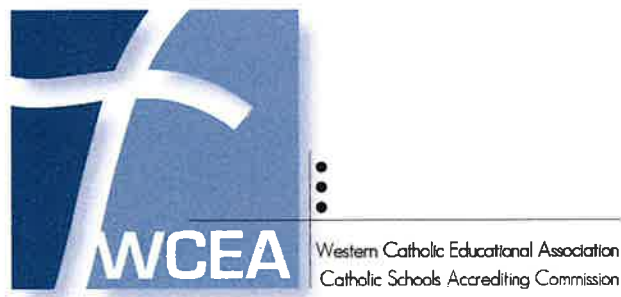


REPORT OF FINDINGS

E273 SAINT ANNE CATHOLIC SCHOOL
1813 S MARYLAND PARKWAY
LAS VEGAS, NV 89104
DIOCESE OF LAS VEGAS



IMPROVING STUDENT LEARNING 2012

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

FEBRUARY 22-24, 2023

REPORT OF FINDINGS

for
E273 Saint Anne Catholic School

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PREFACE

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

The team found our three days at Saint Anne Catholic School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

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

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

Chapter 1: Introduction

A. How the Self Study was Conducted

The Visiting Committee observed that the Self Study process began with training for faculty, staff, and school advisory council in the fall of 2021. An overview of the protocol was provided emphasizing the focus on Catholic identity, data, and student achievement. The Catholic identity standards, accreditation factors, and rubrics were reviewed, and copies were distributed for discussion. Following these training sessions, the principal and Superintendent determined that due to the small size of the faculty, all would serve as members of the leadership team. The entire faculty worked together on each section of the Self Study. The principal then invited the appropriate parents and members of the parish community to participate in order to gain their perspectives on the school programs. The timeline and checklist for a spring 2023 visit was established to allow sufficient time for the completion of the Self Study. Each monthly faculty meeting, as well as Self Study workdays, were used to complete each section of the document.

The Catholic Identity assessment surveys were completed by the pastor, principal, staff, and school advisory council. Staff, student, and parent surveys were distributed in September of 2021. The results were collected by the school advisory council, and reported during the February faculty meeting, provided to all school families, and reflected in the narrative of the Self Study. During parent interviews, the deep pride of religious education their students are receiving was expressed. They also articulated their respect and admiration for the principal and pastor.

Self Study meetings began in September of 2021 and continue through December 2022. Drafts were written, presented, and edited. After a thorough review, chapters were forwarded to the school advisory council for an additional review. After discussion and final revisions of Chapter 3, lists of Significant Accomplishments and Goals were created. These lists were first presented to the faculty and staff and then to the school advisory council. Following lengthy conversations and several meetings, goals were selected and prioritized in collaboration with the Superintendent. Action plan goals, strategies, and timelines were then created to complete the Self Study.

Copies of the Self Study were then distributed to all members of the faculty for a final reviewing and editing in December of 2022. The completed document was then presented to the pastor and school advisory council for a final review. At that time, the Self Study was forwarded to the Superintendent for additional input and review.

Although no obstacles were stated in the Self Study, due to the small personnel and teacher turnover, a lot more responsibility was put on the entire team to complete the Self Study. However, this additional demand allowed for increased opportunity for collaboration among all personnel.

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

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that Saint Anne Catholic School involved a variety of shareholders in a highly effective manner, in the process of completing the Self Study. In particular, the school collaborated with and involved the pastor, the school advisory council, administration, faculty, school staff, parish staff, students, and parents. Survey data was shared and reviewed with faculty and staff, parents and the school advisory council. Appropriate parties among parents and members of the parish community were then invited by the principal to provide their perspectives on school programs.

The school's review of the mission and philosophy statement was completed through the survey process among parents and other shareholders. Through this process the mission and philosophy statements were affirmed. SLEs are tracked through the use of measurable rubrics. It should be noted that this was also a goal of the 2017 Self Study.

As it pertains to assessing student progress toward clearly defined goals, the review of data with all shareholders is an integral part of Saint Anne Catholic School's practice. These results are also reviewed with the school advisory council. Parents are made aware of student performance through Terra Nova home reports, progress reports, and report cards. In addition, SLE progress reports are also provided to parents once per trimester.

All shareholders have had numerous opportunities to review student achievements and accomplishments. The school has a page in the weekly parish bulletin to highlight not only events, but accomplishments as well. The school has developed lists of significant accomplishments and areas of growth as indicated throughout the Self Study.

Survey results indicate that parents greatly appreciate the care and dedication of the faculty and staff. Parents expressed that their children are receiving a strong Catholic education. In addition, parents feel that there is a need for accelerated classes, a foreign language program, and a schoolwide fine arts program. Student surveys indicate that they enjoy attending Mass, praying every day, having lots of friends, sports and learning. Student survey data also indicates that students feel that their teachers truly believe in them. Students would like to see more extracurricular opportunities, more science, and advanced classes. During interviews, parents echoed the results of the student surveys. In addition, staff survey data indicates that faculty and staff take seriously their collective responsibility to witness and model the Catholic faith to their students. Staff surveys also reflect a strong spirit of Christian community among faculty, parents, and students.

