



IMPROVING STUDENT LEARNING



E010 Our Lady of Perpetual Help School

**836 Dewitt Ave.
Clovis, CA 93611**

Continuous School Improvement Focused On High Achievement Of All Students

March 30, 31 & April 1, 2015

Preface

Our Lady of Perpetual Help School's (from this point forward will be referred to as OLPH) Self Study recognizes the collaborative effort of our pastor, faculty/staff, parents, and shareholders in creating an environment of faith, prayer, service, and love. The evidence and accomplishments are presented in the pages of this Self Study. We believe that our philosophy and mission statement will develop students who are strong in their faith and striving for academic excellence. We encourage our students to live the values of faith, service, and love as they leave our school to further their education and go on to become productive members of society. The accomplishments of our Schoolwide Learning Expectations (SLEs) are the cornerstones for a successful future.

The Improving Student Learning (ISL) process guided our steps to thoroughly examine and reflect on what we have accomplished at our school, the way in which our goals were achieved, and our future plans to improve our school. All faculty/staff, school board, shareholders, and administration worked together to evaluate and write about the accomplishments of OLPH. Chapter Three addresses the quality and comprehensive value of the curriculum and teaching so that all students are able to obtain success to the highest level of their abilities. While a lengthy process, the Self Study truly allows for an introspective self-evaluation of the dynamics of our school environment. We are proud of our school and of the growth and accomplishments that have been achieved over the past six years.

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Personnel and Position

Father Robert Borges – Pastor

Patrick Dodd – Principal

Heather Forcey – Vice Principal/8th Grade Teacher

Stacey Robertson – Administrative Assistant

Nara Adjemian – Preschool Director and Teacher

Stevie Garcia – Preschool Teacher

Andrea Allen – Preschool Aide

Martha Ortiz-Belcher – Transitional Kindergarten Director and Teacher

Karoline Clark – Kindergarten Teacher

Carolyn Morgan – First Grade Teacher

Sister Monica Martinez, R.C.M. – Second Grade Teacher

Gabriela Carvalho– Third Grade Teacher

Rosa Garcia – Fourth Grade Teacher

Maria Sanchez – Fifth Grade Teacher

Wendy Revell – Sixth Grade Teacher

Amanda Savino – Seventh Grade Teacher

Sister Olvido Galiana, R.C.M. – Junior High Spanish Teacher

Nick Washington – Athletic Director/Junior High Teacher

Kaitlinn Solinsky – Assistant Athletic Director/P.E. Teacher

Patty Marquez – Music Teacher

Irene Ramirez – Transitional Kindergarten Aide

Tiffani Balladeras – Transitional Kindergarten Aide

Jacqueline Herrera – Transitional Kindergarten Aide/Extended Daycare

Diane Hayes – Transitional Kindergarten Aide/Extended Daycare

Carmen Heredia – Kindergarten Aide

Kara Dunnegan – Kindergarten Aide

Virginia Chavez – Third Grade Aide/Hot Lunch Coordinator/Daycare Director

Cortney Drew – First Grade Aide/Extended Daycare

Sister Isabel de Castillo, R.C.M. – Second Grade Aide

Sarah Leonard – Fourth Grade Aide

Kali Hardcastle – Fifth Grade Aide

Kathy Savino – Resource Specialist

Rachel Espinoza – Yard Aide

Ezekiel Pardo – Custodian

Adam Pardo - Custodian

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

The faculty/staff of OLPH School began preparing for this Self Study the school year following the last WCEA/WASC visit in March of 2009. Throughout these past six years we have addressed, reviewed, and implemented our goals and the goals set forth by the 2009 visiting committee. The actual writing of this Self Study began in October 2013. The faculty/staff worked together mainly during staff development meetings and committee meetings each Wednesday. Though there were some sessions in which the entire staff worked together, the majority of the writing occurred within the two writing teams. The writing teams consisted of teachers from a variety of grade levels. Each team addressed a chapter section until completion and submitted their results to the leadership team for review. The in-depth studies for English Language Arts and Social Studies were completed in the same way.

The majority of the faculty/staff has previously experienced the WCEA/WASC accreditation process. Though we were working with the newer 2012 ISL Self Study Process, the experience of the staff made the transition relatively smooth. In addition to the surveys, both parent club and school board have been involved in both editing and revising as the Self Study was being written. During the 2013-2014 school year, administration grouped teachers together to begin the writing process of the Self Study. Groups met weekly to gather information, analyze test scores and curriculum data, and to write.

The shareholders were involved in the Self Study through surveys, review of in-depth studies, editing, and review of the school's philosophy. Though both the philosophy and mission statement are reviewed yearly, the shareholders were instrumental in suggesting changes to the school's mission statement in 2013. The new mission statement better encompasses the core values of the school, and is written in a manner that all of the children can understand and easily learn. All board members and Father Robert Borges were given copies of the finished document to read as well as being kept informed of the writing process at the monthly meetings. Upon completion of the Self Study draft, the faculty/staff also read through the entire document together. The Self Study was also made available to all families for review on the school website. We are confident that the preparation and completion of the Self Study enabled the faculty/staff to improve student learning and to better provide for the spiritual and academic success of our students.

The faculty portion of the Self Study was conducted on schedule and with no true obstacles. Faculty worked well together in their group meetings, and all contributed to the study through collaboration and writing. One obstacle faced was the small percentage of parents responding to the online surveys, despite several messages and reminders being sent home to complete them. The surveys received were insightful, but having more surveys completed would have helped to provide a more in-depth picture of parents' thoughts about OLPH.

Evidence

- Committee Meetings and Notes
- Leadership Meetings and Notes
- Survey Results

B. INVOLVEMENT AND COLLABORATION OF SHAREHOLDERS IN COMPLETING THE SELF STUDY

The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.

The OLPH shareholders actively keep the school informed of their concerns and suggestions they have for improvement in a variety of ways. Surveys, formal meetings, informal meetings, and personal communication are some of the ways shareholders accomplish this. All concerns and suggestions are thoroughly investigated by the appropriate agency (principal, pastor, school board, parent club, etc.), and changes are implemented when they benefit the learning environment of all children.

Parents, as shareholders, provide needed support for the school faculty/staff and enable everyone to fulfill the mission statement and work towards the SLEs. A newly formed Beautification Committee was assembled by parents to address specific areas of improvement to the physical campus. The committee was created by a group of parent who wanted to find practical ways to improve the campus. The group meets regularly and provides ideas to present to the parent clubs and school board for consideration. Unexpected large financial needs are discussed with Father Robert who provides the financial support to complete these projects.

The OLPH Advisory School Board meets monthly to monitor and assist in the improvement of student learning. Though the school board is an advisory board, they actively participate in the development of curriculum, the short and long term goals of the school, and the financial strength of the school. Every year in February, all shareholders including board members, parent club, and families, are invited to the joint meeting where the five-year plan is discussed and updated regarding ways to improve the school. The members, along with the pastor and principal, share common goals for the improvement of the school. They work hard to continue the mission begun 52 years ago by the Sisters of the Immaculate Conception to educate the hearts and minds of children.

The shareholders were involved in the Self Study through surveys and data review such as enrollment, finances, and student assessments. Both the school board and faculty/staff were involved in the editing and revision of the final Self Study. During the 2013-2014 school year, the mission statement and philosophy were reviewed and revised. The updated versions are included in the Parent/Student Handbook, posted in the classrooms, and can be found on the school website. The mission statement is also printed on every report card and is recited at morning prayer service each day.

Faculty meets twice a month to discuss student progress, assessments, and ways to improve curriculum to better meet students' needs. Curriculum goals are reviewed between grade levels

to ensure that all subject matter is taught and redesigned as needed. This collaboration between teachers provides a comprehensive education for the students making sure they have every opportunity to master subject concepts.

While working on the Action Plan, the faculty met many times and had discussions to decide which goals to write specific action plans that would give the best school improvement. Since the last accreditation, we have increased enrollment, made improvements to technology, and made updates and improvements to the math program.

Shareholders are updated about significant accomplishments and goals for improvement in student learning, school improvements, curriculum updates, and other changes through Tuesday Packets, school board and parent club meeting minutes, letters, School Speak, and the school's website. Information is provided to the shareholders through parent/teacher conferences, access to active progress reports online, and physical progress reports sent home outside the normal conference schedule. This is in addition to report cards being sent home at the end of each trimester. All shareholders have a strong stake in the success of OLPH School and desire for it to thrive and succeed for years to come; giving parents a great Catholic school as the best option for their children's education.

Evidence

- Staff Meeting Agendas
- Surveys and Data Analysis
- 5 year plan
- WCEA/WASC Accreditation Progress Report
- SLEs
- School Board Meeting Minutes

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

Thousands of students have been offered an excellent spiritual and academic education since OLPH opened its doors 52 years ago. The Sisters of the Immaculate Conception founded the school in 1962 and guided the school as administrators until 2006 when the first lay principal was hired. There are currently three Sisters teaching in the school in the 2nd grade and at the junior high level. Father Robert Borges has an active role in our school community. He teaches a weekly religion lesson to the 8th grade, assists with the Academic Decathlon team, and is a visible presence on the school campus. The school opened with eight grades and later expanded to include a kindergarten, transitional kindergarten, and a preschool. Over the years, buildings have been added or modified to meet enrollment needs as well as many improvements being made to the play areas.

In May of 2013, OLPH concluded its 50th anniversary celebration with the dedication of a statue of Our Lady of Perpetual Help overlooking the blacktop. The walls on either side of the statue are adorned with name plaques of former students, parishioners, shareholders, parents, and current students who wanted to leave a legacy to show their support for the education received at OLPH. In 2013, the need for more classroom space made it necessary for the 7th and 8th grade junior high classes to be moved permanently across the street from the main campus onto school owned property. As part of a former student's Eagle Scout project, the property in front of the junior high classrooms was renovated in 2014 with new landscaping, sidewalk, and a new statue of our foundress, Saint Carmen Salles. With the addition of this statue, the junior high property is visually connected to the school and church.

Student Information

OLPH annually collects, reviews, and analyzes multiple sources to identify trends in student achievement and financial condition. Data-interpretation provides the foundation for decision making about instructional planning, program adjustments, staffing, budgeting, and the purchase of instructional materials. Data sources include test results (ITBS/Iowa Assessment and ACRE Test), classroom assessments, WCEA/WASC school survey information, year-end financial summaries, and Diocese of Fresno annual reports.

OLPH is a coeducational school with a current enrollment of 272 transitional kindergarten through eighth grade students making up ten classes. This does not include the licensed preschool which has 27 students.

Due to increasing demand, a licensed preschool was opened in July of 2011. The preschool opened to great success and filled to capacity that year with a waiting listing for open spots. Due to the large numbers on the preschool waiting list and trying to accommodate curriculum for three-, four-, and five-year-olds in one classroom, it was decided to open a transitional kindergarten to better serve the needs of students preparing for kindergarten. The transitional

kindergarten was opened in 2013 to serve the needs of 36 students. OLPH currently serves students from 30 months to 8th grade.

Enrollment by Grade Level

Year	PS	TK	K	1	2	3	4	5	6	7	8	Total
2009-10		--	25	17	26	26	27	18	21	26	20	206
2010-11		--	23	20	16	20	26	25	17	17	24	188
2011-12	29	--	16	20	22	17	19	19	22	14	19	168
2012-13	29	--	31	24	21	23	21	22	24	20	17	200
2013-14	25	35	22	28	30	27	24	20	23	21	22	252
2014-15	27	34	34	23	28	32	25	25	19	28	24	272

The majority of OLPH families reside in the cities of Clovis and Fresno. One family resides in a local mountain community. Over 95% of our students are Catholic and just fewer than 5% of the students are non-Catholic. The families attend the following neighboring parishes: 65% are from OLPH Parish, 11% from Holy Spirit Parish, 5% from St. Paul Newman Center, 9% from St. Anthony’s Parish, and 11% from other parishes.

Name	City	Number of Students
Our Lady of Perpetual Help	Clovis	177
St. Paul Newman Center	Fresno	13
Holy Spirit	Fresno	31
St. Anthony of Padua	Fresno	24
Other	Misc	29
Non-Catholics	Misc	13

The current school profile is based on a student population of 272 TK-8th grade students representing 183 families. There is a diverse representation of ethnic groups at OLPH School. The Hispanic community predominates at 44% while the rest of the population makes up 56%. Upon further breakdown of these percentages, 77% percent of the student population is White/Hispanic, 18% is Asian, students of more than one race comprise just under 5%, and black students make up less than 1% of our population. There are not any students of American Indian or Pacific Island descent. Currently, there are 53% female and 47% male students registered. As of the last accreditation, enrollment has increased by 32%. Additionally, enrollment has seen a spike since 2011 and has increased by 62% in the past three years. This can be explained by changes in administration, outreach to the parish CCD program and community, and running a summer school program open to the public. Another factor to the influx of new students can be attributed to the collaboration of the principal and pastor and their outreach to the community to assist families with tuition assistance in attending OLPH who might not have previously considered a private, Catholic education due to cost.

