

REPORT OF FINDINGS

SACRED HEART SCHOOL
9450 NE 14TH STREET
BELLEVUE, WASHINGTON 98004
ARCHDIOCESE OF SEATTLE



WCEA *Western Catholic
Educational Association*

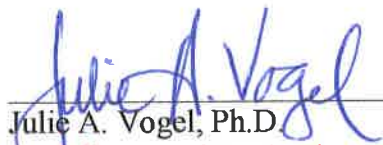
IMPROVING STUDENT LEARNING


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


FEBRUARY 12-14, 2014


REPORT OF FINDINGS

for
Sacred Heart School
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Bellevue, Washington 98004



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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of Sacred Heart 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 Sacred Heart School professionally rich 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

What process has the school used to complete the Self Study (schedule of meetings, timeline, involvement of shareholders, etc.)?

Sacred Heart School (SHS) followed the WCEA protocol when completing the Self Study beginning with a visit from the commissioner to explain the process. After initial training, the school formed teams, divided the workload and responsibilities among all staff and wrote the draft of the Self Study. This draft was reviewed and shared with the parents, pastoral leadership, and the entire school community for feedback via email and meetings. Additionally, the school revised the Schoolwide Learning Expectations (SLEs) to make them easier to assess and align with the current reality of the school based on the revision of the mission statement, philosophy and living values of the school five years previous to this accreditation process.

What obstacles, if any, did the school experience in completing their Self Study?

Sacred Heart School experienced the common challenge of having enough time for all groups to meet and undertake the work of accreditation. Additionally, the school had a difficult time knowing when to cut off the inclusion of new developments at the school into the Self Study. Regardless of the challenges, the work of the Self Study was completed.

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.*

How effectively has the school involved all shareholders in data review and analysis, dialog about student progress, school accomplishments and needs, etc.?

Sacred Heart School effectively involves shareholders in data review, dialog and analysis about student progress, school accomplishments and needs. The main forms of communication are the weekly newsletter, parish bulletin, teacher newsletters, school website, Parent and Student Handbooks, and annual Back to School and State of the School meetings. The revised Self Study was shared with the School Commission, and published to the school website for final comments.

How effective are the school's plans to keep shareholders involved in ongoing systematic analysis of the school's effectiveness?

Sacred Heart School effectively addresses the need to keep shareholders involved in ongoing systemic analysis of the school's effectiveness. The school has conducted focused surveys with the school Commission and the Parent's Club and analyzes the results, making changes to support high achievement of all students. Results are shared through the *From the Heart* Newsletter, parish bulletin, and at annual State of the School meetings. Additionally, communication about school effectiveness is a grass-roots effort and supported with an open door policy by the administration within the school.

Chapter 2: Context of the School

A. School Profile

To what extent has the school compiled and analyzed annually updated data (cultural, demographic, financial, survey, interview) that identified major changes or trends since the last Self Study?

The school has been effective in compiling and analyzing annually updated data and has identified major trends since the last Self Study. Data review revealed an increase in the school's ethnic minority population that is more reflective of the city of Bellevue than the city of Clyde Hill, where the school is actually located. In addition, data indicated that the school has benefited from the growth of Amazon, Google, and Microsoft, making it a school of choice for many of the relocated families. Sacred Heart School has also undergone significant changes since the last Self Study. The school opened a half-day Pre-Kindergarten program in 2010. In order to grow enrollment, an intentional decision was made to not fill the program with siblings, but rather to create a more equal balance between current families and parishioners, or members of other Catholic parishes. Curriculum changes in the reading program, especially in the primary grades where it has been fully implemented, reflect in a positive way in the school's reading scores. In addition, changes in the fifth grade spelling instruction had a direct impact on the middle school scores. New big toy equipment was added to both the upper and lower lots, adding to the structural changes since the last Self Study.

What do parent/student/staff surveys tell about satisfaction with the school?

Parent, student, and staff surveys were used to gather data for the Self Study. The parent surveys indicated that Catholic Values (43.5%) and Catholic Faith Formation (12.9%) were some major reasons parents chose to send their children to Sacred Heart School. In addition, parents listed a faith based education, Catholic values being taught, integration of faith into the classroom, sense of community and acceptance, parents, educators, and administrators working together for the benefit of the children, and the excellent faculty and staff, as the best things about Sacred Heart School. Student surveys give evidence that students in kindergarten through third grade feel safe, happy, and cared for by their teachers and classmates, while students in fourth through eighth grades feel like they belong at Sacred Heart School, are treated with respect by their teachers and the administration, and encouraged to do their best by their teachers. Teacher surveys indicate an overall sense of satisfaction with the school.