Saint Anne Catholic School plans to continue to involve key shareholders through ongoing communications such as announcements in the parish bulletins, weekly newsletters and the school's website. These communication vehicles will communicate the accomplishments of all students. In addition, the school plans to continue to involve the school advisory council in conveying the accomplishments of students, also seeking to obtain their feedback on progress made toward goals.

Chapter 2: Context of the School

A. School Profile

Saint Anne Catholic School's enrollment currently stands at 184 for grades K-8 with the majority of students coming from across the Las Vegas Valley. Of the 184 students, 91% are Catholic and attend mass at various parishes. The school has experienced a decrease in enrollment since 2015 due to charter schools opening, interests in attending other Catholic schools, families moving away from the area, and fewer families seeking a formal Catholic education for their children. Throughout the pandemic Saint Anne Catholic School remained open, resulting in stabilizing the current enrollment.

Realizing the difficulty that parents can face in the current economy while still hoping to have their children attend a Catholic school, the Diocese of Las Vegas has for over the past decade initiated second collections for elementary school scholarship aid in all our parishes. The funds generated are used to provide scholarship assistance for children whose families may need financial help to meet the Diocese of Las Vegas Catholic elementary school tuition.

The passage of Nevada's School Choice Scholarships provides parents with the opportunity to choose an educational path that best fits the needs of their children. Funds provided can be used for education-related expenses as well as tuition at our Catholic schools. State scholarship opportunities currently pay full or partial scholarships for 46 Saint Anne Catholic School students.

The marketing strategies used by Saint Anne Catholic School includes websites (school and Diocese), parish bulletin, enrollment banners hung on the exterior of the school, Facebook, and partnership with other parishes. The students at the school are visible at the parish through Altar Serving, attendance at mass, and participation in the annual Fun Fair. The students also represent the school on field trips, at weekly school Masses, and school tours.

Pastor and principal collaborate on all decisions concerning faith formation. The pastor plays an active role in shepherding the students of Saint Anne's Catholic School. Parents, through Self Study findings and interviews, reflect very positive feedback and a genuine appreciation for all aspects of this Catholic school. Parents feel that Saint Anne Catholic School graduates are very well prepared for high school, many expressed the tremendous sense of appreciation for the faculty and staff who willingly go the extra mile with parents and students. Parents would like to see more opportunities and programs including accelerated classes, a more hands-on Science curriculum, foreign language, art, music, and updates to the school's exterior. The school has been proactive in creating a safe campus; student surveys reflect this as well. Student surveys indicate that they feel their teachers make learning fun and appreciate that their teachers provide a great deal of individual assistance when needed. Teachers express the desire for more opportunities to obtain religion certification and renewal. The acquisition of additional technology to support teaching and differentiated instruction has also been noted.

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

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee observed that Saint Anne Catholic School identified five critical goals through its last Self Study process in 2017. All were supported by the Visiting Committee at that time and all have been addressed in an effective manner.

Goal 1: Obtain Level I, II, and III Catechist Certification for all faculty and staff.

Although the school was making progress on critical goal one, the diocesan decision in 2020 to develop a new Foundational Faith Formation process for faculty has resulted in this critical goal to be readapted for this accreditation cycle. The Visiting Committee supports the school's decision to adapt this critical goal.

Goal 2: Provide professional development focused on differentiated instruction and assessment.

Staff received training on the following adaptive software programs: IXL, Renaissance STAR Math and Reading, Freckle and MyAccess. Extensive training has focused on writing and the Jane Schaffer Writing Process (providing vertical alignment in writing for Kindergarten through Grade 12) and correlating to specific writing genres for each grade level. The principal has provided various training in the use of Terra Nova test results, the ECRA writing program, and summative vs. formative assessments over the last six years.

The school now has an instructional strategist and intervention tutoring to address all learners' needs. At the time of the visit, the instructional strategist was no longer with the school. The principal is taking on this role until a new instructional strategist is hired. Teachers also collaborate with Catapult, a Title I tutoring program. Terra Nova results are used to measure progress in all learning objectives. Renaissance STAR Math and Reading benchmarks also inform growth. Early Literacy, a Renaissance Learning diagnostic assessment, is used for kindergarten and first grade.

Goal 3: Create a Long-Range Strategic Plan.

During the 2021-2022 school year, a long-range strategic plan was drafted and presented to the pastor, school advisory council, and faculty. The process began in 2020. A timeline of completion was developed, and the associate superintendent oversaw the progress. The plan addresses enrollment, staffing, curriculum, Catholic identity, plant/facility, and resource management.

Goal 4: Tracking longitudinal student growth in achievement of the Student Learning Expectations, from year-to-year, using the SLE rubrics, report card and tracking forms.