OLPH graduates are very successful in high school and beyond. This is evident through conversations with parents, both current and former, and past student visits. Many graduates take on rigorous high school schedules including Advanced Placement and honors courses. The local Catholic high school provides a prestigious full-ride scholarship awarded to only one student each year. An 8th grader from our school has been awarded this scholarship for the past three years. The students who receive this scholarship must maintain a high level GPA in order to maintain the scholarship. Many former OLPH students graduate from high school with high honors and go on to attend both state and private universities.

English is the primary language spoken in most homes. Most of the parents in the school hold a college degree, including some with advanced degrees. As registration forms indicate, there are parents who are blue collar workers, some parents work from home, and others are stay-at-home parents raising their children. Occupations of parents at OLPH are very diverse, including teachers, doctors, lawyers, city employees, real estate agents, pilots, etc. and most families come from a middle- to upper-middle class socio-economic background.

Parent and student survey responses were positive and supportive of the mission being accomplished at OLPH. Parents indicated that their children are receiving a well-rounded education in a safe environment. Both parents and students appreciate the presence of the Sisters in the school, looking to them for guidance and love, and strengthening the connection to our Catholic identity. The small school setting provides assurance to parents that their children are receiving individual attention. All improvement suggestions are evaluated by administration, faculty, and staff and are implemented when appropriate, such as school beautification projects.

The motto of our foundress, Saint Carmen Salles, is “forward, always forward.” We take that saying to heart in our teaching and daily interactions with students, parents, and peers. Our Catholic identity is a source of learning and pride. The teachers go out of their way to provide authentic learning experiences for the students, especially those designed to integrate our faith into all that we do. OLPH is blessed to have three Sisters of the Immaculate Conception on staff along with Father Robert who provides a daily reminder of the dedication of these individuals to their vocation. Besides weekly school Mass, our students go to confession twice a year, prepare and attend monthly prayer services, recite the Rosary once a month as a student body, and participate in monthly service projects to the school, church, and community.

Evidence

- Completed Surveys
- Appendix A and B
- Registration Forms

B. USE OF PRIOR ACCREDITATION FINDINGS TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.

The Action Plan from the previous WCEA/WASC accreditation gave the faculty/staff at OLPH measurable goals to work towards ensuring high academic achievement of all students. The first goal was to improve the math curriculum of the school. This goal has been met in several different content areas and grades. Each year, new consumable books are purchased for grades K-3. With the adoption of Common Core Standards throughout the state of California, the consumable books that are a part of the already purchased curriculum were updated to include the new state standards. Also, a comprehensive math series (Pearson Math Series) was purchased for the junior high students.

We have a unique system in the junior high grades (7th and 8th) in which we are able to integrate students of different grade levels but similar mathematical abilities and skill. The junior high also works closely with the 6th grade teacher to identify students who mathematically excel and are able to skip 6th grade math and make the jump into pre-algebra. This process begins in 5th grade where advance students are first identified for potential candidates to directly move into pre-algebra. The criteria to move into pre-algebra are a combination of the following: pre-algebra readiness test, teacher recommendation, and summer program work.

In the upper grades, math is taught at the same time, allowing for students in these grades to learn pre-algebra, algebra, or geometry, depending on ability. In 2013, we added a full time geometry class to the junior high math curriculum. Students entering pre-algebra in 6th grade will finish geometry by 8th grade, allowing them to take a placement test to pass into Algebra II at the high school level. In the three years since differentiating the math classes, the number of students who are able to jump from 6th grade math directly into pre-algebra has grown. In 2013, the geometry class began with four students and will grow to eight students in the 2015-2016 school year. The 6th grade teacher chose a math book that best suits the needs of the students, and we are looking to purchase a brand new series for K-5th for the 2015-2016 school year. Other ways in which we have addressed this Action Plan goal are analyzing ITBS/Iowa Assessment scores and classroom work to identify students who would benefit from the onsite Resource Teacher.

The second Action Plan goal was to modernize the school technology to improve student learning. The school had basic technology and computer equipment. OLPH needed to broaden the capabilities of its current computer technology so it could be used more effectively by the faculty and students. There is comprehensive WIFI coverage that ensures access to the internet on both the main campus and in the junior high wing. Each classroom has large, mounted computer linked televisions that allow teachers to access immediate information to support the curriculum. All classrooms are equipped with at least 10 student computer stations along with

one teacher computer. The current science lab has been retrofitted with lab computer workstations to enhance subject matter activities. Measurable student learning can be seen with the upgrading of the computer systems through things such as Accelerated Reader (AR) and STAR testing.

Teachers use the AR levels to help guide students to appropriate books to read. This in turn enables students to progress in their reading abilities. Students also use the computers to learn programs such as Power Point to give in-class presentations.

All junior high classrooms have either LCD projectors and/or televisions connected to Apple TV that can be accessed by both teachers and students. This infrastructure has been put into place with the implementation of starting a 1:1 iPad program in the 2015-2016 school year. There is a firewall that protects the students while online. We are currently in the process of adding protective software that will act as a secure web browser for the students. The school web page has been updated to make it more efficient and user friendly. OLPH has also implemented a comprehensive grading and communication program that allows teachers to input grades and attendance, connect with parents, and send direct emails to members of the school community. This program also allows parents a continuously updated connection to the school. One last way in which we accomplished this goal was to attend teacher trainings at Clovis Unified Tech Days during the summer.

The next action goal was to increase student enrollment. A licensed preschool was opened in July of 2011. The pastor, administration and school board recognized the need to increase student enrollment to ensure the school's financial stability. The enrollment has increased steadily since the last WCEA/WASC visit. Strategies used to increase enrollment beyond the preschool level included an improved design to the school website generating interest in the school, personal outreach by the principal in giving school tours, speaking at Sunday Masses, and talking to CCD families in the parish. We have increased our visibility in the parish community with student led Sunday Mass once a month. The OLPH Student Choir has represented the school not only at weekly and Sunday Masses, but at special events such as the city-wide Blue Mass at St. John's Cathedral and singing at nursing homes. Another way we were able to increase enrollment was by increasing the amount of money given to families in need of assistance.

The visiting committee from the 2009 Accreditation suggested critical areas of growth for OLPH. One of these goals was to revise and align the school mission and philosophy to the SLEs. As a faculty/staff, we spent time evaluating and analyzing both to create more precise and accurate wording to form a connection between the statements and the SLEs. Input was gained from the school board and Father Robert before final revisions were made. The current mission and philosophy can be found in classrooms, on the school website, and on report cards. The mission is also recited by the students each morning at prayer.

The next goal set by the visiting committee was to implement a consistent plan for using SLE rubrics by the faculty in order to assess student achievement of the expectations. Faculty met several times to review examples of rubrics and checklist assessments used by other schools.

These examples were used as a template for creating our own rubric to match the needs of our students. Formal evaluations take place during the first and third trimester of the school year.

OLPH is continually striving to improve each year. We identify areas in which growth is needed by analyzing ITBS/IOWA Assessment scores, engaging in continuous communication with parents, completing self-studies, and modifying the Action Plan to support the high achievement of all students. The Leadership Team will continue to meet regularly to monitor the implementation, refinement, and progress of the school wide action plan. The shareholders are kept informed of progress made on the Action Plan in a variety of ways: through school board meetings and minutes, faculty/staff meetings and minutes, and constant monitoring by administration. Every year there is a joint parent club/school board meeting where all families are encouraged to attend to discuss the Action Plan and five year goals. Input at this meeting is used to guide the school in future goals.

The school has a continuous process of school improvement during the years when WCEA/WASC Accreditation is not taking place. The faculty/staff developed in depth studies, created curriculum maps, and completed a Catholic Identity Report required by the Diocesan Office of Catholic Education. An updated school profile along with the progress report is submitted each year. The faculty/staff also modifies the action plan as necessary to ensure continuous improvements.

OLPH is constantly looking to integrate systematic improvements into the culture of our school. One way this has been accomplished is through the use of new and improved communication programs with parents such as School Speak. Not only does this program allow parents to view grades, but newsletters, announcements, homework postings, and emergency notices can be sent to parents through the computer and mobile apps. We strive to make each day a successful experience for both parent and child from drop off to pick up. With the increase of enrollment, we determined that the morning drop off area in the front of the school was becoming overly congested. The back gate to the school is open for morning and afternoon drop off and pick up to ease this congestion and create a safe system for students to get to and from the parking lot. The Mentor Family Program was revitalized to welcome new families into the school and give them an experienced family to provide guidance. We improved morning prayer services by gathering together each day on the black top in front of Blessed Mother. Previous prayer services were read over the intercom. Gathering together as a school family each day solidifies the importance of living out our mission, philosophy and SLEs on a daily basis.

Evidence

- Previous Self Study and Report of Findings
- Previous Action Plan
- ITBS/IOWA Assessments and ACRE results
- Schoolwide Learning Expectations and Rubrics
- Tuesday Packet

- Annual Progress Reports
- Minutes of School Board Meetings that Discussed School Improvement

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

OLPH is a Preschool-8th grade school that was established in 1962. The school has been working to continue the focus and dedication to our Catholic identity. Over the years many changes have taken place, but one thing has held strong over time: our Catholic identity. OLPH’s dedication continues to provide a faith centered education in an atmosphere of love and respect. Great value is placed on the philosophies of our Catholic identity. The school’s mission statement, philosophy, and SLEs help to instill the Roman Catholic faith into all aspects of school life. There are visual and physical reminders of our faith that are evident throughout the school and integrated into each day to educate and support students’ growth in their Catholic faith.

OLPH is a Christ-centered school that provides a Catholic faith education. We are constantly challenging and motivating students to become active Catholics. Students are taught to practice Catholic traditions, doctrine, Christian ethics, and leadership. The faculty/staff uses the diocesan curriculum as a cornerstone for planning religion classes and faith-filled experiences for the students. Together with OLPH parish, the school works to develop faith and provide for the spiritual formation of the students, parents, and faculty/staff with the knowledge that this is what brings our community together and is the foundation for which our school was built.

Prayer and celebration of the sacraments is of vital importance to live out our Catholic identity. OLPH works to fulfill our spiritual growth as a community. Every morning the day begins with joining together in the daily prayer service and announcements on the blacktop. The faculty/staff also has weekly prayer before assembling with the students and parents at morning prayer. Morning prayer service and flag salute is led by Student Council Members and has become a very important tradition at our school. We celebrate Friday all-school Masses, monthly Rosary, Advent and Lenten Reconciliation Services for grades two through eight, Stations of the Cross, Live Stations of the Cross, and Monthly Adoration. Teaching the students to continue to nurture their relationship with God through prayer and sacramental celebration is a top priority, along with teaching students broader forms of prayer to be used. This exposure to different types of prayers will allow students to find prayer style that best fits their personality and comfort. These broader forms of prayer include traditional memorized prayers, song, meditation, dance, reflection, writing, and art.

In addressing Catholic Identity Standard 3, OLPH has worked on creating better connections between the students and the church community in prayer and celebration of the sacraments through First Sunday Mass and expanding our music ministry. The creation of a worship team, which consist of choir, musicians, and Student Council members, work together to prepare not

only weekly school masses, but one Sunday Mass for the church every month. The choir team has sung at various functions throughout the community such as the Blue Mass for law enforcement, Christmas Programs, the Nazareth House (a local Catholic retirement home), and weekly school Masses. The music program and choir have helped to bring us together in worship and celebration of the Gospel.

OLPH has a highly effective process of improving the faith and spiritual formation of not only the students, but the faculty/staff and parents. Parents are continually invited and encouraged to attend morning prayer, feast day prayer services, weekly Mass, Sunday Mass, and sacramental class preparations. Father Robert, along with the Sisters, give parents an opportunity to attend meetings to discuss the importance of First Reconciliation and First Communion not only in the students' lives but in their lives as well. Father Robert and the Sisters also work closely with families of students of all ages wishing to receive the sacraments. Opportunities are also listed in the Tuesday Packet for classes or workshops intended to help parents grow in their faith. This process of involving parents intimately with the sacramental process addresses Standard Four of the Catholic Identity on opportunities for adult faith formation.

Many development opportunities for instructional staff are focused on faith development and religious instruction competencies. The teachers of religion and all full-time faculty/staff seek to improve their knowledge of the faith by pursuing catechetical certification provided by the diocese and the OLPH church community. All teachers and administration have been certified or are in the process of being certified as catechists by the Diocese of Fresno. Many teachers attend the Los Angeles Conference and attend both the Fresno Religious Education Congress and Visalia Diocesan Teachers' Convention to continue to further our connection to God. We have seasonal retreats facilitated by Father Robert and attend events when other religious speakers are invited to the church through the parish community. As students see teachers and adults living out their faith at OLPH, they continue to grow and develop in their own faith.

