

REPORT OF FINDINGS

E682 SACRED HEART SCHOOL

9450 NE 14TH STREET

BELLEVUE, WA 98004

ARCHDIOCESE OF SEATTLE



IMPROVING STUDENT LEARNING 2012

A SELF STUDY PROCESS

FOR CATHOLIC ELEMENTARY SCHOOLS

FEBRUARY 12- 14, 2020

REPORT OF FINDINGS

for

Sacred Heart School

Sacred Heart School E682

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ISL 2012



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PREFACE

We, the visiting team, 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

Sacred Heart School began their self-study process in March of 2018. All staff were involved in the process. The involvement included both contributing to sections of the document and reviewing the writing of others. Changes occurred in staff at both the school and parish but new employees were successfully incorporated into the work. The broad base of the work on the self-study encouraged greater participation and understanding of the process. Committees reviewed data, discussed document prompts, wrote their narrative and reviewed other committees' drafts. The Leadership Team started in the spring of 2018 and met throughout the process.

The entire school community was surveyed during the 2018-2019 school year. New families are surveyed annually and the school also uses information from area high schools pertaining to Sacred Heart School graduates. The School Commission participated with the administration and staff in reviewing this information. The self-study process was reviewed at monthly School Commission meetings, who also had an opportunity to edit the document.

The Parent community was involved in updating the Mission, Vision and Student Learning Expectations as well as the opportunity to review the draft of the self-study document. A draft of the document was shared with both the Superintendent of Schools and the Chair of the Visiting Team.

Fortunately, the school had the foresight to plan time for the work of the accreditation process with staff meeting time and five full day in-service days, which increased staff buy-in and participation. As a result of this, there were no obstacles during the process.

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.*

Sacred Heart School has effectively involved all shareholders in the work of completing the self-study. The different populations were informed of the work of the accreditation process in a plethora of ways throughout the process. Proposed changes to the Mission, Vision and Student Learning Expectations were shared with the parent community as well as the School Commission for feedback. Students, staff, parents, School Commission and Parent Club leadership all participated in surveys as part of the self-study process. The school also has a history of annual surveys of some of their constituents. These survey results became part of the work of the self-study committees. The selection of the Action Plan goals was the result of review and data analysis by all the committees.

In the past the school has been very transparent in sharing their self-study and Report of Findings with all their community through the school's website. The school has plans to do the same at the end of this process, as well as keep the community informed of progress on Action Plan goals.

Chapter 2: Context of the School

A. School Profile

Sacred Heart School has reviewed and analyzed data since the last accreditation. They have discerned that their non-Catholic population is increasing, as is their ethnic diversity. Their population is more reflective of the city of Bellevue than the Clyde Hill neighborhood in which they are located. They are currently serving students from a much wider geographic area than in the past. This has created some issues and opportunities to support these families.

Review of testing data have provided a clearer picture of the needs of the students and the school has taken many steps such as professional development and program changes to better meet the need of all students. This work has been rewarded with consistent growth for low-achieving students,

Students and parents report that they are well prepared for high school both in content areas and study skills. Parents and students express very positive comments about the school. Students feel that teachers care about them and support them in their learning. Parents are appreciative of the academic excellence and faith formation that occurs at the school. Parents who met with the Visiting Team felt that the teachers and staff of the school make an effort to make each child feel cared for and special. Many of the concerns expressed in the 2018 self-study parent survey have been addressed.

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 team, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

Sacred Heart School has been highly effective in using prior accreditation findings to support high achievement for all students. The critical goals identified as part of the last accreditation process has led to significant changes in the school. All goals were met, although there were challenges

to participation early on for the first goal. Since the last accreditation the school has increased engagement with the parish in the faith formation of parents and students, significantly updated their reading program and the use of the reading specialist to better meet students' needs identified by testing and incorporated Student Learning Expectations into planning, report cards, conferences and teacher written comments. Also Professional Learning Communities, data collection and analysis and curriculum mapping were implemented to align core classes across the school. Focus on the alignment and development of the social studies and science curricular areas resulted in adoption of new resources for both areas as well as a review of standards and skills taught.

Sacred Heart School has engaged and communicated with their school community during this process while remaining focused on continuous school improvement through the use of regular data analysis, PLC meetings, and curriculum mapping in all content areas.

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 Sacred Heart School has been effective in their efforts to integrate their Catholicity into the academic, spiritual, and social/emotional teachings of their students. The school's mission, vision, and Student Learning Expectations (SLEs) are the foundation for students and family growth.