After five years of data collection, longitudinal data was ready to be analyzed to determine student progress over time and whether or not the SLEs were still relevant. The data indicates that students continue to grow in their SLEs and that the indicators remain relevant. This analysis also brought to light that the interpretation of our measurable rubrics varied from teacher to teacher across all grade levels. For this reason, the school has determined the need to develop specific criteria relating to the achievement of SLEs based upon grade level, age-appropriate expectations. Further defining the SLEs in this manner will ensure that the measurable rubrics are applied according to grade level expectations and students' abilities. The Visiting Committee agrees with the school's decision to add an SLE critical goal.

Goal 5: Incorporate an Art, Music and Foreign Language component within the school curriculum.

In 2017 the school received a grant from the E.L. Wiegand Grant for \$163,000 to create an art and music program. This included an update to the facility, which was completed in April of 2018. All students received music education during the 18-19 and 19-20 school years. Due to two unforeseen resignations, budget cuts, and remote learning during the pandemic, the music program was discontinued. "Arts Attack" was purchased in 2017 and is aligned to the Art curriculum, with instruction provided by classroom teachers. For the 22-23 school year, the school has hired an art/music teacher to provide instruction. The school is currently exploring a foreign language program for the upcoming school year.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

The Visiting Committee observed Saint Anne Catholic School as highly effective in its efforts to provide students with a Catholic education experience in partnership with parents and families. The mission statement and philosophy promote Catholic identity and sets the expectation for the students to learn, appreciate, and live out their faith. The administration and faculty promote a Catholic based, moral, and values driven curriculum which mirrors the school's mission and philosophy with the hope for students to attain their full potential upon graduation.

The Religion curriculum is faithful to the Roman Catholic Church, meets the requirements set forth by the United States Conference of Catholic Bishops (USCCB) and is approved by the Diocese of Las Vegas. The Diocese of Las Vegas has adopted the Graded Course of Study from the Archdiocese of Cincinnati. The Graded Course of Study has been prepared using the *Catechism of the Catholic Church* and the *National Directory for Catechesis*. Most learning objectives have a direct reference to the Catechism. The concepts in The Graded Course of Study are written in the language of the *Catechism of the Catholic Church*.

Saint Anne Catholic School uses *The Graded Course of Study* as the basis for meeting expectations, philosophy, and purpose. Teachers utilize the scope and sequence of religion textbooks as well as the Diocesan Curriculum Guides when planning their lessons. Supplementary materials, which support the textbooks and Diocesan Curriculum Guide, are also used. The catechist certification process has been revised and is now on a four year cycle. The school recognizes the need for increased in-service opportunities for teacher faith formation and education in order to meet the new certification requirements.

Students at Saint Anne Catholic School engage in a variety of outreach programs and activities to show how they put their faith into action. These service opportunities allow the students to gain a deeper understanding of the social justice issues impacting their local community. Saint Anne Catholic School has incorporated daily, weekly, and monthly ongoing opportunities for students, families, and staff to grow in their faith. The school's practices mirror the liturgical season in order to live out their Catholic faith as a community.

School families are encouraged to participate in the learning of their student's education through sacraments, community worship, service, and evangelization. Families are encouraged to attend Mass, work together on assignments following the religion curriculum, and encourage students to initiate prayer at home. The school and the parish work to educate parents in multiple ways to support students in their own faith. The clergy is supportive in working with students, teachers, faculty, and parents.

Parent surveys cite appreciation for teachers and students living and practicing Catholic values and faith. Further, the emphasis of integrating spiritual, behavioral, and academic standards have been noted as areas of great strength. Staff surveys also reflect a strong spirit of Christian community among faculty, parents, and students. Staff surveys also reveal an understanding of the importance of the SLEs as an outgrowth of the mission and philosophy. Catholic identity surveys indicate the desire for annual retreat days to continue to strengthen their faith community. Moving forward, creating a theme for each school

year and aligning it to an annual retreat will assist in emphasizing the school's mission. Student surveys indicate an appreciation for attending a Catholic school, celebrating weekly Masses, prayer opportunities throughout the school day, and learning more about their faith.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that Saint Anne Catholic School is effective in defining the school's purpose. The school's mission, philosophy, and Schoolwide Learning Expectations (SLEs) are reflected in the Catholic nature of the school. The school's philosophy expands upon the mission statement, recognizing that as a community of faith, parents and teachers collaborate to foster the development of the whole child. The SLE indicators include: the active faith-filled Catholic, the life-long learner, the responsible citizen, the effective communicator, and culturally aware global citizen.

The school leadership, including the pastor, principal, and school advisory council work together to bring the mission and philosophy to life. Parent surveys indicate that through the mission and philosophy, the Catholic faith is fully integrated into all aspects of school life. Staff surveys indicate an understanding of the importance of the SLEs as an outgrowth of the mission and philosophy. In the future, the school plans to develop specific criteria relating to the achievement of SLEs based upon grade level, age-appropriate expectations.

Saint Anne Catholic School provides students with opportunities to demonstrate their achievement of the SLEs, including liturgical opportunities, service, curricular, and extracurricular activities. Students are also recognized at trimester awards ceremonies for their achievement. The SLEs are posted in every classroom, published in the school's Parent/Student Handbook, included on the school website, and referenced in school-wide communications such as newsletters and marketing materials.