Parents take an active part in their children's spiritual life. The parents are the primary educators of their children. Many are present at prayer services and school activities. Families see the mission of OLPH integrated throughout the curriculum which has become a part of the entire school community's culture. Through surveys, parents say that they see faith growing in their children in their day to day actions with their teachers and friends. We work with parents as partners to help our students and community get a great sense of the importance in being an active part of the Church. We recognize the need to provide education and faith related information to help parents become more confident in their own faith which enables them to impart their knowledge to their children as primary educators.

The standards-based religion curriculum and teaching instruction during religion is the most direct way of infusing our Catholic Identity to our students. Both the curriculum and teaching instructions are in alignment with the Roman Catholic Church teachings and meet diocesan requirements. The texts conform to those approved by the USCCB. The Office of Catholic Education does develop a standards-based religion curriculum. New religion textbooks were purchased for kindergarten and first grade for the 2011-2012 school year and this past school year, 2013, new textbooks were purchased for the second graders. Sadlier publishes the *We*

Believe Religion program that is used in kindergarten through sixth grade, and RCL Benziger publishes the *Blest Are We* program that is used in junior high.

Our SLEs include being an active Catholic; we have emphasized the importance of providing service to the church and community. All K-8 students are active in community outreach throughout the school year. OLPH has monthly service projects that are organized and led by Student Council members. They have planned and executed a variety of projects including Rachael's vineyard, St. Martha's Pantry, Thanksgiving and Christmas Collections, Children's Hospital donations, \$5000.00 to Magic of Change (2014), and over \$200.00 for the Dominican Republic. Seventh and eighth grade students are required to complete service hours throughout the year. The students also donate their hours to the church community through altar serving and serving the Silver Foxes lunches.

Teachers, parents, students, and parishioners work hand in hand to build up a strong Catholic identity. The students in grades preschool-8th join in a buddy system. Buddies attend Mass together, serve as role models, and work together throughout the school year in different activities such as Red Ribbon Week and Catholic Schools Week. Parents, students, and faculty/staff come together to participate in the annual school/parish carnival, Christmas program, Lenten Activities, Science Fair, and 4th grade Mission Night.

The ACRE test is taken every January by students in fifth and eighth grade. The test is divided into eight domains: God-Father, Son and Holy Spirit; Church-One, Holy, Catholic, and Apostolic; Liturgy and Sacraments; Revelation, Scripture, and Faith; Life in Christ; Church History: Prayer-Religious Practices; and Catholic Faith. The ACRE test results also show that the fifth and eighth graders have respect for authority, believe our campus is safe and free from drugs, alcohol, and racism. Some of the data results do show that the students have some concerns about teasing and bullying. These areas are addressed regularly in the classroom and/or playground with a constant reflection on our role model: Jesus Christ. ACRE test scores indicate that the eighth grade students leave OLPH with a strong understanding of their faith.

In six out of the eight domains, the 8th graders scored above the national average. The majority of the questions for the 2014 test were answered correctly by the 8th grade students. The lowest areas of assessment were Church History and Catholic Faith Literacy. In order to address the lower score in Catholic Faith Literacy, faculty/staff has made specific additions to the classroom libraries including books about saints, faith, traditions, and church history. We also included a fall book fair featuring Catholic publishers and authors. In addressing the lower score in Church History, all religion teachers are actively spending more time focusing on the history of the church and faith.

In looking back and reflecting, the Catholic identity of OLPH has been strengthened through our worship teams, community activities between school and church, the traditions and rituals of our faith through prayer and celebrations of the Sacraments, and the commitment to provide service to our community. After being immersed in the school faith community, a few of our teachers made the personal commitment to attend classes to receive their adult confirmation in the church.

Besides many staff/faculty bringing their children to attend OLPH, we have also seen a return of former students who enroll their children in OLPH for a Catholic education. We also discovered that our Catholic Identity can be improved by annual review of the ACRE results and parent/student surveys. This allows us to make changes to build up the religion curriculum and work to create a better connection to the faith.

The Catholic identity at OLPH is very strong. We conclude this by looking at the high ACRE scores, the participation in student service such as Sunday Mass altar serving, funeral altar serving teams, hundreds of hours of volunteer service, participation in prayer services, sacraments, and Mass, and monthly dedication to the Rosary. One area for improvement is in the area of Catholic Church History. The students have a good grasp of their faith, but need to be exposed to more history of the church and how our faith was formed.

Accomplishments

- 1st Sunday Student Mass
- Purchases of New Primary Religion Books
- Fr. Robert Active Participation in School Functions
- Worship Team
- Expanded Music Team

Goals:

- Using Broader Forms of Prayer in the Curriculum
- Provide Education and faith-related information to help parents become more confident in their ability to teach their children.

Evidence

- Prayer corners
- Parent/student surveys
- Tuesday Newsletter
- Basic Catechist Certification
- SLE rubrics
- Student participation in Mass
- Catholic identity surveys
- Staff/student/parent/service records
- Parent workshops/in-services/catechist formation opportunities

B. DEFINING THE SCHOOL'S PURPOSE

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

In the spring of 2010, the SLEs were reviewed and revised. The OLPH School community developed the current SLEs to further clarify the school's purpose and to fulfill its mission. Instructional goals and the SLEs describe the evidence of student performance and behavior that demonstrates whether or not the goals are being achieved. The mission connects to the parish and church by stating that: ***OLPH educates the hearts and minds of students in developing a Catholic identity and striving to follow Jesus' examples of prayer, service, and love.***

In the spring of 2014, the mission and philosophy statements were reaffirmed and the SLEs were reviewed. The school administration, faculty/staff, and advisory school board approved the end product. The language in these documents support one another. They clearly define the expectations to be achieved by an OLPH School graduate and affirm the school's purpose as a ministry of the Catholic Church. The SLEs were printed on posters and displayed in classrooms throughout the school, and have served as a teaching tool for lessons specifically geared towards mastery of the SLEs as well as a reminder to teachers and students about our school's purpose.

The SLEs are posted in every classroom as well as in all common gathering areas on campus, published in the Parent/Student Handbook, and can be found on the school web site. Students are given copies of the SLEs to aid in class discussion and SLEs are included in teacher lesson plans. They are also part of the daily language used by staff and students.

The SLEs are integrated into the daily life and learning of the students. Teachers use SLE vocabulary in their discussions with students regarding desirable performance and behavior. Throughout the school year, teachers integrate the SLEs into teaching in a variety of ways. Discussion of ways to integrate SLEs are shared among teachers during grade level and faculty meetings. Activities and lessons which range from creating classroom goals to problem solving as an entire class are connected to the SLEs. Teachers may assign a specific SLE to an assignment or invite students to determine the SLE for the assignment based on lesson goals.

OLPH School incorporates the SLEs in some of the following ways on a daily basis: Every homeroom encourages the habits of an active Catholic by beginning each day with prayer and personal intentions. In 3rd through 8th grade, students build lifelong learning skills by organizing and keeping track of their daily homework assignments in a student planner. Beginning in 5th grade students can access their grades through School Speak, helping them become responsible and accountable for their own learning. Eighth grade students work to become effective communicators through their annual Historical Person Presentations, which focuses on all aspects of speech giving, with special emphasis on proper voice projection, expression, and pacing. Other ways of showcasing students' achievement related to SLEs include K-8 student

portfolios, bulletin boards displaying student work, and reflection on progress toward SLE mastery conducted at the end of the first and third trimesters.

Teachers have been making intentional efforts to relate their lessons to the SLEs. Some teachers post the SLEs and the targeted goal of each lesson on the board and discuss them with the students. This enables students to know the aim of the lesson and how it relates to the standard and SLEs. The music and PE class have incorporated the SLEs into lessons. We have identified the need to incorporate SLEs into our extended Day Program to help students identify and clarify behaviors of good citizenship and become active problem solvers.

OLPH School teachers use a grade appropriate SLE rubric to measure and document student progress in achieving the SLEs. Each teacher, reflecting on the Diocesan Standards as well as the Common Core State Standards (CCSS) for ELA and math and California State Standards, uses the rubric as a consistent tracking mechanism helping students self-evaluate at the end of every trimester. Two rubrics are used so students have a better understanding of their progress towards SLE goals as they self-evaluate. The SLE rubrics are divided into kindergarten through third and fourth through eighth grade.

Over the past two years, steps have been taken to focus on direct instruction to meet varied student needs. An initial step was to become familiar with process of curriculum mapping by focusing on social studies for each grade and then aligning the curriculum across each grade level. A similar process was used to review the mathematics curriculum in the 6-8th grades and to choose new textbooks. All teachers at the beginning of the school year review Diocesan Curriculum Guidelines and set goals for instruction. Teachers continue to complete curriculum maps, become more familiar with CCSS as they align with Diocesan standards, and integrate both when lesson planning. The goals are to differentiate each standard to meet the needs of low/average/high students. Aligning the curriculum with the CCSS will be a focus for mapping in all grades and all subject matters.

In addition to having clear expectation for curriculum, OLPH School administration informs faculty/staff members about governing authorities' expectations in a variety of ways. All faculty/staff are given a handbook at the beginning of the year and changes are discussed. Administration also shares expectations from the Diocese of Fresno through email and at faculty meetings.

When taking into considerations all data sources, it is clear that the school's purpose is well defined by the mission, philosophy, SLEs, Diocesan and California Standards, and teacher expectations. SLE rubrics have been designed to aid faculty/staff in long term planning. The SLE rubrics will be reviewed each year to ensure they are meeting the needs of students. The collected data from these rubrics can then be used to inform the revision of reporting instruments, and the standards can be noted in long-term planning and daily lesson plans.

When looking at parent surveys, it is notable that parents consider the mission and philosophy of the school as outstanding in reflecting a commitment to its religious purpose. Through analysis

of teachers' and shareholders' feedback about the mission, philosophy, and SLEs, it is evident that all three are aligned to reflect the spirit and Catholic identity at OLPH School. By continuing to review these guiding documents and integrate them into the daily life of staff and students, OLPH School demonstrates its ongoing commitment to teaching the whole child and proclaiming love for the Lord. The next step is to focus on actively educating the community of the specific goals and indices of the SLEs.

There is an understanding by the parents that the leadership and faculty/staff of the school is dedicated to the school's philosophy, emphasized respect for all, and is committed to sharing Catholic values.

Accomplishments

- Updated SLE rubrics
- Updated mission statement
- Updated philosophy statement
- SLEs are visible throughout the school

Goals

- Align curriculum with Common Core Standards
- Improve the SLEs report card so that students have a more active role in self-assessment and reporting.

Evidence

- Parent Student Handbook
- Faculty Handbook
- Mission, philosophy, and SLEs posted on school web site
- Mission statement, philosophy, and SLE posters in classrooms, resource rooms and throughout the school
- Tuesday Newsletters and classroom announcements
- Bulletin boards
- Curriculum maps and curriculum binders
- SLE rubrics and assessments

Our Lady of Perpetual Help School Mission Statement

OLPH educates the hearts and minds of students in developing a Catholic Identity, and striving to follow Jesus' examples of prayer, service, and love.

Our Lady of Perpetual Help School Philosophy Statement

“...the purpose of Catholic education is to communicate Christ to you, so that your attitude toward others will be that of Christ...part of a Catholic education is to learn to see the needs of others, and to have the courage to practice what we believe. With the support of Catholic education, we try to meet every circumstance of life with the attitude of Christ...”

At Our Lady of Perpetual Help School, we live our beliefs by:

- Living our baptismal call to proclaim the Good News as part of the larger Christian community;
- Following the example of Mary, Our Mother, as our model of discipleship;
- Recognizing, encouraging, and supporting parents as the primary educators of their children in Gospel-centered families, including the education of the whole person spiritually, intellectually, socially and physically;
- Fostering individuals in developing their unique gifts as part of God's plan for strengthening the human family;
- Integrating our Catholic Christian faith in all that we do, providing a strong foundation for our children's lifelong spiritual development and active participation in the Catholic Christian community;
- Encouraging awareness of each individual's role as a member of the human family, working for social justice through prayer, charitable works, and leadership roles;
- Acknowledging the sacredness of life through recognition of Christ's presence in all of us;
- Valuing education and academic excellence as a means to live our beliefs
- Respecting and appreciating the cultural diversity of our society.