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.*

How effectively has the school used the prior accreditation findings and other pertinent data to support faith formation and high achievement of all students?

Following the 2008 visiting team report, Sacred Heart School has been highly effective in identifying systemic improvements and making changes to meet the identified goals. Several goals identified by the school were curriculum mapping, addressing differential learning needs, and implementing a unified study for religion throughout the grades. Goals identified by the visiting team were to develop a system of checks and balances to ensure Catholic doctrine is taught, establish communication and relationships between administration and faculty to enhance teaching and learning, and build a stronger partnership between school and parish regarding shared employees and staff.

Curriculum mapping has been implemented in pre-K through eighth grade and is used to drive instructional planning. It ensures that there are no gaps or overlap in the curriculum. To make certain that the learning needs of all students are addressed, professional development has been directed towards differentiated instruction. Several supplemental programs have been implemented in all grades ranging from a reading specialist to support struggling readers to an Academics Resource Class and study skills curriculum in the middle grades. A unified religion program has also been adopted by the school in grades K through eight, as well as the administration of the Assessment of Children/Youth Religious Education. The involvement of Pastor Steve Sallis has brought an infusion of enthusiasm and spiritual support to the school. It is clear that the needs of all Sacred Heart students are at the core of these changes.

It is also clear that the areas identified by the visiting team in 2008 have been addressed. The school and parish have worked together to double the number of school Masses each month. The addition of two hours and fifteen minutes to the school week was implemented to ensure adequate time for instruction. Thus, the goal of developing a set of checks and balances to ensure Catholic doctrine is taught has been met in a highly effective course of actions. The visiting team also recommended an evaluation of the communication between administration and faculty to enhance learning and teaching. The school has addressed this in several ways with all school faculty meetings and grade band meetings, which include a participating member of the administration. The addition of a part-time vice principal who oversees professional development and a mentoring program for new teachers also works to bring about stronger communication between administration and faculty. The principal and vice principal also divide overseeing of the school to make certain that administrators are more available to the teachers. The final goal of building a stronger partnership between school and parish has been achieved. Shared personnel between the two entities, weekly meetings between principal and pastor, a focus on Catholic Identity, as well as temporary support by teachers until a permanent youth minister could be hired, show a strong commitment by all. The gathering of all school and parish staff for a spiritual retreat and again for a Christmas party clearly defines that this group works together.

How effectively has the school implemented the concept of continuous school improvement, e.g., data analysis and action, focus on high achievement, etc. in non-accreditation years?

Sacred Heart School effectively implements the concept of continuous school improvement using information gathered through a variety of means. It is clear that teachers and administrators meet regularly to ensure high achievement of all students. It is also clear that the community of Sacred Heart School is committed to making sure that the educational integrity does not become stagnant with the addition of weekly team planning, grade level band meetings, annual transition reports and meetings, and continued inclusion of professional development to improve student achievement.

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.*

How effectively has the school improved the spiritual formation of students, staff, and parents?

The Catholic Identity of Sacred Heart School is highly effective. The school's strong spiritual formation of students, staff, and parents is evidenced by the adoption of new religion curriculum for grades kindergarten through eight, Religion instruction taught across the curriculum, an increased participation and attendance in school masses, regular opportunities for the community to experience prayer and the sacraments, and several occasions to participate in spiritual retreats, liturgical celebrations, and

community service. In addition, the school community actively participates in service programs during the Advent and Lenten Seasons alongside a variety of other charity drives throughout the school year. Parents are encouraged to attend school masses, liturgical events, and often serve as Eucharistic ministers.

How effectively has the school implemented changes to improve their Catholic Identity and fully integrate it into the life of the school?

