorporating daily non-fiction reading is another example of how the school has used its data in order to drive curricular improvement.

## **E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards**

**Accreditation Factor #7:** *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that St. Anthony of Padua Parish School is somewhat effective in promoting high achievement of all students towards clearly defined SLEs and curriculum standards. The SLEs are included in the school's handbook and are posted throughout the school facilities. Some teachers take the SLEs into consideration when creating lesson plans, and some classes use the SLEs when heading their assignments. While the SLEs are visible and defined, conversations with both parents and students revealed that parents and students are not fully aware of the SLEs. The Visiting Committee recommends that the school continue to seek

opportunities to integrate the SLEs in a more meaningful way so that the students and parents understand that the SLEs define what is expected of a St. Anthony of Padua Parish School graduate. A rubric has been designed for measuring SLEs; however, the Visiting Committee suggests that the school refine the current measuring tool.

There is evidence of a comprehensive and relevant curriculum that follows Diocesan religious standards and the state curriculum standards. The curriculum standards are integrated with Catholic Identity of the school. Students at St. Anthony of Padua Parish School show growth in learning within the context of the total Catholic school environment. Students demonstrate their development of learning in various ways. Writing samples are graded using the *Step Up To Writing* rubrics and placed into the students' portfolios. Newly purchased technology is being integrated into the classroom, and students are able to use the computer lab and projectors to support their learning process.

Multiple measures are used to assess progress for all students at St. Anthony of Padua Parish School. Formative and summative assessments, as well as classroom observations and standardized tests, are used to identify students who are not making acceptable progress. If necessary, students are given the opportunity to work with a resource teacher, to work with a classroom aide, or are given tutoring to ensure progress is being made towards their academic goals. Report cards are given at the end of each trimester, and progress reports are given to students in need throughout the school year.

## **F. Instructional Methodology to Support High Achievement of All Students**

**Accreditation Factor #8:** *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.*

The Visiting Committee observed that St. Anthony of Padua Parish School is effective in using instructional methodology to support high achievement of all students. The administration, teachers, and staff are prepared to lead by example and work in creating a community of faith. They do this by serving as lectors, altar servers, and Extraordinary Ministers of the Eucharist.

Staff development has been offered upon individual requests of the teachers. Participation at diocesan sponsored in-services that focus on research-based knowledge has brought about the adoption of *Step Up To Writing* to enhance the school's writing program. The Visiting Committee recommends a more focused and direct approach to staff development.

The teachers understand the need to use a variety of assessments for the many different learning styles of the students. Assessments include pretests, post tests, benchmark tests, observation of performance, and portfolios. The teachers adapt and modify instruction and curriculum based on the results of formal and informal assessments as well as the results of standardized tests.

Although there is evidence that the curriculum standards drive instruction, the expected outcomes of the SLEs are not understood by all students and parents, and they do not currently drive instruction.

Technology is integrated into the teaching and learning process. St. Anthony of Padua Parish School has a computer lab that is equipped with new computers for student and staff use, which can accommodate a class of students. A part time computer teacher is available to teach all classes, and the computer lab is available for classroom instruction. All classrooms are equipped with document cameras and projectors, and students are encouraged to create computer generated projects and presentations.

St. Anthony of Padua Parish School has identified needs for improvement through the In-Depth study. Through this study of the math program in 2011-2012, they found that nearly all areas of testing in math indicated results below diocesan level. An Action Plan was created that involved the acquisition of a new math program, *Saxon*, which emphasizes daily math facts practice. Over the next two years, standardized testing showed progress in all areas, especially computation. The current In-Depth study focuses on reading. The data showed that the students scoring below basic were ESL students. Using this information, the school decided to focus on academic vocabulary and nonfiction reading, as well as investing in Saxon Phonics for grades K-2 to increase testing scores and support high achievement of all students.

### **G. Support for Student Spiritual, Personal, and Academic Growth**

**Accreditation Factor #9:** *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.*

The Visiting Committee observed that St. Anthony of Padua Parish School is effective in its ability to offer support for students' spiritual, personal, and academic growth. There are numerous ways in which the students are offered support with regards to becoming leaders, quality academic producers, and service oriented citizens. Whether through organized clubs or sports, Masses, academic curriculum, or special school activities/events, the opportunities for student growth are rooted in Catholic values. The curriculum (Sadlier, *We Believe*) is not only taught, but the students are given a wide variety of ways to take the message of the religion classes and put their faith into action. A significant decline in parental involvement regarding the sacraments has been noted in the Self Study.

The school provides a safe environment. Teachers are certified in CPR and have received diabetes training. Emergency plans are posted in the classrooms. The school grounds are monitored with security cameras, and an alarm system is in place. The Visiting Committee noted



several comments from parents regarding how safe they feel their children are at St. Anthony of Padua Parish School.

With regards to support services, the school uses allocated Title II funds for teacher training. The school has a resource teacher, and teachers and aides are available after school to further support the students. Many teachers meet the needs of their students by adapting work, providing challenging work, and by using visuals, manipulatives, and kinesthetic activities. Students may be referred to Manteca Unified School District for further testing and support, if deemed necessary.

Technology has been recently updated, and the teachers will continue to explore and hone their technology skills to improve student learning as part of the Action Plan. The Visiting Committee suggests that a more developed plan be created in order to support the implementation and integration of technology.

#### **H. Resource Management and Development to Support High Achievement of All Students**

*Accreditation Factor #10: 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 Visiting Committee has observed that St. Anthony of Padua Parish School is somewhat effective in developing, implementing, and monitoring resources and plans to ensure and support the high achievement of all students in the SLEs and curriculum standards. While a vision for a financial plan is in place, there is no documented report.