Our Lady of Perpetual Help School

SCHOOLWIDE LEARNING EXPECTATIONS (SLE)

Expectations TK-3

The students of Our Lady of Perpetual Help School are expected to:

I. Love God, Love Others, and Love Yourself:

Learn about God, Jesus, and the Holy Spirit

Honor Mary

Practice being like Jesus everyday

Care for God's world

II. Live in Peace with Others:

Learn from one another

Make good choices

Ask for help and give help

Pray for the needs of others

III. Talk and Write Clearly:

Read many kinds of writing

Speak with classmates and adults kindly

Listen to others

Write neatly on all class work and homework

IV. Learn Something New Each Day:

Set goals for the day, the week, and the month

Finish all class work and homework by doing your best

Learn to use the keyboard & use the computer

Ask questions and think about answers

Our Lady of Perpetual Help School

SCHOOLWIDE LEARNING EXPECTATIONS (SLE)

Expectations 4-8

The students of Our Lady of Perpetual Help School are expected to be:

I. Catholic Christians who:

Actively grow in their relationship with Christ
Honor Mary
Practice Christian values daily
Care for creation

II. Individual and Globally aware Christians who:

Learn from and act upon Social Justice issues
Make decisions based on facts
Accept responsibility for their own actions
Participate in service to the school, church, family, and community

III. Effective Communicators who:

Articulate in writing their own personal beliefs and opinions
Interact appropriately with people of all ages both in and out of school
Lead by example in working collaboratively and resolving conflict
Respect other cultures, ethnicities, physical appearances, and points of view

IV. Life-long Learners who:

Exhibit personal achievements in all academic subjects.
Complete individual assignments and participate in group assignments.
Successfully use technology to complete class work and homework.
Can state his/her own strengths and areas for improvement and work to strengthen areas of weakness as a student

C. ORGANIZATION FOR STUDENT LEARNING TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.

At OLPH School, we strive to make sure that all students are achieving at high levels according to their abilities. Some of the ways this is achieved are through collaboration between teacher and student, teachers working together to ensure that no parts of the curriculum slip through the cracks as students advance from grade to grade, close contact between teachers and parents, and input from the principal, pastor and school board.

First and foremost, we view ourselves as a Catholic school that is here to guide the hearts and minds of children. In order to keep Catholic identity at the center of all that we do, the students are immersed in our faith throughout the day. The school gathers for prayer led by the Student Council each morning in front of the OLPH statue that was placed in the courtyard to honor the celebration of our 50th anniversary in 2012. The students pray throughout the day, attend daily and holy day Masses, participate in feast days, and most noticeably, and are engaged with Father Robert on a regular basis. Father Robert not only teaches a religion class each week to the 8th grade students, but he enjoys visiting all the classrooms to greet the students, see what the students are learning, and to remind the students that he is with them always.

Not only are the students immersed in the Catholic identity, but the faculty/staff and administration are as well. The administration fully believes that in order to be an effective staff that communicates well to the students, we need to be a people who are living out our Catholic faith. The faculty/staff participates in Back to School, Advent, and Lenten retreats. These days are full of renewal and reflection that give the faculty/staff a moment to pause to consider the tasks that need to be carried out on a daily basis. The retreats give us a renewed energy to tackle life with all its blessings and hardships. The students benefit from a staff that is renewed in spirit.

It is a blessing to have both the principal and pastor on the school board to enhance our faith formation. Each meeting begins and ends with prayer, and often topics arise that Father Robert is able to explain in terms of our faith. The school board is kept informed of retreat opportunities and is very supportive of the staff engaging in this continued learning.

There is great emphasis placed on student learning. Teachers are always working hard to perfect lessons that will give their students new insight to the material they need to comprehend. Besides informal teacher discussions during lunch or after school, teachers also share their ideas in more formalized settings such as staff meetings and grade level team meetings. More frequent goal setting meetings between grade level teaching teams would allow for better articulation. We spend much time each fall reviewing ITBS/IOWA Assessment scores to see where improvement can be made along with acknowledging areas where students excelled. Students are given STAR reading tests each trimester to determine their reading and comprehension levels. These tests

show the growth in a student's reading ability and allows teachers to help students make appropriate choices when selecting independent reading books. Father Robert is in direct communication with the principal, Mr. Dodd. The school board at OLPH School is advisory only, but during monthly meetings, the members are kept abreast of all activities, learning, projects, field trips, testing, and involvements going on at the school. The members of the school board often give great advice and input as many of them are parents of current students. The board's input is valuable because it often lets the administration see happenings in a different light. A spirit of cooperation is permeated throughout the school from parents, to teachers, to students, to administration, to school board and principal to support high achievement for all students.

When students are high achievers, we want to celebrate their success and find ways for them to continue to excel. Students who are strong academically are encouraged to participate in extra projects that are engaging. Examples of this are Spelling Bee and Academic Decathlon. The students who have participated in both of these projects have been quite successful. Multi-winners in the Spelling Bee competitions have gone on to the county finals and the Academic Decathlon team the past year placed in the top five overall. Both projects require students to go above and beyond the normal classroom expectations.

When the students enter 6th grade, we evaluate them in the area of math to see which students would be able to bypass 6th grade math and jump into pre-algebra. Throughout the next school year, the selected 6th graders join the 7th graders in the pre-algebra class, take algebra as 7th graders, and take geometry as 8th graders. The number of students that are able to skip the 6th grade math is growing each year. The 2014-15 school year will have six students taking geometry as part of their 8th grade curriculum.

On the other end of the spectrum, when we have students who perform below grade level, we do everything we can to get them to grade level. We have a Resource Specialist on staff who works with students on a pull out basis. She has been through training to help with reading and math difficulties. Many teachers will volunteer their time after school to tutor students who need extra help in specific areas. All of the younger grade classrooms through 5th grade have an aide that allows for more individualized help to those students who need it. Teachers evaluate the ITBS/IOWA Assessment scores looking for high and low scores to be able to pinpoint exactly where a particular student might be struggling. The information given in the ITBS/IOWA Assessment data is extremely useful in determining where struggles might be happening rather than guessing the general area in which a student is struggling. More professional growth opportunities for faculty/staff would assist in additional research-based strategies for improving learning.

Besides academics, there are many ways for a student to excel and be a high achiever at OLPH School. There are many sports offered for students of all ages. Students can also participate in choir, after school clubs, robotics, and service projects.

A strategic planning process that includes a focus on supporting high achievement for all students is in place. Achievement is communicated to the parents at regular intervals. Progress reports are sent out halfway through each trimester. Report cards go home at the end of each trimester. Newsletters are sent out weekly by administration and teachers. Parents are also able to email any person on staff. The grading system used at our school gives parents immediate access to grades and information at any time simply by going online. Phone calls are made and letters are sent, as well as informal chats by the gates during drop off and pick up time. Awards are given out on a trimester basis to motivate students to continue their hard efforts.

It was discovered that students have ample opportunities throughout the day to connect with God and our Catholic faith such as daily prayer and weekly Mass. Teachers use the ITBS/IOWA Assessments to guide curriculum leading to less reteaching of mastered material and more emphasis on material that needs to be learned. There is excellent communication between the parents, faculty/staff, and administration. We discovered that more frequent goal setting meetings between grade level teaching teams and additional professional growth opportunities for professionals and staff are needed.

Accomplishments:

- Participation in Diocesan Academic Decathlon
- STAR/Accelerated Reader
- After school clubs
- Resource teacher (part-time)
- Effective communication to all shareholders

Evidence:

- Student winners of various contests
- Board and Faculty Meeting minutes
- Fansler Scholarship winner (2009, 2012, 2013, 2014)
- Strategic Plan – Marketing

Goals:

- More frequent goal setting meetings between grade level teaching teams.
- More professional growth opportunities for professionals and staff in technology to improve differentiated instruction

D. DATA ANALYSIS AND ACTION TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.

At OLPH School, we continually use data to drive instruction. Examples of this include evaluating ITBS/IOWA Assessments scores, looking at ACRE test results, testing students in the STAR portion of the Accelerated Reader test to determine comprehension levels, and using tests, quizzes, oral discussions and observations to determine student ability. We have a very strong Catholic identity at OLPH School, due in part to the origins of our school and also due to ongoing efforts to put our faith at the forefront of all that we do. Every class at OLPH School receives instruction in religion each day with the second graders receiving instruction in faith formation for their First Reconciliation and First Communion. The 5th and 8th graders at our school are tested each year on their knowledge of religion as well as their opinions regarding social issues such as marriage and truth.

Each teacher evaluates their students in religion to ensure understanding of our Catholic faith. They use tools that include Bibles, textbooks, journals, rosaries, statues, prayer, religious websites, and pertinent videos. Religion class lends itself to much discussion in the class about right and wrong. Students have many opportunities to discuss moral issues that are a part of their community: the homeless population, immigration laws, abortion, same-sex marriage. The discussions are tailored to age and grade appropriateness with younger students discussing problems such as ways to love their friends and family, right from wrong, telling the truth, and cooperation. Older students have a better grasp of the types of issues that might be found in the news. Teachers are able to assess student understanding through these types of informal discussions in class. They also ask students to write their thoughts in the form of essays or quick writes. This gives quality feedback as to whether or not the students are grasping the religious information.

One way that we get specific information regarding religious instruction is through the use of the ACRE test. As mentioned, all 5th and 8th grade students take this test. The first portion of the test focuses on Catholic faith and the second portion of the test asks students their opinion about various moral issues. We use these scores, especially the ones in regards to Catholic faith instruction, to determine if the students are retaining information about Catholicism. The students scored lower in Church History and Catholic Faith Literacy; however, they scored high in the area of Life in Christ- Personal Morality and Catholic Social Teaching. They scored in the average range (73%-75%) for the remaining five domains. Teachers analyze areas of strength and weakness and adapt teaching to target areas for growth. We have prepared our students in the area of social justice, which also aligns directly with one of our SLEs.

It is our goal that students who attend OLPH School be well versed in the faith and have an understanding of ideals and catechism that they wouldn't otherwise have if not for attending this

school.

We also hope that students graduate from 8th grade and continue on to San Joaquin Memorial High School, the Catholic High School for the Fresno area. We also aim to instill in the students a desire to further their religious education and encourage them to attend confirmation programs to become fully confirmed in the church during high school. It is always gratifying to see students continue on in their religious education after leaving OLPH School.

As a faculty/staff, we recognize the importance to teach to various learning styles. It is necessary to differentiate instruction in order to provide accessible education to all students. The faculty read the book Understanding by Design, by Grant Wiggins, to further increase their knowledge in ways to reach every child in a way that gives meaning to them. Some different types of differentiation include: review, observations, ongoing assessments, small group activities, oral testing, and formative and summative assessments. We also use non-traditional assessments such as projects to allow a student to show their mastery of a subject area. Faculty frequently meets in grade level teams to evaluate the effectiveness of instruction and analyze assessment results. The faculty also uses ITBS/Iowa Assessment scores between grade levels and gender to provide us with information about students. This data is used to help plan differentiated lesson plans and to help identify those students who need more direct instruction from the on-campus resource teacher.

The teachers continually evaluate the religious education materials being taught to the students, and new books and curriculum have been recently purchased for the younger grades. The Family Life program at our school falls within the scope of religious education. We have curriculum that is followed for kindergarten through 8th grade. It is our goal to instruct students on the importance of relationships and family in our faith. Every student at our school also participates in the Safe Environment program called Keeping the Promise. This program is an awareness class for both parents and students that focuses on the safety of children whether that be emotional, physical, or sexual well-being. We take our role as educators very seriously and do everything in our power to ensure the safety of the students who are on this campus. Every adult who volunteers in any capacity on this campus has attended a parent Safe Environment class as well as having a fingerprint background check conducted. We want to make sure that the environment of our school is one that reflects what a Catholic school should stand for: faith, integrity, virtue, safety, and family.

The disaggregation and analysis of data are critical to the planning process at OLPH School. Such sources of data are found in the ITBS/IOWA Assessments scores for ELA, math, social studies, and science, the ACRE scores, in-depth studies conducted each year, family surveys, student surveys, parent surveys, and articulation with high school teaching staff. With the development of curriculum maps to teach to standards, we are aiming to eliminate the gaps in the social studies and ELA subjects. During years of non WASC accreditation, we will continue to map all other subjects.

With the exception of math, the majority of OLPH students meet or exceed grade level standards across all subjects. Though most students score on or near grade level in math, it is an area

where growth is needed. However, with the format change of the Iowa Assessment test three years ago, student scores initially dropped. We are analyzing data from this point to determine student growth as we move forward. At faculty/staff meetings, we look to see how the students are scoring in comparison with national averages. In areas where students are weak, teachers plan their curriculum around teaching these skills that need more attention. We have aides in each classroom grades transitional kindergarten through 5th which allows for teachers to provide individualized instruction if needed. Small group activities are also possible with the help of the aides. Additional training for classroom aides in differentiated instruction will improve student achievement.