The school has been highly effective in implementing changes to improve the Catholic Identity throughout the school community. Examples of these changes include a revision of the mission statement and Schoolwide Learning Expectations, increased opportunity for liturgy and the sacraments, increase in family involvement with sacramental preparation, increased emphasis on and encouragement of catechetical certification of instructors, and Religion curriculum mapped by teachers. Since the arrival of Father Sallis with his commitment to fostering Catholic Identity, mass is celebrated weekly. He has taken on the role of Liturgical Director working closely with school faculty and students to plan the mass, and spends a significant amount of time in the school. He has been instrumental in bringing parish and school staff together. The school recognizes, and the visiting team concurs, that increased prayer opportunities and improved faith formation for parents would benefit the community.

How effectively has the school analyzed changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity?

Sacred Heart School has been effective in analyzing changes they've made in their Catholic Identity to determine how these changes have strengthened their Catholic Identity. The staff of Sacred Heart School strives to bring the Good News of Jesus into the total educational experience by promoting life-long service and discipleship in their students. As a result, ten adults and eighteen children in the last three years have come into full communion with the church. Adjusting the timing of school events also increased family participation in weekly masses and seasonal liturgical celebrations. Student surveys reveal that ninety-two percent of students agree that teachers help them develop their faith and ninety-three percent say religion classes help develop their faith.

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.*

How effectively does the school's mission and philosophy reflect the Catholic nature of the school?

Sacred Heart School's mission and vision statements are highly effective reflections of the Catholic nature of the school. The Mission and Vision statements were revised five years ago in conjunction with the creation of the five-year strategic plan. The school is a Catholic community committed to an excellent education in an environment of faith and virtue, and to building an active partnership between the school and parish, serving the parish families. The SHS has intentionally worked to make clear that the school is a ministry of the parish.

How effectively has the school integrated their mission, SLEs, and standards into the total reality of the school?

Sacred Heart School is effective in integrating the mission, SLEs, and standards into the total reality of the school. The school seeks to bring together school, parish, and families to form students strong in faith, knowledge, and virtue. The SLEs encourage and support academic excellence as "engaged learners" and

“effective communicators.” Schoolwide Learning Expectations are noted within curriculum maps, lesson plans, and assignments. Teachers have developed rubrics which allow students to reflect on their attainment of various SLE indicators.

How effectively has the school communicated their mission and purpose, including any governing authority expectations, to their shareholders?

Sacred Heart School has been highly effective in communicating the revised Mission, Vision, Living Values, and SLEs to their shareholders. The documents are published in the weekly newsletter, the Staff and Parents Handbooks (which are reviewed and updated annually), on the website, alumni magazine, and on posters throughout the school.

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.*

How effectively have the organizational structures of the school supported the school's mission and created an environment that is focused on high achievement of all students?

Sacred Heart School has highly effective organizational structures in place to support high achievement of all students. Well-defined roles and communication among the Pastor, administration, teachers, school commission, parents club, parents and students support high achievement of all students. SHS strengths are: Father Steve's presence in the school, the collaborative nature of the School Commission, sound financial stewardship, depth of administrative support, additional support staff for teachers, commitment to differentiated learning, and a culture based on living out the school values of gratitude, love, service, faith, hope and respect.

How effectively have the organizational structures of the school communicated student progress to the shareholders?

Sacred Heart School is highly effective in communicating student progress to shareholders. Parents are kept well informed about each child's progress through: Power School, email, Edmodo, conferences, *From the Heart* newsletter, phone calls, report cards, and daily conversations with teachers. The wider community of shareholders is kept informed about student progress through the parish bulletin, Sacred Heart website, School Commission meetings, and the State of the School Meeting.

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.*

How effectively has the school used educationally sound assessment processes to collect, disaggregate and analyze student performance data? (Note: include information about the use of standardized tests, teacher-made tests, and text-created tests; as well as the school's use of clear interpretations of the data analysis.)

Sacred Heart School is highly effective in their use of student assessment data to analyze student performance and inform instructional decisions. Teachers use publisher created assessments, teacher created assessments, rubrics, student reflections, portfolios, etc. to track student performance. Schoolwide assessment tools include, but are not limited to: ITBS, CogAT, Gates-McGinitie, and Math Whizz reports. The results are used to identify students' strengths and weaknesses in order to develop targeted

growth plans. Additionally, teacher conversations and end-of-year transitional meetings help ensure consistent learning progressions from grade to grade.

How effectively has the school assessed SLEs and academic standards?

Sacred Heart School somewhat effectively assesses the SLEs. The visiting team agrees that the school's critical goal to develop and implement a comprehensive plan to assess the SLEs will ensure high achievement for all students.