The approved religion curriculum is taught throughout the school. Religion curriculum maps and instruction support the Archdiocesan benchmarks, in addition to the school's SLEs. Teachers employ a variety of strategies in their instruction. There are regular teachings that support the virtues of living a Catholic life. The school administers the Assessment of Catechesis Religious Education (ACRE) test of religious knowledge in grades five and eight as one of the several forms of progress assessment. The results of this assessment were successfully used to modify their program.

The school regularly attends Mass together, and takes an active role in Mass. For example, students act as lectors, greeters, bring up the gifts, as well as altar serve. Additionally, they celebrate special Masses according to Holy Days and Saint days. The students are encouraged to be servant leaders by volunteering in the community. Sacred Heart School organizes and implements the service projects by grade level.

The pastor shared that the principal does much to build and support the relationship between the parish and the school. The pastor, although new, is taking extraordinary steps to invite families into active parish participation. He has met individually with each family before students receive the sacrament of Reconciliation. He plans to do the same for those preparing for Confirmation. Students report that the pastor's enthusiasm in welcoming both Catholic and non-Catholic families into the faith is having a significant impact.

Sacred Heart School emphasized the importance of the connection between social/emotional growth and the Catholic religion. The school supports this by encouraging participation in the Sacraments and student retreats. Students in middle school attend retreats that challenge them to love the church. Students shared that Sacred Heart School has an abundance of faith and they are called to service and compassion.

Retreats for the staff also encourage their spiritual growth, most specifically allowing the staff to work toward Catechetical Certification. Sacred Heart School has many ways that the faith is infused into their lives in and out of school. Sacred Heart School offers multiple resources for students, staff and families to grow in their Catholic Identity.

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.*

Sacred Heart School's mission, vision, Student Learning Expectations (SLEs) and curriculum standards define and guide the school's purpose. The governing authority that ensures SHS's purpose remains clear and includes the pastor, principal, and the School Commission.

The visiting team observed that SHS is using the mission and vision statements of the school to reflect its Catholic Identity. The purpose of SHS as defined in the mission and vision statements is to provide an excellent academic education in a welcoming environment of faith and service.

The school sees itself as an extension of the parish and its mission to spread the Gospel by collaborating in the ministry of the parish.

Sacred Heart School revised their mission and vision statements as part of the self-study process. A revision of the mission and vision occurred to ensure that all have the opportunity to be servant leaders well prepared to embrace the life that God is calling them to live. Catholicity is at the forefront of their mission and vision. The revision took place during staff meetings and shared with parents and the School Commission for feedback. The final version was published on the school's website, in school publications, and on posters throughout the school.

The purpose of Sacred Heart School is to be a Catholic community of faith, service, and academic excellence. The Visiting Team was impressed by students' articulation of the commitment to the value of the mission, vision and SLEs. Sacred Heart School is highly effective in defining the school's purpose through its mission, vision, SLEs and Archdiocesan curriculum standards.

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 Team observed a school that is highly effective in creating and maintaining organizational structures that support high achievement for all students.

Sacred Heart School creates structures that support and promote the Catholic Identity of their school through attending and leading Mass regularly, utilizing religion standards created by the Archdiocese of Seattle, and taking advantage of archdiocesan professional development. To celebrate the students living out their faith, the school has developed two awards including Peacemaker Certificate and Spartan Super Star to recognize those students who exemplified either the virtue of that month or extraordinary act of kindness. Students recognized the role of their faith in becoming student leaders.

The School Commission, consisting of parents and professionals outside the school community, is an advisory council for the pastor and the principal. Members are dedicated to Catholic education and high achievement for all learners. The responsibilities of the School Commission include planning, policy development, finance, public relations, and evaluation of the school's effectiveness.

Sacred Heart School creates an environment that focuses on student learning through consistent self-reflection and action planning rooted in data. The school staff is organized into Professional Learning Communities and meet twice a month to discuss student data, behavior, and ideas for improvement. The school is committed to consistently disaggregating MAP data to inform necessary changes to curriculum and instruction. Over the last few years, the school has adopted new math, writing, reading, and science programs to enhance student learning. Beyond program adoption, teachers have attended various professional development courses and implemented these new skills into their instructional practice. Students needing additional academic support, study skills, or executive functioning skills are able to receive help through the schools Academic Resource Class (ARC). Staff communicated their appreciation for the support and leadership of the administrative team in accomplishing a wide variety of program enhancements in recent years.

Parents are able to stay up to date on their child's progress through access to PowerSchool, trimester report cards, and student-parent teacher conferences. Students are asked to reflect on their own progress by creating SMART goals related to the SLEs. Students shared about the positive impact of preparing for and participating in these conferences. All shareholders are sent a weekly newsletter ("From the Heart") with current information from the parish and school. School policies can be accessed on the school website to allow for transparency with all shareholders.