In analyzing data it was discovered that there is a meaning trend. Some students score exceptionally high on the ITBS/IOWA Assessment scores, well into the 90th percentile. These students are often encouraged to participate in projects that incorporate higher level thinking skills. We have created a unique math program in which we have identified students with higher level of mathematical understanding to enter pre-algebra in the 6th grade (traditionally students at OLPH enter pre-algebra in the 7th grade). These students then take algebra as 7th graders and geometry as 8th graders. This program also has the benefit of decreasing the student to teacher ratio in 6th grade math. Students that have taken geometry in the 8th grade have moved into Algebra II or honors mathematics program in high school. In an effort to help more students meet the high standards required to enter pre-algebra in 6th grade, we have implemented IXL Math in grades TK-8th. IXL Math is an interactive math program that allows student, parents, and teachers to assist individual learners at their math level. We also encourage the higher scoring junior high students to participate in extracurricular activities such as the Spelling Bee, Science Fair, and Academic Decathlon. Creating opportunities for students to gauge their authentic achievement through self-reflection and peer review will hold the students accountable for their education and prepare them for higher education.

Another way in which our students are supported is through the hiring of a Resource Teacher. This credentialed teacher has received specialized training to allow her to better work with students who need individualized instruction, especially in the area of reading. The resource teacher is integral to the process of analyzing assessments to help teachers in determining which students will most benefit from differentiated instruction. Students who need help are identified through teacher recommendation, test scores, and parent request. The students are then pulled out of their classroom on a weekly basis to receive this instruction. The students who have worked with the resource teacher have been very successful in reaching grade level scores on class work and formalized testing.

Many of the teachers at OLPH School give of their own time after school, during recess, or during lunch to work with students who need extra help beyond the classroom setting. Often times a student will have better understanding of a particular concept from just one session with a teacher. If more help is needed, teachers will continue to work out a schedule that is beneficial to the student, teacher, and parents. Teachers also use data disaggregation and analysis from standardized testing to plan strategies, activities, and lessons to better engage all students in becoming higher achievers. It is our goal that every student succeeds to the best of their ability.

OLPH School believe that a Catholic education should be available to all those who want it, regardless of prior education or ability. We have several students across many grade levels that experience learning difficulties such as ADD, ADHD, developmental delays, processing problems, and more. We do our best to place students into the grade that is most appropriate for

their learning ability. For example, some students might be working at a 3rd grade level, but chronologically should be in 6th grade. It is not appropriate to place a 6th grade student into a 3rd grade class, so every effort is made to provide that student with material that allows them to make gains in their learning levels and affords them a measure of success. It is a goal to help every student reach grade level or above, however, this simply might not be possible for every child. In the event that teachers are working with a student who will not achieve grade level, the goal becomes to teach the student in a way that they are making progress at their own level. We want all students to move forward and make meaningful progress in their learning. When this is occurring, the teachers are in close contact with parents to ensure awareness of the education process from both sides. We recognize parents as the primary educators of their children and want to be able to help and enhance the learning process for their child.

In summary, OLPH School uses a wide variety of tools to form assessments that benefit students and help to drive curriculum planning. Our goal is to allow each child to learn to the best of their ability, but to be able to quickly spot and respond to learning issues when needed. We provide aides, a resource teacher, after school tutoring, guided curriculum planning, and extracurricular opportunities for students to ensure achievement for all. It was discovered that opportunities for students to gauge their authentic achievement through self-reflection and peer review needs to be created and more training for classroom aides in differentiated instruction to improve student achievement is essential.

Accomplishments:

- Resource teacher available to primary students.
- Multiple forms of assessment to more effectively meet the needs of students
- Aides in classrooms through 5th grade to allow for small group or individualized instruction.

Goals:

- Increase math proficiency in all students.
- Train classroom aides in differentiated instruction to improve student achievement

Evidence:

- ITBS/IOWA Assessment results: charts, graphs, and tables

- STAR reading results
- Professional development courses taken by staff
- Annual reports
- Enrollment numbers
- DRA reading intervention test results

- Curriculum planning across grade levels
- ACRE assessment
- Teacher made and text assessment results based on standards

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

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

All students at OLPH School are taught the SLEs from the first day they enter the school. We realized several years ago that it would be beneficial to break the SLEs into two separate sections: one for grades preschool through 4th and one for grades 5th through 8th. This allows for greater understanding in each grade and it allows us to use language more appropriate to the grade levels. The SLEs convey the same information whether it is for the younger or older grades, but does so in a way that is more appropriate to the levels. A formalized self-assessment of SLEs for all students needs to be developed.

In learning the SLEs, the students are reminded that God is at the center of all that we do. The SLEs focus not only on high achievement in academics, but also the desire to continue learning long after school is done. There is a great focus on our faith as the guiding force in all that we do. There are also SLEs that focus on treating others as God would treat us and learning to navigate in a world filled with temptation. Our hope is that when students graduate from 8th grade, they can look back at the SLEs as a guideline for life: love of God and faith, work hard, achieve to your best ability, and keep learning long after school is done.

We follow the curriculum guidelines set forth by the Diocese of Fresno which are standards based. We use Curriculum Guideline books to ensure that the material is being covered and also to ascertain whether or not the concepts were introduced, reinforced or mastered. These curriculum standards are challenging and relevant and create a continuum of learning for all students. As teachers, we want to make sure that we are covering all material that needs to be taught. We frequently refer to the Curriculum Guideline throughout the year to ensure this is happening. At the end of each year, the material is checked off for the grade level and the book is passed to the next teacher. We continue to do this until the class has completed 8th grade. Working at OLPH School allows teachers the freedom to teach within a constructed guideline. We are free to teach concepts in a way that fits our styles and the needs of our students. This allows us the freedom to bring in supporting materials to help students understand the ideas being taught. When teachers see the subjects that have been checked off in the Curriculum Guideline, they can meet the need of providing extra challenges for classes. In another situation where students have not mastered particular concepts, the teachers can make sure to slow down and introduce or reinforce the material until mastery has occurred.

The values we hold important are found in the SLEs, the mission, and the school philosophy. These values are integrated throughout all subject matters and are meeting the standards set forth by the USCCB. Some of these values include: caring for creation, acting upon social justice issues, honoring Mary, participating in Christian values daily, and respecting all cultures, ethnicities, physical appearances, and points of view. Faculty/staff work to design lesson plans

and projects to enhance the learning of these values. Monthly service projects enable the entire school family to help give back to the community outside of the school. Weekly Masses and First Sunday Masses provide our students the opportunity to participate in liturgical and communal prayer with the OLPH Parish.

Teachers also use impromptu moments to highlight the needs in the school and parish community. For instance, our school family has experienced the loss of two parents in the past two years. The students have learned to support the grieving children and to show compassion to the entire family when attending funerals or through prayer. Students have also demonstrated their love and compassion for people outside of our school and respond to the needs of others. A seventh grade student saw a need to help the people of the Philippines last year when the country experienced a devastating earthquake. This student organized a fund raiser that involved the entire school in giving money to help those suffering from the natural disaster. It is our hope that all students will rise to occasions such as this and to respond to those in need.

The teachers at OLPH frequently meet to discuss long range goals and plans for their students. We have grades preschool through 8 at our school, but there is only one class per grade. This means that we don't have grade level meetings, but rather team level meetings. Our teams are as follows: Preschool through 2nd grade, 3rd grade through 5th grade, and 6th grade through 8th grade. The teachers in these respective grades meet, often times at our staff meetings, to plan lessons that are appropriate for each grade, and ensure that learning across the grades is fluid. This is especially helpful when planning large units such as writing and language arts or when making sure all concepts are taught in math or science. We also use this time to ensure that the SLEs are being met and are relevant to each child. We also make sure that each SLE fits in with the curriculum standards that we are teaching.

Besides testing, observation, and verbal discussions, we have also devised rubrics to be used to assess the SLEs. The primary and upper grade levels use two different rubrics to assess understanding and knowledge of the core values and ideas we want all students to take away with them from our school. The rubrics are sent home two times a year showing parents progress made regarding the SLEs. Besides using rubrics as an assessment, students are often asked to write about a particular SLE, especially in the 8th grade. This gives the teachers greater insight to whether or not the students understand the individual SLEs.

Rubrics and writing samples are not only used to assess SLEs, but are also used across the curriculum in all areas. Science projects, writing prompts, art projects, oral reports, and more benefit from the assessment using a rubric. Other methods of assessment include discussion, question and answer, testing, writing samples, portfolios, projects, self-assessment, quizzes, and ITBS/IOWA Assessment scores. We prefer to use a variety of assessments to ensure that each student has a chance to display their strengths through a form of assessment that showcases what they have learned. Some students perform very well in oral presentations and can earn high scores with a rubric, while other students are very comfortable taking pen and paper tests.

Teachers use the information from the various assessments to determine if mastery of material has occurred. If a large percentage of the class fails a particular assignment or test, the teacher will reteach the information using different methods or projects to impart the material. If assessments reveal that the majority of the class has mastered the material taught, the teacher will feel free to move forward in the curriculum, often times spending extra time in class or after school to continue to work with the few who still might not grasp the concepts to a satisfactory level. At OLPH School, we are blessed to have a resource credentialed teacher who has received specialized training to work specifically with students who are falling behind or are unable to grasp certain concepts, especially in the area of reading. These students are pulled out of class on a weekly basis to work with the resource teacher to ensure their understanding of core concepts. Many teachers spend their extra time during lunch or after school to tutor students who need extra help. The teachers at OLPH School are dedicated to making sure that each student progresses as far as they can to the best of their ability. Therefore, teachers design, monitor, and assess plans to assist students in making acceptable progress.

Another way that staff is making sure that all students are making acceptable progress is through the use of technology. The students in our classrooms today are products of the 21st century. They have never known a world without cell phones, computers, and personal tablets. These children often work better in an environment filled with technology and electronics. To this end, we have worked to increase the students' access to technology each year from installing at least 10 computers into each classroom, installing whiteboards and overhead projectors that connect to the computers, to implementing an iPad program in the junior high beginning in the year 2014-15. The students have had the opportunity to Skype with children in classrooms around the world to learn about their culture and education. They have been able to use computers for reading units, to write reports, to research information on the internet, and to take STAR reading assessment tests that are used to guide reading choices for Accelerated Reader. The students in junior high will have the ability to run "apps" that will allow the teacher to interact with them to instantly assess knowledge and understanding. A majority of the "apps" are chosen by teachers to enhance and support the curriculum and daily lessons. The teachers have found various "apps" from an interactive dissection of a frog, to what was happening at this day in the Civil War, to an innovative learning management system that makes it easy to create and share academic content. Students can turn assignments into the teacher using cloud servers such as Dropbox, and they can make creative projects and videos using their tablets to demonstrate knowledge. OLPH is currently finalizing student policies and rules that all students and parents will sign. The addition of the iPad program to the school is going to open up a wealth of technological possibilities for the staff and students.

It was discovered by analyzing data that the school's High Achievement by All Students Toward Clearly Defined SLEs and Curriculum Standards would benefit from having the students self-assess their grade level SLEs. The continuation of the iPad program, including iPad training for teachers, and a formalized self assessment of SLEs for all students is needed.

Accomplishments:

- Individualized SLEs that are age level appropriate.
- Teaching teams that meet to discuss SLEs, curriculum standards, and long term goals.
- Differentiated math groups in grades 6-8.

- Reading and writing resource teacher.
- Completed curriculum mapping for social studies.

Goals:

- Continue with the iPad program, including iPad training for teachers.
- Formalized self assessment of SLEs for all students.

Evidence:

- ITBS/IOWA Assessments
- SLEs posted in each classroom, on the OLPH website and in the Parent/Student Handbook.
- School website
- Staff surveys
- Pictures of events
- Portfolios
- Lesson plans
- Faculty minutes

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.

The presence of the Sisters in the school is a continual and daily reminder of the sacrifices that were made to bring Catholic education to the city of Clovis and the parishioners of OLPH Church. The majority of the faculty/staff at OLPH is made up of lay people who take their calling of teaching very seriously. The faculty/staff is a living example of what it is to be Christ like each day. Many faculty/staff are parishioners at OLPH Church, and they receive the sacraments such as the Eucharist and Reconciliation on a regular basis.

The teachers at OLPH School teach religion each day and also attend classes to obtain or maintain their religious certification. They are examples to their students in how they interact with them each day. Taking the time to listen to two students who are having trouble getting along, listening as a student explains a long story about their adventurous weekend, handling discipline in a fair and individualized manner, and celebrating successes with students who understand a new concept are all ways in which we act as Jesus to each other. We recognize that the students are always watching us, and we strive to set good examples for the students to follow.

There have been many areas in which we have increased our technological availability to the students to enhance learning. We began using Accelerated Reader (AR) with the students to increase reading levels and comprehension. Teachers have been to various trainings on how to better use AR to create a comprehensive program for each classroom. At one point, we used Accelerated Math (AM) in the classrooms, but did not have the same positive results with the program as we did with the reading element. Other areas of technology include having at least 10 computers in each classroom. There are several teachers that have Smart Boards in their rooms. All classrooms have the ability to either project information from a computer to a television screen or through a projector to a white board or screen. This enables teachers to be able to use the internet with students in immediate learning situations in the classroom. This year at OLPH, we will be implementing a junior high iPad program. The iPads have been purchased for the teachers and they have received basic training on how to use them in the classroom. The students in junior high will be encouraged to bring tablets to school if they have them for the 2014-15 school year. The program will be mandatory for the 2015-16 school year. Additional ongoing training will occur for the teachers to continue to better their methodology using the new tablets. Other staff development opportunities, especially in integrating technology into instruction, are necessary.