Sacred Heart School effectively assesses academic standards. A variety of assessment tools at the classroom and schoolwide levels ensure that students are making satisfactory academic progress. Additionally, SHS has implemented programs and supplemental curriculum materials designed to differentiate instruction to meet the needs of all learners.

How effectively has the school used data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging students to achieve, implementing new curricular materials, etc.?

Sacred Heart School is highly effective in using data analysis, trends, etc. to improve student learning. The faculty engages in in-depth analysis of ITBS scores to identify school and classroom trends. This analysis drives curricular change. For example, the ARC program targets struggling learners in grades 5–8 with the goal to strengthen skills across the curriculum. Additionally, the Materials and Management (MnM) program focuses on organizational skills for students in need and the implementation of a variety of math programs offer a greater differentiation of instruction. Following the adoption of LEAD 21, teachers noted a need to provide supplementary materials for phonics and grammar to increase student progress. Data analysis is used to prepare for conferences, identify and monitor struggling students with support plans, make personnel changes to better meet the needs of the students, change programs, and influence professional development.

E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students

Accreditation Factor #7: *The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

How effectively has the school developed a curriculum based on SLEs and curriculum standards?

Sacred Heart School has been effective in its development of a curriculum based on Archdiocesan and Common Core State Standards and Essential Academic Learning Requirements. SHS builds on this foundation using their Schoolwide Learning Expectations and the governing authority expectations to implementing academic standards.

How effectively has the school measured student achievement of the SLEs?

Sacred Heart School somewhat effectively measures student achievement of the SLEs. To assess SLEs, teachers at each grade level band have developed measurable rubrics for student self-assessment and teacher assessment toward attainment of the SLEs and have begun

implementation. To ensure that SLEs are part of the lived reality of the school, consistent assessment of SLEs across all grade levels, and the addition of a variety of assessment options to measure attainment of the SLEs are necessary. The school has identified, and the visiting team supports, the assessment of the SLEs as a critical goal.

How effectively has the school measured student achievement of the curriculum standards, e.g., the use of multiple assessments to measure student progress, etc.?

Sacred Heart School is effective in measuring student achievement of the curricula standards. Assessments include normative, criterion, formative, summative, and student self-assessment appropriate to each grade level. The list of assessments is comprehensive.

How effectively has the school ensured that each student is making acceptable progress toward the achievement of SLEs and curriculum standards?

Sacred Heart School is highly effective in ensuring that each student is making acceptable progress toward the achievement of the curriculum standards. Students who are not making acceptable progress are identified in a timely manner, and a plan of action is formulated quickly so that accommodations and strategies can be employed to implement a student support plan. Core subjects such as math and language arts have been specifically targeted and support opportunities are put into place. The staff of Sacred Heart School has taken considerable steps to make certain that a strong, well-rounded curriculum is in place that supports successful attainment of learning goals for all students.

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.*

How effectively has the school integrated Catholic values throughout the curriculum?

Sacred Heart School has been highly effective integrating their Catholic values and Catholic Identity into the entire curriculum, and throughout the entire school year. Integration of Catholic values is mission driven, age appropriate, diverse, and the lived reality at Sacred Heart School. SHS empowers its students to live out their Catholic values through service. A few examples include their K-8 Advent Pageant, K-3 Peacemakers, the Passion play, and the Living Stations of the Cross.

How effectively has the school used research-based instructional techniques to improve student learning?

Sacred Heart School has been highly effective in using research based instructional strategies to improve student learning. An example of this is the addition of a Vice-Principal of Professional Development who oversees programs to support differentiation of instruction and provides teachers and staff with strategies and tools to ensure that differentiation within each subject level is occurring. Since differentiation has been a major focus in the schools professional development, they have allocated their time for visiting presenters to conduct in-house workshops on Schools Attuned, Richard Cash (differentiation strategies in all areas), Torrey Volk (differentiation in Math), and LEAD 21 curriculum presentations. Sacred Heart School has also allowed Title II money and resources from the school's budget for their teachers to attend

workshops and conferences to gain more training and strategies. Strategies learned in these workshops have ensured high achievement for all students. In addition, there is a required mentoring program for new teachers and teachers that are new to the school, to help ensure their instructional success, as well as support them in their first three years.

How effectively has the school integrated technology into the teaching/learning process?