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

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

The Visiting Committee observed Saint Anne Catholic School is highly effective in maintaining organizational structures that are understood by all shareholders. The school focuses its organizational structures on student learning through the collaborative efforts of the faculty, staff, pastor, school advisory council, principal, and parents. An open door policy as well as weekly and monthly staff meetings provide teachers with opportunities to communicate with regard to curriculum, methodologies, student progress, and school policies. The staff works collaboratively and supports the school's mission statement and philosophy, reflecting a commitment to the fundamental obligation to teach and live the Gospel message as well as preparing students to be productive, responsible, and effective members of the world community.

In supporting an environment focused on student learning, the staff is committed to improving student achievement. The staff meets on a weekly basis to discuss curriculum and instruction, and collaborates regularly to discuss and share instructional strategies. The staff survey data indicates that staff feel strongly that they receive the support they need to do their jobs effectively.

In supporting an environment focused on student learning the Visiting Committee observed a variety of instructional and engagement strategies being employed in the classroom. Through the implementation of these strategies students were observed to be engaged and on task. As the school reported through the Self Study, a variety of professional development opportunities were provided to teachers over the last five years. Evidence of these professional learning opportunities was seen in teachers employing instructional techniques and learning support structures such as: differentiated learning, IXL, Freckle, Accelerated Reader, Jane Schaffer, and formative assessments. Strong evidence was seen at a variety of student achievement levels in Jane Shaffer writing and other rubric-based assessments. In meeting with the teachers, the Visiting Committee confirmed their collective commitment to data-informed instructional practices, and to collaborating with one another to enhance professional learning. The school's critical goal aimed at developing a formalized Professional Learning Community (PLC) is in concert with teachers' recognition that effective collaboration to support student learning is, and should continue to be, a priority within the school.

The Visiting Committee learned that students are identified for intervention through Terra Nova data indicating first quartile placement. From within this population, Title I students are then identified for the school's Title I tutoring program. Learning support for non-Title I students from within this same population are provided through push-in support services in the general education environment. STAR assessment data is also used to identify students for intervention. Students who are identified as in need of "urgent intervention" are supported by using the same process as described in the first quartile Terra Nova score placement. For both groups of students identified for intervention, progress monitoring is ongoing to determine whether or not ongoing intervention is required.

Student achievement is conveyed through trimester SLE, honor roll and academic awards. Saint Anne Catholic School also communicates the achievement of students by posting student summative and formative grades on FACTS. This allows parents to assess their students' growth and achievements consistently. Trimester progress reports and report cards are also provided to parents. Teachers communicate progress with parents by email, parent notification forms, merits, phone calls, and meetings. Additionally, Saint Anne Catholic School's dismissal procedure allows frequent and informal interaction with parents. The school uses weekly newsletters, flyers, and the school website to announce events and accomplishments. Parent survey data indicates that parents are generally satisfied with the communication between the school and the home.

In speaking with the parish office manager and accountant, the Visiting Committee learned that the school's business organizational structures support the high achievement of all students. The roles of the pastor, principal, parish office manager, finance council and school advisory council are all clearly defined, and there is a clear process by which the school collaborates with the parish, pastor, and other shareholders to ensure budgetary support for student achievement. The principal and pastor have a clearly established line of communication whereby the budgetary planning process originates, and implementation occurs. The principal sits on both the finance council and advisory council, and provides each with regular reporting on the situation of the school relating to the budgetary impact on student achievement.

The school concluded that in analyzing the relevant data, the governance and structures in place at Saint Anne Catholic School support student learning. It should be noted, however, that the identified critical goal to establish a formal Professional Learning Community (PLC) will serve to enhance the existing organizational structures to better support student learning.

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

Accreditation Factor #6: *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The Visiting Committee observed that Saint Anne Catholic School is highly effective in their collection of student achievement data. The collection of data is ongoing, research based, and includes a variety of assessments in all grade levels. Terra Nova, a national norm-referenced battery of assessments, is administered in the fall of each year. The various reports provide a high degree of documentation, disaggregation, and discussion of data. The various reports accessed through both the ECRISS and DRC Portals allows for extensive analysis of data in which the school identifies trends, discerns individual students' needs, and adjusts instruction to improve student learning. This was observed through Terra Nova Results/Reports, Appendix B, classroom observations, and interviews.

Formative assessment occurs daily in the classroom as the teacher observes, questions, and determines how students demonstrate understanding of the presented concepts. Differentiated instruction is based on student learning differences. Teachers plan accordingly to re-teach or tier their instruction due to vastly different student abilities and levels of understanding. Summative assessment occurs at the end of instructional units, providing teachers with an understanding of what the students have learned and what information still needs to be mastered.

Extensive analysis of the disaggregated data, by grade and quartile, was completed to identify trends, discern individual student needs, and adjust instruction. Students performing in the first and fourth quartile were compared to the overall Diocesan totals. Differences were identified to adjust instruction, needs, and additional resources. Year over year student growth is demonstrated overtime.