Using the knowledge gained from a staff in-service of the book Understanding By Design, the teachers at OLPH School use a wide variety of differentiating and assessing to evaluate the students in the classrooms. These range from tests and quizzes, oral discussions, group projects,

quick writes, essays, multiple choice, technology use, and projects. We know that all students learn differently, so as teachers, we strive to assess students in multiple ways to truly get a realistic picture of each student's abilities and talents. With the implementation of after school clubs, multiple grade level field trips, and a junior high trip to Washington, D.C, we have created opportunities to enhance curriculum. The 8th grade teacher runs an interactive project when teaching how bills become laws in the United States. The students are broken into Senators and House of Representatives to bring bills before the group. They work through all the steps to vote on the bills and have them signed into laws by the president. This project gives the students a realistic sense of how Congress works in our country. The 7th grade teacher has the students do a project where they have to build either a plant or animal cell using everyday materials. This allows students who are kinesthetic learners to create and build while at the same time learning.

Along with the various assessments that are conducted in class, the teachers at OLPH School also use the scores from the ITBS/IOWA Assessments to help guide curriculum. We assess the results carefully, looking for trends between the high and low quartiles. If the classroom of students understands a certain concept, less time can be given to that during the year. However, if there is a low testing area across the board, the teacher will know to spend more time on that concept to ensure the students gain a better understanding. We also spend time with the teachers that are a grade above and a grade below to see where there might be ITBS/IOWA Assessment score areas that are showing a trend in the high or low subtests from year to year. For instance, the scores for listening in the 2nd and 3rd grades often come back low. It is an area that the teachers have chosen to work on in order to build this skill. We have also seen the scores, especially for reading, build steadily until 8th grade where they typically score in the high school range. Another form of testing scores that are used is the ACRE test given to the 5th and 8th grade students in the area of religion. Just as with the ITBS/IOWA Assessment scores, the teachers evaluate the results to determine if there are any areas in which extra instruction needs to occur. We determined that when the students reach 8th grade, they are weak in the areas of Church History and Catholic Faith Literacy. They excel in the area of Life in Christ- Personal Morality and Catholic Social Teaching. The 5th graders who take the ACRE test show low scores in the area of Church History and Life in Christ – Personal Morality and Catholic Social Teaching. However, they do well in the area of Church- One, Holy, Catholic and Apostolic. We can use this information to determine that all grades need better instruction in the area of Church History, but by the 8th grade, students are mature enough to handle in-depth discussions and lessons on social justice issues.

Instructional methodology is clearly linked to the curriculum standards in each classroom. Teachers follow the curriculum guidelines as outlined by the Diocese of Fresno. This allows a strong framework in which to teach, but also gives teachers the flexibility to incorporate original ideas and supplemental materials. It is refreshing to know that we do not have a “cookie cutter” style of teaching. If a lesson is not going well, the teachers have every ability to change the way the lesson is taught. This freedom leads to better teaching. At the end of each school year, the teachers fill out the Curriculum Guidelines binder and pass it to the next teacher. We are able to see from year to year which material has been mastered. Along with looking at assessments such as ITBS/IOWA Assessment scores, this binder gives each teacher a starting point in deciding

what to teach and how to go about it. Along with the curriculum standards, the teachers at OLPH also pay close attention the SLEs that we devised for the lower and upper grades. We make sure that each lesson and objective falls somewhere on the spectrum of the SLEs. We also reinforce with the students what we are teaching and why. The students themselves are able to connect various lessons to the SLEs that they live by. Curriculum maps for ELA and Social Studies have allowed teachers to better plan their long term goals for the year while making sure to meet the curriculum standards in these subject areas. It is planned to continue curriculum mapping across all core subjects to align with Common Core standards.

In analyzing the data, faculty/staff recognize the need to continuously challenge the students in all learning areas and continue to be aware of best practices in our field to meet these needs. We need to take advantage of classes and workshops providing development in the area of research based methods to update our teaching practices.

Accomplishments:

- Creation of social studies and language arts curriculum maps for the purpose of more effectively implementing the CCSS with Catholic Identity into our curriculum and to assist in short and long term lesson planning.
- Catholic values integrated throughout curriculum.
- Extracurricular activities: creation of after school clubs, multi-grade fall field trip, and junior high trip to Washington, D.C.

Goals:

- Continue curriculum mapping across all core subjects to align with Common Core standards.
- Increase staff development opportunities, especially in the areas of integrating technology into instruction.

Evidence

- Curriculum maps
- SLE posters throughout the school
- Progress reports and report cards
- School year calendar
- Photos of all events
- Standardized testing
- Student work samples and portfolios

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

OLPH School is committed to being a strong, close community of faith. In keeping with the school philosophy, faculty/staff works to foster a partnership with parents, encouraging mutual support of all efforts toward the personal, spiritual, and academic growth of each and every student. Students are provided many opportunities to demonstrate and develop in their Catholic faith.

In guiding the students to achieve the SLEs of connecting to the school wide faith community, OLPH works to provide a wide range of spiritual experiences. Students are encouraged to be active faith-filled community members by providing volunteer service to their community. Some volunteer activities include participating in food drives, working at Saint Martha's Pantry, and raising money for Magic of Change.

We recognize that parents are the primary educators of their children. OLPH is continuously working with parents to assist in their children's spiritual formation. The parents are expected to take an active role in the sacramental preparation especially for second grade and support our Junior High Students in performing their various community service projects. The data we polled from the parent surveys indicate that parents feel that opportunities for their children to participate in school liturgies and services are adequate. They also acknowledge that the school continues to work on teaching the traditions, including the rituals of the Roman Catholic Church. The opportunities provided meet the needs of the students; however, we feel there is room for growth in relation to parent involvement in grades three through six for personal, spiritual, and academic growth of their children.

The primary focus of OLPH continues to be to guide the students in their faith formation. Our faith is at the start and end of each day. Student's spiritual development is supported through stewardship, liturgical experiences, and frequent prayer. Spiritual formation and support for the religious mission of the school are the highest priority. We are very fortunate to have the Sisters of the Immaculate Conception at OLPH. They provide continuous infusion of faith into the students' everyday learning.

In helping to develop students' personal growth, we offer a comprehensive sports program to both boys and girls through physical education classes or in league play. Golf, volleyball, football, softball, and basketball are offered to players in fourth through eighth grades. Cross country and track and field are for students in the second through eighth grade. Our Catholic identity is seen on the field through prayer before the start of the game and in our player's great sportsmanship. The athletic program is designed to provide as many students as possible with a

physically, emotionally, and socially competitive experience. Both athletes and coaches are required to follow a Code of Ethics. The program also provides students with the opportunity to develop skills in the various sports, self-control, sportsmanship, social skills, and to become physically fit young adults. OLPH participates in two separate leagues in the Fresno/Clovis area, the Parochial Athletic League (P.A.L) and Central Valley Athletic League, which consists mostly of public schools.

OLPH provides a music program for transitional kindergarten through eighth grade students on a weekly basis. They lead weekly Masses as well as prepare for first Sunday services. They sing for First Communion, graduation, and community events such Silverfoxes, Blue Mass, and Nazareth House. Our entire student body participates and performs a Christmas play and sings in an annual Spring Sing.

OLPH utilizes federal funds to support high achievement of all its students. Title II funds are used for professional development of teachers. In 2012, a Developmental Reading Assessment program was purchased for both primary and middle school classes. The entire staff spent a day training on how to use this program in the classroom. This past summer the junior high teachers spent a few days in a technology seminar offered through Clovis Unified School District on how to implement the iPads into their classroom. We offer a variety of student services such as classroom aides and a resource specialist to enhance spiritual, personal, and academic growth but feel that this is an area of continual improvement.

Our mission statement clearly upholds a partnership between school, parish, and families. Parent participation and leadership is vital to the success of the school. Families are required to complete 30 hours of volunteer work during the school year. Participation in our fundraising program of \$500.00 per family and other fundraising projects is required. Parents volunteer in organization capacities and direct contact roles. Some of these roles include the following: parents assist in the classroom and office, serve as lunch supervisors, chaperones, and coaches, participate in parish and school fundraisers, and organize various events throughout the year.

For an additional fee, OLPH on-site Extended Day Program provides a safe and loving environment for children who are picked up later than regular dismissal time. It is structured to support the SLEs by helping students learn to manage their time and develop age-appropriate study skills and habits. Our Extended Day Program is divided into grade/age appropriate groups to work towards becoming effective communicators and learning to interact with their peers. The students also participate in outdoor physical activities for 30 minutes in the afternoon.

In analyzing data on support of student growth, we see the need for increased student services. More than ever, students are transferring to the school from public schools, home schooling, or other private schools. These students often struggle to integrate spiritually, personally, and academically into the school culture. We are also seeing an increase in special needs students whose parent's desire for them to receive a Catholic education. Teachers need to be given the tools and support to meet the needs all of our students.

Accomplishments:

- Quality and frequency of parent involvement
- Extra-curricular opportunities to practice and develop the Catholic values and SLEs
- Community awareness to those in need

Goals:

- Continue communication and cooperation between school and parents regarding all aspects of student learning
- Improve student services

Evidence:

- Parent Student Handbook
- Athletic team schedules
- Athletic bulletin on School Speak
- Tuesday Newsletter
- Co-curricular activity student rosters
- Parent volunteer sign in binder
- Parent volunteer hour records
- Keeping the Promise curriculum
- Safe environment binder

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

OLPH School provides funds that support the SLEs. OLPH's administration and school board practice responsible stewardship. The administration uses mandated accounting procedures set forth by the Diocese of Fresno.

OLPH School, as a ministry of OLPH Church, follows budgetary development, implementation, and review policies according to diocesan guidelines. Sound financial planning and responsible fiscal management allow resources to sustain a quality educational program. The resources support the high achievement of the students in their mastery of the SLEs and curriculum standards. The general financial condition of the school is solid and the operating budget has been moving towards the positive over the previous four years with increased enrollment driving the trend. The budget is designed to ensure a quality Catholic education for the students. In preparing the budget, the Principal, Pastor, and financial administrator formulate the budget in March after securing the anticipated office and staff needs, diocesan salary scale for current staff, expected benefit costs, instructional supply needs of the staff, in-depth curriculum changes, expected enrollment, parish subsidy, anticipated tuition assistance, fundraising, and possible miscellaneous income. The current year's budget reports also influence the initial preparation.

The proposed budget is reviewed by the entire school board before final approval by the pastor. All members of the school board and the parish finance council are given opportunity for input into the proposed budget before it is finalized. The pastor and principal present the approved budget to the school board at the May meeting. The budget is updated by the pastor, principal, and financial administrator in September when enrollment and employee costs are finalized.

Tuition does not cover the cost of the education of the individual student. The tuition only covers 84%, and the remainder of the funds are provided by the parish, Parent Club, Extended Day Care, and other donations. Tuition collection is handled by the Administrative Assistant under the direction of the principal. A series of letters are sent to families with delinquent accounts which are based on individual family situations. Delinquency has not been a significant problem. Financial aid is available through our Tuition Assistance program. Over \$45,000 in tuition assistance has been awarded to approximately 50 families each year.

Currently, monthly financial reports are prepared for the principal and pastor by the financial administrator using the diocesan approved Quick Books accounting system. These reports include a monthly report, an actual vs. budget report, and an actual vs. year-to-date report. A diocesan chart of accounts that is localized to the school's needs is used. The Diocese of Fresno provides financial management support through mailings, phone calls, emails, and other written communication.

The financial reports are reviewed by the pastor, principal, financial administrator, and parish finance council each month. The majority of OLPH School's students come from middle class two-parent families. Parents are employed in a variety of professions. When times are difficult financially, additional tuition assistance funds are made available on a case by case basis. The pastor is committed to making sure that financial hard times do not cause families to leave the school. Annually, the Parent Club raises approximately \$90,000. The Parent Club has committed to raising \$75,000 for the general budget. The Parent Club raises over \$10,000 each year for staff Christmas bonuses, student scholarships to San Joaquin Memorial, and miscellaneous school needs that are outside the general budget.

OLPH School receives great support from the parish. The parish generously donates \$25,000 to tuition assistance and approximately \$65,000 in direct parish subsidy. The school currently has approximately \$250,000 in the school endowment. Interest is currently being applied to the principal with the hope that it can grow to the point the interest can be used to bolster both tuition assistance and capital improvements. The parish finance council oversees the endowment.