Sacred Heart School has been highly effective in their use of integrating technology into the teaching/learning process. All classrooms have an ActivBoard, and with the exception of a pre-kindergarten, either a computer “pod” (grades K-fifth), or carts of laptops and netbooks are available for student use (grades sixth through eighth). Since technology is a skill used in all subject areas, the school strives to integrate the skill into the students’ everyday learning. An example of this is the kindergarten class taking virtual trips to other countries as part of their social studies curriculum using their ActivBoard. Math Whizz and Xtra Math are on-line programs that supplement the students’ math textbooks. LEAD 21 has an on-line reading component. Middle school students use the ActivBoard, and discuss current news updates produced by CNN.

How effectively has the school used assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards?

Sacred Heart School is highly effective in using assessment to modify instruction/curriculum to help all students achieve the curriculum standards. The school uses a variety of assessment tools and programs to meet students’ needs. For example, the introduction of the ARC program differentiates instruction in the middle school grades. Additionally, the MnM program helps with organizational skills for grades 3-8. SHS teachers use assessments results to make data-driven decisions when creating lesson plans and units. During instruction, teachers use formative assessment to modify instruction accordingly.

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.*

How effectively has the school provided services, resources, and activities to help all students achieve at high levels?

Sacred Heart School has been highly effective in providing services, resources, and activities to help all students achieve at high levels. All students have opportunities to participate in programs and services that support their development as a whole person (intellectually, spiritually, physically, and artistically). Services include reaching the goal of hiring a counselor which has enriched the whole community. Additional services include learning specialists and co-curricular programs. In addition, Sacred Heart School provides a number of extra-curricular activities to enrich their students’ personal, physical, and academic growth. These activities include the Playmakers drama program, chess club, an after-school art program, a student yearbook team, the talent show, student council, fifth grade safety patrol, Girl Scout troops, speech team, and a state science fair. The CYO sports program offers cross country (kindergarten through eighth

grades), soccer (kindergarten through eighth grades), basketball (fourth through eighth grades), and volleyball (fifth through eighth grades). Beginning last year, the school's music teacher runs both a beginning and advanced bands that meet before school.

How effectively has the school used parents and community resources, including Federal Program funding, to assist students?

Sacred Heart School has been highly effective in the use of involving parents and community resources, including Federal Program funding, to assist their students. The parent community at Sacred Heart School is an abundant resource. Each grade level has two Classroom Community Coordinators (CCCs), who ensure clear communication, and aid the teacher in planning special activities throughout the year. In addition, parents help with recess and lunchroom supervision, clerical duties, and run a variety of fundraisers and social events. The Parents Club is led by a board of volunteers who meet monthly. Parents Club coordinates the social activities and fundraising events to promote excellence in the school. The Service Board, overseen by the vice-principal, coordinates all of the service activities and volunteer jobs at the school. SHS accesses and uses Title 2A funds to ensure high achievement of all students.

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

References:

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.*

How effectively has the school developed, implemented, and monitored a financial management system, to support high achievement of all students?

Sacred Heart is highly effective in developing, implementing and monitoring a financial management system to support high achievement for all students. The School Commission and administration are mindful of the needs of students, staff and parents and the school's five-year plan when planning the annual budget. The school follows the policies and procedures set forth by the Archdiocese of Seattle. The parish bookkeeper monitors all aspects of the school's finances. The principal, the pastor and the pastoral assistant for administration receive and review monthly updates on the school's finances. A member of the School Commission provides monthly updates to the Commission. An annual report is published each year. The annual budget, including tuition and fees, is developed by the School Commission and administration and presented to the pastor and finance council for approval. Feedback from parent surveys, teachers, and test scores are considered when developing the budget.

How effectively has the school used external resources to supplement tuition, fees, and fundraising?

Sacred Heart School is highly effective in using external resources to supplement tuition, fees, and fundraising. The school has an endowment fund invested through the Fulcrum Foundation. Four years ago, the school successfully completed a capital campaign that resulted in the expansion of the school facility. A development office was added to meet two of the goals of the strategic plan. More recently an admissions office was added to oversee the admissions and the school's marketing efforts. Parents' Club fundraising has been instrumental in the school's ability to keep updating the school. Sacred Heart has

been able to opt out of Fulcrum tuition assistance and benefits from the support of the Archdiocese and Fulcrum for ITBS testing, and in-service opportunities.