Extensive analysis of data was used to identify individual learning needs and adjust instruction. Accommodations were observed for specific learning styles and needs. The school has an instructional strategist as well as tutoring through Catapult Learning. Shortened assignments, portions of assignments read aloud, small group instruction, re-teaching, and scaffolded learning are some examples of how instruction was modified. IXL, STAR, AR, Nearpod, and Freckle are examples of curricular materials that have been implemented schoolwide to address student learning. The Jane Schaffer writing model, Sadlier Math, Super Kids (KDG – 2nd grade), and HMH Social Studies are examples of new curricular materials in use.

Tracking student growth in achievement of SLEs was a critical goal in the last self-study to determine relevancy over time. SLE data from the past five years was used to analyze trends, however, as a result of this in-depth data analysis, the school determined inconsistencies due to teacher interpretation of the schoolwide measurable rubrics. This high degree of documentation and discussion lead to the need for specificity in the rubrics with respect to grade-level and age-appropriate benchmarks. The school has identified this as a critical goal of their Self Study.

Through the use of summative assessment, formative assessment, measurable rubrics, Terra Nova data, and adaptive software there is a high degree of documentation for data analysis. The collection of student data is ongoing and includes a variety of assessments from all grade levels. It was observed that this data was used to adjust instruction and enhance programs to improve student learning.

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

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

The Visiting Committee observed Saint Anne Catholic School as somewhat effective in its efforts for all students to make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations (SLEs). While students show growth in learning and multiple measures validate this progress for all students, measurement of growth in SLEs is limited. SLEs are visibly connected to student learning and the curriculum standards are aligned and integrated with Catholic identity. SLEs and the school mission statement are posted in classrooms and all around the campus. Teachers also identify SLEs to integrate into daily lesson plans. Teachers reported that the school focuses on one SLE a week and the principal communicates it with teachers and families via the weekly newsletter. Parents were familiar with the concepts of the SLE and how they were communicated and reported. The SLE of the week is also reviewed with the school community during the Monday Prayer and Flag where students are challenged to share how they might show this SLE this week. Additionally, teachers review the SLE at the start of the day and also point them out and remind students of them throughout the day as appropriate. Although visible and focused upon on a regular basis, the Visiting Committee agrees with the school's decision for an SLE critical goal that will allow for differentiated expectations for each grade level and student growth in SLEs.

Saint Anne Catholic School uses the Graded Courses of Study, developed by the Archdiocese of Cincinnati, and being used by various Dioceses across the country. This is a spiraling curriculum which reinforces and builds upon the foundations of knowledge from previous grades and is regularly reviewed and updated. The Graded Courses of Study are also aligned with the Common Core State Standards for all subjects. In addition, the Religion curriculum is aligned to USCCB standards. Teachers align lesson and unit plans to the standards. The faculty at Saint Anne Catholic School also uses curriculum checklists and priority standards to align adopted textbooks and supplementary programs and create long term plans. The curriculum standards and curriculum materials provide a strong foundation for Catholic identity and values across subject areas. Teachers' commitment to infusing Catholic values throughout the instructional day and beyond is evident in their classrooms with the inclusion of religious imagery and prayer tables and corners in addition to the warm, inviting, kind, and truly Christian atmosphere. Parents expressed a strong pride in the school's commitment to the faith formation and spiritual development of its students. The school would like to continue to develop students as morally responsible, scientifically literate citizens through the incorporation of the Next Generation Science Standards

Saint Anne Catholic School utilizes multiple assessments to determine the effectiveness of curriculum and to continue to improve student learning. Each year, Terra Nova data is analyzed and used to measure achievement and growth of students in the prior school year as well as identify students in need of differentiation in the current school year. The ECRA writing assessment (through 2021) and My Access provide indicators of strengths and areas for growth in writing. STAR benchmarks also provide data to inform differentiation and identify students in need of intervention in reading and in math. Lastly, teachers also utilize classroom observations, anecdotal records, student grades, and classroom assessments to drive choices for instruction that will increase student achievement. In speaking with teachers, it was evident to the Visiting Committee that they are well versed in utilizing the STAR benchmark data to inform instruction, specifically grouping students for differentiation.

The administration, faculty, and staff at Saint Anne Catholic School ensures that the curriculum standards are challenging, comprehensive, and relevant for all students through the use of the Graded Courses of Study, standardized, formal, and informal assessments, supplemental materials, field trips, and co-curricular activities. The Visiting Committee observed that the music class incorporates science and religion into their projects. The faculty intentionally seeks opportunities to build bridges and expose students to cross-curricular connections. Teachers reported a focus on identifying individual student needs and addressing those through intervention.

Saint Anne Catholic School has increased the use of technology dramatically in the last two years, transforming many of their programs. Students in grades 2-8 have a Chromebook, and students in kindergarten and first grade have an iPad as part of the 1:1 technology program. The computer lab is equipped with 25 Microsoft computers and each classroom has a Promethean Board. Teachers also have a MacBook and document camera. Adaptive software such as IXL, Renaissance Learning (STAR Math, Reading, and Early Literacy, Freckle, and Accelerated Reader), and Nearpod. Every grade level also utilizes Google Classroom. The Visiting Committee observed the use of technology by both teachers and students in the classroom across grade levels and subject areas. Students were engaged in practice using IXL, Khan Academy, and Freckle during stations. The discussion with the parent panel confirms that this dramatic increase in technology has had a significant positive impact on student learning. Students reported that they feel the increased technology has positively impacted their learning and achievement.