Sacred Heart School has reviewed programs and implemented improvements to enhance student learning as a result of data analysis and input from shareholders.

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.*

Sacred Heart School is highly effective in using data to disaggregate and analyze student performance. Sacred Heart School uses the analysis of data as a basis for instructional/curricular improvement. The school uses data from the ACRE test to understand areas of strength and areas for improvement. Using this assessment the school identified prayer as an area for growth for the middle school.

Analysis of MAP results indicate that about one third of students are in the high achievement low growth quartile in science, language arts, and reading while nearly fifty percent of students fell

into this quartile in math. This analysis supports increased academic differentiation and support for students in this quartile, which is one of the critical goals of their Action Plan. As a result of the concern for performance data the school's Professional Learning Communities aligned their curriculums and reviewed resources used for instruction. Additionally, small group leveled instruction and extension lessons for high level learners is being implemented.

Teachers use a variety of data sources in addition to the nationally normed ACRE and MAP assessments. Staff completed a book study *Embedding Formative Assessments by Dylan William* and implemented a variety of formative measures of growth. Also, staff participated in Gurian training focusing on the difference in gender specific learning needs, which led to more review and implementation of teaching strategies in the classroom. Staff expressed that the implementation of these professional developments have improved student engagement. Staff uses summative and diagnostic assessment to determine student mastery. Teachers analyze data in Professional Learning Communities. This led to the need for further differentiated instruction, and the identification of grammar as a critical goal in the Action Plan.

Assessments were used to identify areas of support for students in the top and bottom quartiles. Assessments are also used to look at the top quartile. Testing data was used to determine that there were a number of students in the high achievement low growth quartile. Both the top and bottom quartile data were then used to develop goals for improvement of student learning

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 team has observed that Sacred Heart School incorporates Catholic values in the curriculum in a number of ways. It has a strong religion curriculum and instruction that is faithful to Roman Catholic teachings and meets the requirements set forth by the USCCB. The lessons from the Catholic faith and tradition are integrated across the curriculum and incorporated in a variety of activities. Students shared that this emphasis is the Sacred Heart Spirit.

Sacred Heart School has made regular, active participation in the Mass an integral part of its school life. Second-grade teachers prepare SHS students and parish students for the Sacraments of First Communion and First Reconciliation. This year, all seventh and eighth grade students have been given the option of receiving the sacrament of Confirmation. All students are given the option of receiving the Sacrament of Reconciliation during the year. Religious

instruction permeates all areas of the curriculum including monthly Peacemaker celebrations, prayers in Spanish, and the Peacemaker wax museum.

Sacred Heart School ensures that the curriculum standards are challenging, comprehensive, and relevant for all students. The faculty implements the CCSS and national standards. Teachers have vertically aligned the core curriculum standards and use curriculum maps and pacing guides to guide year long planning, instruction, and assessments. Curriculum maps are updated annually. Teachers communicate student progress toward SLE growth to parents through report cards and student led conferences. The SLEs are evident everywhere as pointed out by students.

Sacred Heart School implements meaningful tools that measure student achievement of the SLEs and curriculum standards. The SLEs are integrated into the daily life of the school and are a guiding force behind the curriculum, instruction, policies, procedures, service work, and other activities.

Sacred Heart School ensures that each student is making progress toward the achievement of curriculum standards. Teachers use a variety of learning opportunities to assess and improve performance. Students use rubrics to evaluate their work and their performance of the SLEs. The middle school teachers use content rubrics to evaluate academic standards. All students use a digital portfolio of their work.

Sacred Heart School is purposefully increasing the use and availability of technology for all students. New technology classes have been added for grades six through eight. Grades kindergarten through grade 3 share computer carts and there are dedicated grade level carts shared between grades 4 and 5. Middle school students bring their own device. During the 2019-20 school year the school has moved to using the Microsoft Surface.

Sacred Heart School identifies students who are not making acceptable progress. Identification of student needs begins with classroom assessment data and teacher observation. Sacred Heart School uses MAP data and Fountas and Pinnell data to measure growth three times per year. SHS has a dedicated reading and math specialist for the elementary grades and an Academic Resource Class (ARC) for middle school students. The students are supported based on readiness level.

Sacred Heart School is highly effective in making acceptable and measurable progress toward clearly defined Student Learning Expectations and challenging, comprehensive, and relevant curriculum

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.*

Sacred Heart School is highly effective in applying research-based knowledge about teaching and learning.