How effective is the school at planning for its long-term viability?

Sacred Heart School is highly effective in planning for its long-term viability. The school has an endowment fund, and has added a pre-school which has been full with a waiting list. The school has also been able to set aside necessary reserves in case of an emergency, while at the same time, updating the school's facilities and materials.

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 in no particular order)

1. The value placed on the development of the whole child – spiritual, academic, social, emotional, and creative
2. The depth of administration to support student learning
3. Intentional focus on Catholic Identity through the leadership of Father Sallis and David Burroughs
4. The implementation of Differentiated Instruction across all grade levels and curriculum
5. Dedication and focus by all shareholders on meeting the needs of all students
6. Improved relationship between school and parish
7. Addition of school counselor to support the emotional, social, and behavioral health of all students
8. Creation of a culture of complete acceptance

Critical Goals (identified by school)

1. Improve faith formation and provide increased prayer opportunities for the parents of Sacred Heart School.
2. Complete a systematic review of reading support in grades Kindergarten through eighth grade especially the effect it is having on student learning across the curriculum.
3. Create new report cards that reflect assessment of the Schoolwide Learning Expectations.
4. Increase consistency and alignment of assessment practices for core classes across the school.
5. Further curriculum development in the areas of social studies and science.

How effectively did the school identify critical goals that are focused on improving student learning?

Sacred Heart School has effectively identified critical goals that are focused on improving student learning. SHS analyzed data and used the results to support the new critical goals. The Visiting Committee supports the identification of these goals as having value for impacting the learning within the school community.

How effectively does the Action Plan align with and address the school's critical goals in order to support high achievement of all students?

The critical goals are effectively aligned with the Action Plan and if followed should result in the support for high achievement of all students.

PLEASE NOTE: The Visiting Committee is not required to complete either of the next two optional parts. If either or both of these parts are not used, the Visiting Committee should put N/A in place of the narrative. If either optional part is used, the Visiting Committee must have identified and clearly supported the need for this modification or new critical goal in the *Report of Findings* narrative.

OPTION A: If the finding of the Visiting Committee is that one of the school's critical goals should be modified, the Visiting Committee should write a narrative describing what modifications are needed, and the rationale for these modifications.

The visiting committee wants you to change your goal from this

Create new report cards that reflect assessment of the Schoolwide Learning Expectations

To:

Develop and implement a comprehensive assessment of the revised Schoolwide Learning Expectations across all grade levels.

After careful consideration of all evidence, conversations, and observations, the visiting committee has determined that the original goal was not comprehensive enough to meet the needs of all students. Developing and implementing a comprehensive assessment system provides opportunities to effectively measure growth toward achievement of the Schoolwide Learning Expectations over time.

OPTION B: Critical Goal Identified by the Visiting Committee:

1. N/A

If the finding of the Visiting Committee is to replace a school's critical goal in the school's Action Plan, the Visiting Committee should identify which goal is to be replaced, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school's Action Plan. NOTE: Because there can be no more than two critical goals from the Self Study incorporated into the School's Action Plan, the Visiting Committee recommendation will replace one of the school's two critical goals.

If the opinion of the Visiting Committee is to add a critical goal for incorporation into the school's Action Plan in the future, the Visiting Committee should identify which goal is to be added, and write a brief rationale for the school to use in incorporating this new critical goal identified by the Visiting Committee into the school's Action Plan. NOTE: The school's Action Plan evolves over time and new critical goals are incorporated as critical goals are accomplished.

N/A

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.*

How effective are the monitoring processes (assessment/evaluation, communication to shareholders, involvement of shareholders in implementing and monitoring the Action Plan, etc.) that are incorporated into the Action Plan?

Sacred Heart School has effective monitoring processes in place to monitor the Action Plan. Shareholders are involved in monitoring progress toward completion of the Action Plan strategies and the faculty will continue to evaluate effectiveness through a variety of assessment data appropriate to each goal.

How effective is the school plan to evaluate the goals in the Action Plan on the basis of their impact on student achievement?

The plan to evaluate the goals needs more specificity in order to assess the impact on student achievement. The visiting team recommends adding more specific pieces to the assessment sections to ensure that increases in student learning are occurring.

What impediments, if any, must the school address in order to accomplish the Action Plan?

The visiting team sees no impediments to accomplishing the Action Plan.