Students whose scores on the Terra Nova battery of tests fall into the 1st quartile (0%-25%) have been identified. In order to better serve these students, the faculty recognizes that differentiation is essential. Teachers described lesson planning processes that reflect an emphasis on data driven decision making with regard to instructional methodologies. The teachers and principal also track and monitor student "focus skills" for each benchmark period. Students who are not making acceptable progress over time are monitored with accommodation plans in place to ensure student growth. Students who continue to struggle to access the curriculum are identified using multiple points of quantitative and qualitative data. There is a team that includes the principal, counselor/strategist, classroom teacher, parent, and as appropriate the student, that comes together to develop an Individual Learning Plan for that student so that the necessary accommodations can be provided to help the student reach his/her full potential. These plans are reviewed annually by the team and data is used to decide if the plan should be modified or is no longer needed.

The faculty also recognizes the need to challenge those students who excel and are in the 4th quartile (75%-100%). Faculty collaborates with parents and administration to discuss student progress and an effective means of ensuring that students are making acceptable progress. The faculty, principal, counselor, and instructional strategist work together to address student needs when there is a lack of progress. Honor Roll, Academic Awards, Merits, and Student Learning Expectation awards recognize high achievement and Christian behavior. The Visiting Committee observed student work and participation that represented a variety of levels, including the 4th quartile. Teachers make an effort to differentiate for these students as well with extension activities and technology. Teachers reported that on occasion they have worked with the interventionist to provide extension or enrichment for students who excel through a push in and/or pull out model. This supports the identification of a critical goal of developing accelerated classes for students who are excelling and are performing in the 4th quartile (75%-100%). Parents also indicated a desire to expand offerings for advanced students. The incorporation of STREAM throughout the school will provide opportunities to stimulate student curiosity, combine hands-on inquiry lessons, and extend student thinking to higher levels. The Visiting Committee affirms the inclusion of a critical goal focused on STREAM.

Improved student writing skills across the curriculum remains a priority. Prior to 2021, in addition to using My Access, annual writing assessments were conducted through ECRA. In 2018, the Jane Schaffer writing method was introduced to all schools across the Diocese and this year our annual assessment has been conducted using this method. Writing results from 2021 (and prior years) indicate that students are "Approaching The Standards" in Grades 3, 4, 5, and 7 and "Meeting The Standards" in Grades 6 and 8. Writing samples from all grade levels were reviewed during classroom visits. The Visiting Committee noted inconsistencies in use of Jane Schaffer resources across the grade levels. Classroom visits and evidence revealed a schoolwide focus on the Jane Shaffer approach to writing. Saint Anne Catholic School has identified student growth in the writing process as an in-depth study goal.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The Visiting Committee observed Saint Anne Catholic School is effective in its efforts to ensure that the teaching staff utilizes a variety of teaching methodologies focusing on faith formation and academic achievement. There is adequate curricular planning and structure. Assessment is frequent and varied and is often used to modify teaching and learning.

Instructional materials available for review in classrooms are aligned with the standards as detailed in the Graded Courses of Study. Supplementary materials and resources support the textbooks which are aligned to the highlighted priority standards and Graded Courses of Study.

In analyzing the authentic Catholic nature of Saint Anne Catholic School, the faculty and staff strive to provide the students with the opportunities for faith formation that will serve them throughout their lives. Both students and faculty were observed taking an active role in the weekly liturgy as members of the choir, lectors, ushers, and Eucharistic Ministers. The Visiting Committee discussion with parents affirmed the strong focus on infusing Catholic identity and values throughout the entire school community. The Visiting Committee observed samples of eighth grade SLE projects which had students explore how they will continue to develop their growth in these areas after they leave Saint Anne Catholic School. Parents reported that the faith formation provided at Saint Anne Catholic School has positively impacted their entire families.

A variety of assessment formats were observed in classrooms and evidence binders. Some of the projects highlighted focused on problem solving and hands-on learning that required students to think critically. Teachers frequently used a thumbs up/thumbs down self-assessment during instruction. Rubrics used to evaluate student work were present with many projects and student work evidence. Exit tickets were also observed as a means of collecting formative data on student learning. Teachers reported using data from entrance and exit tickets to make real time adjustments to instruction to better meet student needs. Summative assessments, both teacher created and those from the textbook, reviewed were clearly aligned to the standards and curriculum. For formal assessments of Student Learning Expectations (SLEs), a rubric and an SLE report card are utilized. The Visiting Committee reviewed final SLE projects completed by eighth graders as a summative assessment. Students highlighted their personal accomplishments and growth in alignment with Student Learning Expectations. Through teacher interviews, the Visiting Committee noted that teachers were well versed in the data reporting features of the adaptive software and it is utilized by staff throughout the school on a regular basis.