Sacred Heart School is very committed to modeling Catholic values through daily prayer, formal religious instruction, school Mass attendance, and participating in service projects. The teachers lead by example through their participation as Eucharistic Ministers, lectors, and modeling prayer in the classrooms. They continue their own faith journey by participating in level one of catechist formation and are encouraged to complete year two of the program. The school's faith is observed visually and orally through various signs and symbols in classrooms as well as faith-based call and response sayings to focus the students.

The staff at SHS is consistently improving their instructional practice by choosing a focus for each year such as the differences in learning for boys and girls and formative assessment. The staff reads a research based book over the summer and they incorporate it into their practice and PLC work the following year. Through their desire for consistent growth, the staff attended various professional developments to modify and enhance their assessment. Instructional strategies that are in use include gender specific classes, exit tickets, movement, alternative seating, and fluid math and reading groups. This desire to integrate new and more frequent assessments inspired teachers to develop creative projects such as STEM projects, Culture Fair, Mock Trial, and many others. The teachers made common rubrics for the SLEs.

In 2017, Sacred Heart School implemented various technology elements to support the high achievement of all students. The teachers were given new Microsoft Surfaces and training using Microsoft Office 365 Suite products. From this training, the teachers were asked to create 2-3 technology goals for the 2017-2018 school year. After that school year, an educational technology specialist position was created and filled. This specialist supports students and teachers in developing and executing technology plans, troubleshooting, and monthly "Lunch and Learn" sessions for the staff where they are trained on new ways to integrate technology into their instruction. Sacred Heart School has identified a need for a comprehensive technology curriculum to support digital literacy and student learning. The school also employs an IT director who supports the infrastructure.

The staff at SHS is committed to a continuous cycle of data disaggregation, goal setting, and implementation. This has been proven through their analysis of MAP data followed by program adoption. For example, in 2018, after using two math programs in their school, the staff analyzed the MAP math data and recognized that there was a gap between the two programs and made the decision to adopt new math resources for the entire school. Through their data analysis, over the years the school has adopted new religion, science, math, reading comprehension, grammar, writing, and spelling curricular programs to support growth for 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 team observed that Sacred Heart School is committed to service-learning opportunities that are rooted in the Catholic principles of social justice by providing community outreach. Spiritual growth and development of Catholic Identity is at the heart of the Sacred Heart School community. Students in all grades participate in a variety of service-learning activities throughout the year. Middle school students practice Catholic principles of social justice through required service hours each trimester. Many students double this requirement and are recognized with the St. Margaret Mary Service Award. Parents and students shared the profound impact service has in their lives.

Sacred Heart School offers an abundance of curricular and co-curricular programs for all students. Each grade has a unique opportunity to showcase their curriculum to the community. In addition to core classes, middle school students participate in a variety of electives. The continual growth of the middle school elective courses and curricular programs is a highlight of Sacred Heart School. Students participate in a robust offering of CYO sports coached exclusively by parent volunteers. Additionally, there are many offerings in STEM programs and the visual and performing arts that are appreciated by the wider Sacred Heart community. There is also a Materials Management program (M&M) beginning in third grade and continuing through middle school. M&M teaches students executive skills, personal responsibility, and organization. The Academic Resource Class provides assistance and support to identified students. Students, staff and parents praise the program and recognize its positive impact on student learning.

Sacred Heart School partners with Bellevue School District to provide space for occupational and speech services for students. They also receive funds through Title II A for professional staff

development most recently in Response to Intervention (RTI) for academic and behavioral intervention.

The school employs both a reading and math specialist for assistance in grades K – 5. Students express appreciation for the support of additional staff in these areas. Classroom aides support teachers in grades pre-K through grade 5. Sacred Heart School has a licensed school counselor to support students, parents, and teachers with personal, social-emotional, and academic concerns. They also have the Second Step Program k-8, Kelso’s Choices K-5 and North Star to support social emotional learning. Additionally, there is a Dean of Students works with students on a variety of social/emotional and behavioral concerns. Staff expressed gratitude for the additional support.

The staff and pastor appreciate the principal for creating a culture of care. The school’s vice principal makes it possible to identify students in need and supports teachers in assisting those students through the thorough analysis of academic data. She also supports professional development to meet identified needs based on data.

All members of the SHS staff are certified in programs for emergency first aid. The school also has a health room coordinator who works with parent volunteers caring for students’ medical needs. Parent volunteers are trained in emergency protocols.

Sacred Heart School is highly effective in providing support services for all students.