The school's Catholic Identity is clearly a priority, and resources have been allocated to support this identity. Religious signs, sacraments, traditions, and rituals of the Roman Catholic Church are an integral part of the school buildings and culture.

A budgeting process has been developed and followed since 2007. This process includes review of the budget by administration, pastor, and parish finance committee. This process also includes an analysis of fundraisers and a review of the school's needs. Marketing efforts have been a focus of the school since the last accreditation, and improvements have been made. These improvements include larger room signs, new entrance to the school, bilingual brochures, repavement of the parking lot, as well as the installation of surveillance cameras.



The school administration works with members of the PTG, the SAC, and the parish finance committee to discuss needs and successes of the school. Each group meets monthly or quarterly with the school administration. Administration makes the school's financial reports accessible to parents in the school office and at meetings when requested. The Visiting Committee recommends that there be a more formalized structure for sharing these reports.

In speaking with members of the school community, it is clear that there have been informal discussions of a long-range plan to ensure the school's long-term viability; however, there does not seem to be substantial documentation of these discussions.

Technology upgrades have been made in the last few years, and with these upgrades, increased implementation has been noted. The school purchased computers as well as updated and/or replaced existing computers in need of attention. New document cameras and projectors have been purchased to assist with instruction. Wi-Fi has been installed across the campus. Grants are being sought to address technological needs. The Educational Foundation funding is being allocated to this area.

To exercise financial stewardship and to ensure the financial viability of the school, there are regular meetings scheduled with decision-making shareholders. Beginning in 2014, the budget has been analyzed each month by the principal and a representative of the parish committee. The Visiting Committee recommends that this process continue.

It is the recommendation of the Visiting Committee that the long-range plan be a formalized, documented plan that addresses all the needs of the school, including finances, development, and marketing, to ensure the school's sustainability. This plan should be made available to all shareholders.

## **Chapter 4: The Action Plan**

### **A. Design and Alignment of the Action Plan with the Self Study Findings**

*Accreditation Factor #11 (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 institutional and/or governing authority expectations.)*

### **Schoolwide Lists of Significant Accomplishments and Critical Goals**

Schoolwide Significant Accomplishments (the eight most significant determined by the VC)



1. An easily accessible website to navigate communication with parents
2. A strong collaboration of leadership between administration of St. Anthony of Padua Parish School and Parish Councils
3. The acquisition of computers, document cameras and projectors in the classrooms and the new computer lab to enhance the use of technology for students and teachers
4. Furnish varied curricular and co-curricular activities for spiritual, personal and academic growth
5. The result of fundraising development has brought about improvements that directly affect student achievement
6. School-wide weekly Masses provide for students, parents, administration, faculty, and staff to worship together
7. Utilizing research based instructional programs such as Saxon Math, K-2 Saxon Phonics, Accelerated Reader, and Step Up to Writing
8. Increased campus and parish safety and security with the installation of surveillance cameras and repaving the parking lot

Critical Goals (identified by school)

1. Increase technology integration throughout the curriculum
2. Increase catechetical knowledge of the religious educators
3. Increase parent faith formation
4. Transition the school's purpose from California State Standards to Common Core
5. Update and improve curriculum to meet Common Core Standards

The Visiting Committee observed that St. Anthony of Padua Parish School is somewhat effective in identifying critical goals that focus on improving student learning. Goal #1 and Goal #3 of the Action Plan are supported by evidence within the Self Study and align with the school's identified areas of need. The Action Plans for Goal #1 and Goal #3 identify activities, programs, and tools to increase student learning. While implementation strategies are stated, clarity is needed in identifying who is responsible for the implementation and monitoring.

Goal #2 of the Action Plan does not align with the needs of the school as identified in the Self Study. Catholic Identity and the religious program are an apparent strength of the school; furthermore, the goal is not written in language that shows how it will impact student learning.

**OPTION A: *Modification of a critical goal:***

N/A

**OPTION B: *Critical Goal Identified by the Visiting Committee:***



The Visiting Committee recommends that Goal #2 of the Action Plan, *Increase the catechetical knowledge of the religious educators*, be replaced. There is a lack of evidence that this goal is a critical need of the school. Catholic Identity and religious program are an apparent strength of the school. The goal is not written in language that shows how it will impact student learning.

In replacement of Goal #2 of the Action Plan, the Visiting Committee recommends the following goal: Develop a long range strategic plan that impacts student learning and addresses the following areas: professional staff development, technology implementation, student data analysis, and curriculum planning that will provide the continuity and vertical alignment of learning objectives.

### **B. Capacity to Implement and Monitor the Action Plan**

**Accreditation Factor #12:** *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. Anthony of Padua Parish School was somewhat effective in implementing and monitoring the previous Action Plan. Efforts have been made to address all pieces of the previous Action Plan; however, not all pieces have been fully developed.

While implementation strategies are stated for the newly identified Action Plan, clarity is needed in identifying who is responsible for the implementation, monitoring, and evaluation.

The goals for the Action Plan were chosen based in part on being low cost. The school identified that funding for strategies could be obtained through fundraising, student fees, funding Education Foundation or Student Council, or donations from benefactors.

In order to successfully accomplish the Action Plan, the school must put into place a more clearly defined and formalized process.

## **Visiting Committee Summary Thoughts:**

The Visiting Committee observed that St. Anthony of Padua Parish School provides students with a strong Catholic foundation in a nurturing environment. The faculty and staff are highly committed to the success of the students and the school. There is a positive partnership with all shareholders of the school, and the school is seen as a ministry of the parish.