Teachers differentiate instruction based upon student learning differences and plan accordingly to re-teach or scaffold their instruction due to varying abilities and levels of understanding. Instruction is differentiated in a variety of ways. Teachers collaborate with the interventionist to identify students in need of additional support or enrichment in a particular area. Technology is fully integrated into our curriculum throughout the school day and supports differentiated instruction. In Grades 3 through 8, differentiation utilizing adaptive software including IXL, STAR, Freckle, and Nearpod has been incorporated. This was observed in multiple classrooms with students using their devices for adaptive, individualized instruction. Students in the upper grades were also observed using their Chromebooks to record notes during instruction. With 1:1 technology, students are assigned tasks to demonstrate understanding according to their needs and abilities. Parents affirm that the technology integration has supported their students' learning. The use of Kagan cooperative learning structures was observed in the classroom setting where students were asked to discuss the content with a partner. There was evidence of small group instruction, flexible grouping, and cooperative learning in all classrooms.

Through the use of EANS funding, Saint Anne Catholic School has added an instructional strategist to support students and teachers. The role of the strategist is to support tier two and tier three interventions and assist teachers in achieving their pedagogical goals. The instructional strategist role is currently being filled by the principal. The Visiting Committee observed that the teachers are eager to collaborate to support students and continue to grow in their professional practice. Teachers currently work together informally to discuss student progress, share instructional approaches, and collaborate on curriculum.

In order to intentionally focus staff development on research-based knowledge pertaining to teaching and learning, Saint Anne Catholic School recognizes the need to create a Professional Learning Community (PLC) and has identified this as a Critical Goal. PLCs will provide opportunities for faculty to work on vertical alignment, focus on trends, determine the effectiveness of the programs in place and the resources in use, and develop continued training that will benefit the needs of teachers and students. The establishment of a formal PLC will provide teachers with intentional opportunities to discuss curriculum, data, teaching methodologies, and student progress. Creating a formal PLC, across all grade levels, will result in the high achievement of all learners. The Visiting Committee affirms the identification of this area as a critical goal. Both parents and teachers expressed a need to retain and develop staff.

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

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that Saint Anne Catholic School is highly effective in supporting students' spiritual, personal and academic growth. Staff survey data indicates that staff understands the importance of SLEs as an outgrowth of the school's mission and philosophy, and likewise, that the Catholic faith is a clear priority among administration and staff. The Visiting Committee observed SLE posters in every classroom, and noted that an SLE focus was included also on all teacher lesson plans. In addition, SLE final projects were noted among the evidence compiled by teachers. In these projects students provided self-reflection on their own performance within the various SLE domains.

The school recognizes that parents are the primary educators of their students. Parent survey data also indicates that the school is providing an atmosphere in which Christian values and attitudes are emphasized and practiced. In speaking to parents, the Visiting Committee learned that parents are passionately committed to the school's Catholic Identity, and see that as a central reason as to why they choose Saint Anne Catholic School for their students. While affirming that there have been administrative and organizational challenges in past years (before the arrival of the current principal), the parents were very clear in stating their belief that the principal has the school oriented in a positive direction with respect to school culture, academic focus, parent and family relationships, and Catholic values.

The school's visit was planned to begin on Ash Wednesday, and so the Visiting Committee had the opportunity to attend Mass with the school. During the Mass it was observed that students are highly involved in liturgical planning and implementation. Students serve as Altar Servers, Lectors, and sing in the School Choir. The pastor, during his homily, asked questions focused on the Lenten Season, and students were willing and able to respond correctly. The pastor also recognized a new cadre of Altar Servers, and drew special attention to the achievement of the school's Basketball team, whereby the entire school would receive a special recognition. The student body responded with applause and appreciation,

further underscoring the close relationship between the school's Catholic identity, and the school's instructional goals.

Students in grades 5-8 at Saint Anne Catholic School are provided with opportunities to participate in diocesan athletics. Recent school publications highlighted the girl's basketball team for taking first place in the parochial league and several students whose science fair projects placed at the diocesan science fair. During the parent panel interviews, parents expressed a desire for more field trips and extracurricular options for students.

The school provides services, resources and activities to help support student achievement in both curricular and non-curricular areas. Students at Saint Anne have a variety of co-curricular and extra-curricular activities designed to assist them in achieving the SLEs. These activities include an all-Catholic schools sports program, Forensics, Science Fair, Geography Bee, Spelling Bee and Math Olympiad. Each of these opportunities promote personal and academic growth within the school community.

Saint Anne Catholic School has planned for emergencies in a variety of ways. Saint Anne's Emergency Operation Plan is submitted to the state and local law enforcement for approval annually, and safety drills occur monthly. The Visiting Committee noted the presence of an armed security guard, who is on campus daily from 7:00 am until 6:00 pm. Staff survey data indicates that emergency drills are held regularly and that faculty and staff understand their responsibilities as they relate to student safety inside and outside of the classroom. Student survey data indicates that students feel safe while on campus. Parent survey data also indicates that parents feel that their students are safe at Saint Anne Catholic School.