When parents consider investing in a Catholic education for their children, the importance of community is emphasized. They understand that their commitment requires much more than just paying tuition. The 30-hour family commitment to volunteer is an integral part of their child's education. They have the opportunity to volunteer as classroom helpers, chaperones for field trips, recess aides, and coaches just to name a few. The majority of families exceed this requirement.

OLPH School's philosophy, mission, SLEs, and the results of assessment of student learning are the basis for the distribution of resources. Resources are allocated to all aspects of school life ranging from general operation to salaries, benefits, textbooks, educational materials, sacramental programs, music, technology, fine arts, and staff development.

Funds allow added staff positions over and above administration and classroom teachers. They include a part-time resource teacher, music teacher, athletic director, part-time aides for grades Transitional Kindergarten-5, extended day care personnel, and for support staff.

In order to maintain a quality staff, the school provides funds for professional development in technology, reading assessment, and classroom management.

Funds are available to review and update the curriculum as needed. The Diocese determines which subjects should be evaluated. SLEs, Diocesan Curriculum Standards, and Common Core Standards are used in this process.

The financial resources available to OLPH School are sufficient to sustain the school program. They reflect sound financial practices and responsible stewardship and are used effectively to carry out the school mission, philosophy, and SLEs. The main source of revenue is tuition and registration fees. Tuition payments are paid over ten months. The ACH system is required of all families for tuition payments unless an arrangement has been made with the school. The school

offers tuition assistance to all families. Tuition assistance is funded by parish funds, donations by Catholic organizations such as the Knights of Columbus, and private donations.

The projected enrollment for 2015-2016 is 290, which is 60 students below full capacity. Although the school is not at maximum capacity, the school continues to meet its financial obligations.

OLPH School's academic priority is to provide a qualified staff for its students and provide appropriate staff development. The school follows the Diocesan salary scale and resources are budgeted for professional development. OLPH has also benefitted from Title II funding which has provided staff development in reading assessment and Common Core workshops, as well as teaching resources for the classroom.

The Diocese adopts a new annual salary scale each year. The major areas of annual revenue over and above tuition are the Parish subsidy (\$65,000), Parent Club contribution (\$75,000), and extended day care (\$45,000).

The principal and technology coordinator work with the staff to integrate technology into the curriculum. Each classroom is outfitted with 10 computers that are regularly updated. Computer lessons are part of the daily curriculum. An iPad program for the junior high was begun with teachers receiving iPads and training in 2013-2014.

OLPH School has a well-defined procedure for maintaining and upgrading the school facility. The school buildings are considered to be part of the parish facility. The principal is responsible for both the overall and the day-to-day upkeep. He is responsible for supervising the custodian and other members of the maintenance staff. The pastor and principal, along with the school staff, are dedicated to keeping a regularly maintained campus. Maintenance projects are usually completed over the summer months as identified by the pastor, principal, and staff.

Since the last WCEA/WASC visitation, through the efforts of administration, staff, and concerned parents, many projects and capital improvements have occurred. These include upgrading a separate building to house our junior high to make room for the addition of a Transitional Kindergarten, additional fencing, a snack bar, upgrading all bathrooms, repaving of blacktop, cement benches added to playground area, and replacement of storage shed. The estimated cost of these and other capital improvements was approximately \$120,000. The school facilities meet the current needs of students.

OLPH School operates from the direction of a strategic plan. The school works with a five year strategic plan. Embedded within this plan is also a one year and three year plan. This plan is reviewed and modified by both school board and Parent Club each spring at a joint meeting. This regular review and modification has allowed OLPH School to be more flexible to the changing needs of students and their families. This process was paramount to the addition of a Transitional Kindergarten for the 2013-2014 school year.

OLPH School is happy to acknowledge that graduates do very well at their high school of choice. Graduates also consistently have success at major universities throughout the United States

OLPH School has been blessed for many years with a strong resources base, as well as generous parish support, which make it possible for the school to accomplish its mission. School enrollment has been steadily increasing. The facilities have been regularly updated, renovated, and are very well maintained. With continued vigilance, commitment to the values instilled by the Sisters of the Immaculate Conception, and planning, OLPH School will continue to provide students with a high quality education in a spiritually rich environment grounded in the Catholic faith.

OLPH School benefits from sound budgeting and business practices and a financial aid program which allows the school to be affordable to Catholic families. Maintaining and recruiting a well-qualified staff continues to be a high priority as OLPH School works to produce students of the highest quality in both academic excellence and spiritual development. The resources available to the school are sufficient to sustain the school program, reflect sound financial practices and responsible stewardship, and are used to carry out the school's mission statement, philosophy, and the SLEs.

Accomplishments

- Fiscally sound budget and well-maintained facility
- Strong financial support from Pastor and Parish
- Excellent parent involvement in school fundraising activities
- Generous tuition assistance and discount for additional children to make school accessible to more Catholic families
- Upgrade and modernization of facilities

Goals

- Additional Tuition Assistance
- Increase Parent Club fundraising

Evidence

- Budget and Financial Reports
- Tuition Forms and Documents
- Five Year Strategic Plans
- Advisory School Board minutes

CHAPTER 4 –ACTION PLAN

A. DESIGN AND ALIGNMENT OF THE ACTION PLAN WITH THE SELF STUDY FINDINGS

The Action Plan addresses the school’s critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don’t exist), and other governing authority expectations.

Significant Accomplishments

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

- 1st Sunday Student Mass
- Purchased new primary and 8th grade religion books
- Dedication of new statues (St. Carmen Salles and Our Lady of Perpetual Help)
- Fr. Robert actively participates in school functions
- New SLE rubrics and self-assessments
- Music and directed worship team

B. DEFINING THE SCHOOL’S PURPOSE

- Updated SLE rubrics
- Updated mission statement
- Updated philosophy statement
- SLES are visible throughout the school

C. ORGANIZATION FOR STUDENT LEARNING

- Participated in Diocesan Academic Decathlon
- STAR/Accelerated Reader
- After school clubs
- Scholarships
- Resource teacher (part-time)
- Effective communication to all shareholders

D. DATA ANALYSIS AND ACTION

- Resource teacher available to primary students.
- Multiple forms of assessment to more effectively meet the needs of students
- Aides in classrooms through 5th grade to allow for small group or individualized instruction.

E. SLEs AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT FOR ALL STUDENTS

- Individualized SLEs that are age level appropriate
- Teaching teams that meet to discuss SLEs, curriculum standards, and long term goals
- Differentiated math groups in grades 6-8
- Reading and writing resource teacher
- Completed curriculum mapping for social studies

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Creation of social studies and language arts curriculum maps
- Catholic values integrated throughout curriculum
- Extracurricular activities: creation of after school clubs, multi-grade fall field trip, junior high trip to Washington, D.C..

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

- Quality and frequency of parent involvement
- Effective integration of technology into curriculum
- Extra-curricular opportunities to practice and develop the Catholic values and SLEs
- Community awareness to those in need

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Fiscally sound budget and well-maintained facility
- Strong financial support from pastor and parish
- Excellent parent involvement in school fundraising activities
- Generous tuition assistance and discount for additional children to make school accessible to more Catholic families
- Upgrade and modernization of facilities

Significant Goals

A. ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY

- Using broader forms of prayer in our curriculum
- Provide education and faith-related information to help parents become more confident
- Increase the parent/student attendance at 1st Sunday Mass

B. DEFINING THE SCHOOL'S PURPOSE

- Align Curriculum with Common Core Standards
- Improve the SLEs report card so that students have a more active role in self-assessment and reporting

C. ORGANIZATION FOR STUDENT LEARNING

- More frequent goal setting meetings between grade level teaching teams
- More professional growth opportunities for professionals and staff

D. DATA ANALYSIS AND ACTION

- Increase math proficiency in all students.
- Train classroom aides in differentiated instruction to improve student achievement

E. SLEs AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT FOR ALL STUDENTS

- Continue with the iPad program, including iPad training for teachers
- Formalized self-assessment of SLEs for all students

F. INSTRUCTIONAL METHODOLOGY TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Continue curriculum mapping across all core subjects to align with and include Common Core Standards
- Increase staff development opportunities, especially in the areas of integrating technology into instruction

G. SUPPORT FOR STUDENT SPIRITUAL, PERSONAL, AND ACADEMIC GROWTH

- Continue communication and cooperation between school and parents regarding all aspects of students learning
- Increase student services

H. RESOURCE MANAGEMENT AND DEVELOPMENT TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS

- Additional tuition assistance
- Increase parent club fundraising

Critical Goals (5)

- Increase math proficiency in all students. (3D)
- Using broader forms of prayer in our curriculum (3A)
- More professional growth opportunities for faculty and staff (3C)
- Continue with the iPad 1:1 program including sending teachers for training on the device (3E)
- Continue curriculum mapping across all core subjects to align with and include Common Core Standards (3F)

Goal: Increase math proficiency in all students.

It is critical that students have a strong mathematical foundation in order to be successful in the subject in high school, college, and future careers. When the standardized test given to students changed to the Iowa Assessment three years ago, we noticed that the math scores among the students initially decreased. The scores have steadily increased in the past three years to be at or near grade level, but it is our goal to continue to raise these scores to higher levels both individually and as a group. It is our goal to provide the higher achieving students with opportunities for increased mathematical advancement while also providing resources for all students to achieve personal proficiency. Two ways to specifically accomplish this goal are to continue identifying students who are capable of mastering higher level math (pre-algebra, algebra, and geometry) and providing the IXL Math program to all students for increased individual learning.

Goal: Using broader forms of prayer in the curriculum.

The teachers at OLPH School attended a Lenten Retreat in 2013, led by Principal Patrick Dodd, on ways to increase personal prayer in our daily lives. The teachers expressed an interest in applying this knowledge to their classrooms as well. We are always looking for increased ways to pray with our students. Ways to incorporate more prayer include more in class student led prayer, adding prayer to all extracurricular activities, incorporating prayer walks for students, creating an annual Rosary walk, and the creation of classroom prayer boxes and prayer chains.

Goal: Continue with the iPad 1:1 program including iPad training for teachers.

The iPad program began in the 2014-2015 school year as an optional year for the junior high. Students were encouraged to bring their personal learning devices, regardless of brand, to class each day to be used and integrated into their studies. The iPad program will be mandatory for junior high (7th and 8th grade) students starting in the 2015-2016 school year. In an effort to utilize this program to its full potential, teachers need to be well trained in how to use the device with their students on a daily basis. Teachers also need to have the skills necessary to teach students how to use the iPads to best enhance their learning. Initial criteria for the success of this program will be seen in students becoming better note takers, interaction between students outside of the classroom, and interact in their own learning environment.

Goal: More professional growth opportunities for faculty and staff.

As teachers, we are always looking for ways to grow and learn more about our profession. Especially as the Common Core Standards are being integrated with the Catholic Diocesan Standards, teachers need the tools to be able to effectively apply the Common Core Standards into their everyday lessons. With the development of the 1:1 iPad program in the junior high, we also want to extend professional growth opportunities in this area to all teachers, especially those in the elementary grades. Not only will this help the teachers become more adept at integrating technology into the curriculum, it will also benefit the students as they become more comfortable with personal learning devices. Social studies is another area for professional growth, we are looking into becoming a part of the National Council for the Social Studies. We are planning to utilize the webinar, conferences, as well as resources provided by the organization.

Goal: Continue curriculum mapping across all core subjects to align with and include Common Core Standards.

With the purchase of updated vocabulary books in 1st through 8th grade and our current junior high math series, which are all aligned with Common Core, we are looking to align and map the rest of our core subjects to meet Common Core Standards. Teachers will plan lessons and activities based off of their Common Core curriculum mapping to ensure student mastery. Incorporating more Common Core Standards in all of the core subjects will be beneficial to our students' success and will help them maintain competitiveness with other students across the country as they prepare for college and careers.

B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN

The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.

Our previous Action Plan served as a model for our current Self-Study. It helped guide our instruction and curriculum planning. Our first goal was to improve the math curriculum of the school. We have accomplished this through the purchase of new text books, creating a full time geometry class, providing differentiation in the 6th-8th grade math program, and using resources that support the math curriculum such as Accelerated Math and XL Math. Our second goal was to modernize school technology. This has been accomplished through updated WIFI signals, additional computers in each classroom, and the introduction of an iPad program to the junior high. Our last goal was to increase school enrollment which was achieved by the opening of a preschool and later the opening of a transitional kindergarten to meet the needs of our community to serve our youngest members. Through purposeful outreach methods, we were also able to increase the enrollment of each grade in K-8 leading to an overall 60% student population increase.

Ongoing assessment of the Action Plan will be done at our bimonthly faculty/staff meetings, at our monthly school board meetings, and at our yearly joint school board/parent club five-year planning meeting. During this process we will analyze, discuss, and continue to monitor the Action Plan to determine if we are making strides on our goals or if they need to be adjusted in our yearly Progress Report. While primary members for fulfilling the Action Plan are administration and faculty, our shareholders are kept informed of our progress and their feedback and input is encouraged. Our principal believes in an open door policy and welcomes suggestions for improvements to our school. Information on the progress of our Action Plan are shared through the weekly Tuesday Packet, school and church bulletin boards, school board/parent club meetings, and the school website.