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

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.*

Incorporate the following points in the visiting team narrative describing how the school uses resource management and development to support high achievement of all students:

- How effectively the school used its financial resources to support Catholic Identity;
- How effectively the school developed, implemented, and monitored a financial management system;
- How effectively the school reports its fiscal status to its shareholders;

- How effectively the school plans to ensure that its resources are sufficient to sustain the school's program, carry out the school's purpose, and support student achievement;
- How effective the school is at planning for its long-term viability;
- How effective the school is at planning for technology implementation, upgrades, etc.;
- How effectively the school analyzed their financial position to determine the most effective way to exercise financial stewardship to ensure the financial viability of the school.

The visiting team observed that Sacred Heart School (SHS) strives to support and strengthen its Catholic Identity by dedicating financial resources to programs that support growth in faith. The school dedicates resources for student retreats, staff incentives to complete the catechist certification program, and various religious items for each classroom. New religion textbooks were recently purchased for all students in third through eighth grade.

Sacred Heart School and Parish jointly employ a full-time bookkeeper. The bookkeeper oversees all elements of both parish and school finances using appropriate bookkeeping and accounting practices as described in the Archdiocese of Seattle Parish Accounting Policies Manual.

The annual school budget is created through a collaborative process including the principal, finance council, school commission, and pastoral council. The Parish Finance Council, Pastoral Council, and School Commission review the final budget. At the time of review, previous budgets are analyzed the current budget adjusted to better fit actual expenditure and needs. Sacred Heart School created a policy of an annual 5% tuition increase providing for ongoing growth creating stability in the budget allowing parents to plan for costs and the school to meet the needs of the students, staff, and facilities.

An Annual Report of the budget is published for review by shareholders as a result of a collaborative effort with school commission, finance council, and pastoral council. Budget information, including revenue and expenses, is assessable to all shareholders in a variety of formats throughout the year.

Due to the McCleary decision a committee was formed to explore salary options and possible plans for staff compensation. Options and plans were presented to School Commission, Parents Club, and others for feedback. Question and Answer sessions were offered for parents, and transparent communication to the community was provided to explain the process. It was determined that the annual fund goal would be increased and that tuition increases would temporarily go up to 8% instead of 5% for the next three years only. The overall response from the community to this process and plan was quite positive.

The technology committee along with the school administration monitors the ongoing technology plan to make sure that it is up to date and to plan for the acquisition of new technology resources and maintenance of the systems in place. Several upgrades to network

speed have been made as well as staff laptops, computers for students in the primary grades, robotics equipment and a plan to replace Activboards with Boxlight (touch sensitive classroom monitors) displays.

Sacred Heart School operates without any budget deficits and sets aside funds for possible capital improvements and maintenance projects. The financial resources of the school are healthy for long-term viability. Financial reserves are in place to support the varied needs of the school.

Sacred Heart School is highly effective in providing resources to support high achievement of all students.

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. Highly committed and caring professional teachers and staff who continually grow their practice to better serve their community
2. Responsive pastor, principal and vice principal who are true servant leaders and create a culture of care for the school
3. A community that creates a culture where all are known, valued and cared for

4. Resources to support state of the art programs, facilities and support staff
5. Robust technology, enrichment and extracurricular opportunities for student growth
6. Faith filled students who are committed to living out the Sacred Heart Spirit through service
7. Data-driven culture to support teaching and learning for all
8. Strong, diverse parent community committed to the success of all students

Critical Goals (identified by school)

1. Provide increased academic differentiation and support for students identified as high achievement and low growth from MAP data
2. Ensure school-wide digital literacy
3. Bring all students to grade-level mastery in grammar skills, as defined by the Common Core Standards
4. Develop a Comprehensive PreK-8th grade Character Development Program to ensure that all students are becoming true servant leaders
5. Develop school-wide common assessments for religion in order to improve vertical alignment and student learning

Sacred Heart School has effectively identified Action Plan goals that are focused on student learning and will address the critical needs discovered during the self-study process. The strategies and activities identified will ensure the accomplishments of the goals. The baseline and ongoing assessments identified will assist in monitoring the completion of the goals. The completion of these goals will move the school forward.

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.*

The Visiting Team observed that Sacred Heart School has been effective in addressing prior Action Plan goals and has the capacity to effectively implement their current Action Plan. The plan as written has a monitoring process, with assessments and responsible parties identified to guarantee the successful completion of the plan. The school has the resources to ensure the ability to reach their goals. There is also included in the Action Plan means of communicating the progress toward the goals. The Visiting Team sees no impediments to the implementation of the Action Plan.

visiting team Summary Thoughts:

The Visiting Team wants to express our sincere appreciation to a wonderful school community for a generous welcome and hospitality. We are grateful for the openness of the staff and students to our visits into their learning environments . This is faith-filled community with servant leaders who are responding to the call to action by the Holy Spirit.

From the heart.