The school has used community resources including Federal funding to provide tutoring, coaching, and additional support personnel. As of 2022 Saint Anne's has reestablished an Art and Music program, as well as a 1:1 technology program. These enhancements have been made possible through Federal EANS funding. Student personal and academic growth is also supported through Saint Anne Catholic School's participation in additional Federal programs such as Title I, Title IIA and Title IVA. To support the social-emotional needs of students, the school has been able to employ the services of a full-time counselor through federal title fund programs.

To support students with special needs (identified as students in the first quartile), the school has hired an instructional strategist and Catapult teacher assistants. The school continues to recognize the need to be intentional and provide for students who demonstrate greater aptitude. In speaking to the teachers, the Visiting Committee learned that the school is highly focused on differentiating instruction according to diagnostic assessments in Math and in Reading. The school's interventionist provides push-in and pull-out services, depending on the specific needs of the students as identified by both teacher and strategist. In some cases teachers are using pull-out services for students who are at or exceeding benchmark standards. This allows the teacher to support the learning of students who are performing below grade level within the general education classroom. The school has identified the need for an advanced Math program, as well as personalizing learning through adaptive software and creating a blended learning initiative. This sentiment was echoed by both teachers and parents when the Visiting Committee met with both groups.

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

Accreditation Factor #10: *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that Saint Anne Catholic School is effective in resource management and development. The budgeting procedures of the school follow both the Diocesan and Parish directives. Once the school's budget is approved by the Diocese, the pastor, principal, and parish finance personnel implement the budget. To ensure constant monitoring of the budget, the parish office manager presents the pastor and principal with a monthly report showing the financial position of the school. Further, the parish office manager and the principal meet on a regular basis to discuss school finances and budgeting. The pastor, finance committee, parish office manager, accountant, and principal meet whenever necessary, especially when considering new and necessary projects.

As the school looks to the future, they understand the need to develop specific goals which will support and ensure viability and sustainability and their ability to acquire, maintain, and develop well-qualified staff. Through various committees made up of the pastor, principal, faculty, and staff the school has established a Long Range Plan. This was done to help guide the school in the direction that is most beneficial to student achievement.

Part of the Long Range Plans includes the implementation and upgrades for technology. The Visiting Committee observed that the students have one to one technology with Chromebooks. The school has been able to utilize EANS funding to upgrade the classroom SMART boards and provide the one to one devices for the students. Continued stewardship over the EANS funding will ensure technology resources will be available to carry out the school's mission, support the achievement of the students, and assist with the differentiation observed in the classrooms.

For the school to maintain a favorable economic position and ensure the viability of the school with the current economy, there will be a need for continued careful monitoring of financial resource allocations. The Long Range Plan will need to continue to be updated on an annual basis addressing enrollment, staffing, curriculum, Catholic Identity, Plant and facility, and resource management. All these factors help the school financially to fulfill the school's mission, philosophy, and SLEs while supporting student achievement.

Chapter 4: The Action Plan

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

Accreditation Factor #11 (*The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.*)

Schoolwide Lists of Significant Accomplishments and Critical Goals

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

1. 1:1 technology.
2. Technology is fully integrated into the curriculum, enhancing teaching and learning.
3. There is a strong connection between the school and parish.
4. Analysis and use of data to ensure student success.
5. The school also maintains an active partnership with the parents whose fundamental concern is the spiritual and academic education of their children.
6. Administration, faculty and staff model Catholic values.
7. Full time counselor and nurse.
8. Leadership opportunities provided to students.

Critical Goals (identified by school)

1. Ensuring and supporting all teachers in becoming certified in the new Foundational Faith Formation process.
2. Establishing a formal Professional Learning Community.
3. Incorporating STREAM initiatives and the use of Next Generation Science Standards.
4. Develop specific criteria relating to the achievement of SLEs based upon grade level age-appropriate expectations.
5. Implementing Foreign Language instruction, building a school-wide Fine Arts Program, and providing accelerated classes.
6. Achieve student growth in the writing process. (In-Depth Goal)

The Visiting Committee observed that Saint Anne Catholic School effectively identified their areas of growth through their critical goals. The Self Study, evidence, observations, and interviews confirmed the school's critical goals identified by the school and achievement of these goals will improve student learning and, subsequently, high achievement.

OPTION A: N/A

OPTION B: N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that Saint Anne Catholic School has the capacity to effectively implement and monitor the Action Plan that ensures high achievement of all students due to progress made in the previous Action Plan. Continued involvement of shareholders will be crucial to the success and implementation of the current Action Plan. The Visiting Committee is confident in the school's willingness and tenacity to address all aspects of the Action Plan for the future of the school.

Visiting Committee Summary Thoughts:

The Visiting Committee observed that the students are a reflection of their Catholic faith and traditions. The parents have pride and great respect for: the teachers, staff, leadership, vision, and Catholic values that are embodied in the sense of community. We are grateful for experiencing this sense of community and hospitality by all. We look forward to witnessing the success path in which Saint Anne Catholic School will continue to grow.