The impact of the Action Plan on students will be measured in different ways. With regards to our first goal concerning the implementation of a 1:1 iPad program and teacher iPad training student achievement will be measured by observation of students, classroom participation using a variety of educational apps, demonstrating self-directed learning in topics of personal interest, and completing projects using the technology. This goal does not pertain to one specific subject or grade level, but can be used by the entire school community to create higher achievers.

The impact of our second goal will be stronger math proficiency in all students while providing more students the opportunity to excel at higher math levels. This goal will also allow our students to achieve the mission, philosophy and SLEs of OLPH by giving opportunities to exhibit personal achievement academic subjects, successfully use to technology to complete work, and to accept responsibility for their own actions. This goal of increased math proficiency will be measured by the changes in IOWA Assessment mathematics scores, student progress

with the IXL Program, and the numbers of students achieving success in higher level math courses.

The impact on student achievement for implementing Common Core State Standards (CCSS) into the curriculum mapping in social studies will be seen as students enter into high school. While the state of California has only recently implemented the CCSS, we have consistently taught these concepts in our school with outdated materials and resources. With the purchase of new textbooks and resources, student engagement and critical thinking skills will enhance the conceptual understanding of often difficult topics. The goal in the Action Plan to include CCSS in social studies mapping will also help faculty/staff to be more prepared and as a result the students will receive well planned and consistent instruction.

Every year the Action Plan is revisited and evaluated by shareholders, administration, faculty/staff, and pastor. We monitor progress made on current Action Plan goals through data, observation, and discussions. As goals are completed we look towards new areas where improvements can be made. Our school has monetary resources available to complete each Action Plan. A challenge we might face in implementing the iPad program is cost for some of our families. If this situation should arise, families will be helped on an individual basis to ensure that no student goes without this educational tool.

The faculty/staff at OLPH are confident in the ability to complete our Action Plan. We have dedicated faculty/staff and a supportive parish that will help us be successful in these and future goals. The faculty/staff at OLPH School consistently goes above and beyond to provide not only a solid education for students, but to show a genuine interest in the lives of each child.

Evidence

- Previous self-study
- Previous Action Plan and all revisions
- All annual progress reports sent to the WCEA Elementary Commissioner
- Previous reports of finding

Improving Student Learning for Catholic Schools

ACTION PLAN FOR OUR LADY OF PERPETUAL HELP SCHOOL

Goal #1: Continue with iPad 1:1 program, including iPad training for teachers. (3E)

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

In looking to advance our technology curriculum, we have discovered that the most current method for learning is through the use of personal tablets. We chose to implement an iPad program into our school to put technology into the hands of each student, to prepare students for high school, college and beyond, and to teach students how to use technology as a learning tool rather than as an entertainment source.

Alignment with mission, philosophy, SLEs: Adding this technology into the curriculum aligns easily with our mission, philosophy and SLEs. We want our students to become lifelong learners. Understanding and familiarity with this type of technology will give students the tools to continue their learning. They can find answers to questions right at their fingertips. We also want our students to follow Jesus’ examples of prayer, service, and love. The iPad technology gives students the ability to use apps that will teach them about our Catholic faith. They can learn about saints, church doctrine, and holy days simply by downloading apps that apply to their questions.

<p>Strategy #1</p>	<p>1. Year 2014-2015 is an optional year where students are encouraged to bring in any type of personal tablet.</p> <p>2. Year 2015-2016 and beyond, students will be required to purchase an iPad to be used daily in class.</p> <p>3. Ongoing training will be provided for teachers.</p>
<p>Activity #1</p>	<p>1. Apple training for teachers.</p> <p>2. Discuss how to implement program into curriculum.</p> <p>3. Align tablet use with curriculum standards and SLEs.</p> <p>4. Select apps and textbooks to be downloaded to devices.</p>

Cost or Other Resources Needed	<ol style="list-style-type: none"> 1. Training for teachers – estimated \$2,000. 2. Upgrade WIFI capabilities in junior high classrooms – IT coordinator contact 3. Teacher apps - \$100
Source of Fund/Resources	<p>Incorporated into the yearly budget.</p> <p>Teacher training funds provided by Title II money.</p>
Person Responsible for Implementation or Supervision of Strategy	<p>Principal</p> <p>Teachers</p>
Process for Monitoring	<p>Teacher meetings. Discussion, evaluation, and review of curriculum. Student/parent feedback through the use of evaluations.</p>
Ongoing Assessment	<p>Grades, reports, use of tablets in group settings. Constantly evaluating ways to improve program in its infancy.</p>
Timeline (Start/Stop)	<ol style="list-style-type: none"> 1. Continue with optional year 2014-2015 which includes teacher training and optional tablet use by students. 2. April 2015. Parent meeting to discuss required iPad use year. 3. Summer 2015 – review curriculum to be downloaded to devices. 4. Fall 2015 – Full implementation of iPad program.
Communication to Shareholders	<ol style="list-style-type: none"> 1. Communicate program process to principal and teachers at bimonthly staff meetings. 2. Report to parent club and school board. 3. Parent updates through Tuesday Packet, School Speak, and newsletters.

ACTION PLAN FOR OUR LADY OF PERPETUAL HELP SCHOOL

Goal #2: Increase math proficiency in all students.

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?) We chose this goal to both assist all learners and to provide opportunities for more students to excel in mathematics. We recognize the need for more mathematics support at an earlier age coupled with a program designed for high achievers. We need to effectively prepare all students for the math levels they are capable of achieving.

Alignment with mission, philosophy, SLEs:

This goal aligns with the mission, philosophy and SLEs with ease. Both the lower and upper grade SLEs contain a section related to academic growth and continued learning. Within both of these SLE sections, there is an expectation to learn and use technology to aid in academic growth. The IXL Math program is computer based and will allow the students to use familiar technology to help increase their math proficiency. The younger grade SLEs indicate that students should set daily, weekly, and monthly goals, while the upper grade SLEs express that students should exhibit personal achievement in all academic subjects. Increasing math proficiency will give all students a goal for which to strive.

Strategy #1	<ol style="list-style-type: none"> 1. Implementation of IXL Math in grades TK-8. Teachers will use results and data to plan instruction. 2. Continue with differentiated math classes for 6th grade math, pre-algebra, algebra, and geometry.
Activity #1	<ol style="list-style-type: none"> 1. Register classes for IXL Math. 2. Staff development for effective use of program. 3. Train children to use IXL Math independently. 4. Assess current 5th grade students for pre-algebra readiness. 5. Assess students currently in upper level math programs for mastery and placement for following school year.
Cost or Other Resources Needed	\$4,300.00
Source of Fund/Resources	School curriculum budget, Title II funds.

Person Responsible for Implementation or Supervision of Strategy	Principal, Vice Principal, and teaching staff.
Process for Monitoring	Monthly staff development and faculty meetings.
Ongoing Assessment	IXL reports, Iowa Assessment results, classroom assessments, teacher observations, and high school placement tests.
Timeline (Start/Stop)	<p>1. 2014-2015</p> <p>-Feb. 2015 – Register all students for IXL Math.</p> <p>-Apr. 2015 – IXL Training for all teaching staff.</p> <p>-Apr.-June 2015 – Train students to use IXL Math.</p> <p>2. 2015-2016</p> <p>-Aug. 2015 – Staff development for all classroom aides in IXL Math. TK-8th grades continued use of IXL Math.</p> <p>-Aug. 2015 – Placement of 6th-8th grade students into appropriate math class level.</p> <p>-Nov. 2015 – Analyze data from Iowa Assessment in math.</p> <p>3. 2016-2017</p> <p>-Aug. 2016 – Continue program.</p> <p>-Nov. 2016 – Analyze data from Iowa Assessment and draw conclusions regarding success of program.</p>
Communication to Shareholders	Discuss with school board, parent club, parish priests, parents, and teachers.

Action Plan for Our Lady of Perpetual Help School

Goal #3: To include Common Core State Standards in Social Studies curriculum mapping using updated materials at each grade level to increase conceptual understanding by all students.

Rationale for this Goal:

We realize that the state of California has not yet created Common Core standards for this particular subject and are instead integrated within the Language Arts Common Core Standards. Selection of this goal is based on the fact that many of our current resources (textbooks, supplemental workbooks and materials) are out of date and do not align with Common Core Standards. The textbooks being used in the classrooms are all at least 10 years old or older. New materials also need to look relevant, including graphics, charts, and pictures. This will help engage the current population. The purchase also needs to include supplemental materials such as maps, charts, workbooks, worksheets, project ideas, etc. The purchase of these materials will allow teachers to create current mapping for their lessons to increase conceptual understanding.

Alignment with philosophy, mission, SLEs:

This goal aligns with our philosophy, mission, and SLEs in many areas. Our school philosophy speaks to the development of respecting and appreciating the cultural diversity of our society. A core aspect of our mission states that we seek to develop students who actively participate in society. Our SLEs include the importance of students caring for creation, becoming globally aware Christians who learn from and act upon social justice issues, make decisions based on facts, accept responsibility for their own actions, work collaboratively, respect other cultures, ethnicities, physical appearances and points of view.

Strategy #1	1. Identify specifically which grades needs a new social studies curriculum 2. Create new mapping that includes CCSS
Activity #1	1. Distribute Common Core Standards for Social Studies to teachers. 2. Contact book publishing companies to request samples for the school. Have teachers look at the variety of books and supplemental resources to determine which curriculum would work best at OLPH. 3. Purchase new materials 4. Begin mapping with the updated resources and CCSS. 5. Professional development in Social Studies

Cost or Resources & Sources	Funds are allocated each year for new books and materials. Administration sets a budget each year in the spring for the following academic year. We need to make sure funds are available to purchase new books.
Person(s) Responsible For Implementation	Administration and teachers.
Process For Monitoring	<ol style="list-style-type: none"> 1. Receiving input and ideas from teachers. 2. Assess many different companies that publish books. 3. Review lessons plans for the inclusion of Common Core. 4. Staff meetings to share mapping.
Baseline Assessment	1. Compare current curriculum maps to future mapping using Common Core Standards.
Ongoing Assessment	Check in with teachers at the end of the year to review how the curriculum is managed in the classroom with the students.
Timeline Start/Stop	As new materials are purchased, mapping should be completed by the end of the school year. End time of 2015-2020.
Process for Communicating to Shareholders	All teachers will be involved in the process. The school board will be kept informed of progress as well as parent club. Fr. Robert is part of the budget meetings for the calendar year. Parents will be made aware of new materials through newsletters, Back to School Night, Open House, and conferences.

Improving Student Learning for Catholic Schools

Action Plan Timeline

Month/Year	Goal	Strategy	Cost	Person Responsible	Other
Jan. 2015	#1	Finalize Code of Conduct for student/parents	0	Junior High Team	
Feb. 2015	#2	Register all students for IXL Math.	\$1,300.00	Principal	
Feb. 2015	#1	Looking online/apps for textbook	\$100.00	Junior High Team	
Feb. 2015	#3	Pass out CCSS to staff at Monday meeting	0	Principal	
March 2015	#1	Apple Training	2000.00	Principal	
March 2015	#3	Begin looking at new textbook samples	0	Administration and staff	
April 2015	#2	IXL Training for all teaching staff.	0	Principal, Junior High Staff	
April 2015	#2	Train students to use IXL Math	0	Teachers	
May 2015	#1	Mandatory Parent iPad Meeting	0	Junior High Team	
June 2015	#1	Teacher Tech Training	0	Junior High Team	
Summer 2015	#2	Staff development for all classroom aides in IXL Math.	0	Principal	
Fall 2015	#1	App Roll out Program for iPad	20.00-100.00	Principal, Junior High Team	
Fall 2015	#2	TK-8 th grades continued use of IXL Math.	3,000.00	Teachers	
Fall 2015	#2	Placement of 6 th -8 th grade students into appropriate math	0	Junior High Team	

		class level.			
Winter 2015	#2	Analyze data from Iowa Assessment	0	Principal and Teaching Staff	
Fall 2015 and Spring of 2016	#3	Attending Seminars on Common Core Standards	100.00-500.00	Faculty and Staff	
Spring of 2016	#3	Collecting resources and analyzing Data	150.00-300.00	Faculty and Staff	
Spring of 2016	#3	Professional Development for Social Studies	150.00	Faculty and Staff	
Fall 2016	#3	Beginning updating maps	0	Teachers	
Fall 2016	#2	Continue program	0	Principal and Teaching Staff	
Winter 2016	#2	Analyze data from Iowa Assessment and draw conclusions regarding success of program.	0	Pastor, School Board, Principal, and Teaching Staff	