

REPORT OF FINDINGS

HOLY SPIRIT PARISH SCHOOL
3920 WEST LAND PARK DRIVE
SACRAMENTO, CA 95822
DIOCESE OF SACRAMENTO



WCEA *Western Catholic
Educational Association*

AND



Western Association of Schools and Colleges

IMPROVING STUDENT LEARNING

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

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REPORT OF FINDINGS

for
Holy Spirit Parish School
3920 West Land Park Drive
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PREFACE

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

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

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

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

Chapter 1: Introduction

A. How the Self Study was Conducted

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

Holy Spirit Parish School began the formal work of their Self Study in August 2009. A timeline of June 2010 was set and the initial draft of the document was sent to the Chair of the Visiting Team at that time for preview. Focus groups that included all shareholders were involved in providing input for the Self Study. The Leadership Team met weekly to ensure timetables, data collection and the various committees were on track and to review portions of the report.

Data for the Self Study was collected through an on-line survey and through interviews with committee members. Staff members were responsible for collecting data for those sections to which they were assigned. They met in small groups, contacted parents, left information for each other in their mailboxes, and collaborated to ensure they compiled the information needed for their narrative. The leader of the process, the kindergarten teacher, was instrumental in keeping everyone on a timeline and keeping the staff members motivated in the process.

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

Holy Spirit Parish School did not encounter obstacles in completing their Self Study. The leadership team was pleased with the high percentage of returns on the surveys (70 – 80%) and with the positive nature of the results. Furthermore, attendance at

committee or cluster meetings to collect data and gather opinions was recorded at 100% participation.

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

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

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

Holy Spirit Parish School was highly effective in involving all shareholders in data review and analysis, dialoging about student progress, school accomplishments, and needs. The pastors of Holy Spirit Parish and St. Anthony, the Pastoral Associate, administration, teachers and staff, parents and students, as well as the Catholic School Advisory Commission (CSAC) and sports committee participated in providing information and feedback for the Self Study.

The school staff and CSAC members revised and edited the school's mission statement and philosophy and the Schoolwide Learning Expectations (SLEs). They also developed rubrics for the students' self assessment of their progress towards achievement of the SLEs.

The Pastoral Associate is also the Director of Faith Formation for Holy Spirit Parish School and serves the school in many capacities including membership on the Catholic School Advisory Commission (CSAC). The Pastoral Associate has met with the parent community to help identify the strengths of the school and areas needing improvement.

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

Holy Spirit Parish School is effective in its plans to keep shareholders involved in ongoing systematic analysis of the school's effectiveness. There are plans to review the mission and philosophy statements as well as the Schoolwide Learning Expectations each year.

The school intends to continue to inform shareholders about completion of its goals on an ongoing basis through the same means they used to inform them about the self-study; through newsletters, the Back-to-School Night assembly, and committee meetings. CSAC members shared that they have been aware of or involved in the process of ongoing assessment and updates each year.

The school plans to add technology in all areas of the school, including online parent communication that contains information on student progress, school activities and events, and classroom news. This added technology will enable the school to inform

and update parents on the progress of their goals and the ongoing review of the school's effectiveness.

Chapter 2: Context of the School

A. School Profile

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

Holy Spirit Parish School has compiled and analyzed data that identified major changes or trends since the last Self Study. The ethnic, socio-economic composition of Holy Spirit Parish School is reflective of the surrounding community and of the parish. The school is composed of approximately 75% Caucasian students and the remainder represented by the Hispanic, Asian, and African-American ethnicity.

Student enrollment has declined slightly in the past ten years but has been relatively stable for the past five years. The school attributes this decline to the economic recession and, in particular, to the state of California employees' furloughs that further limit their ability to afford tuition. The school has bolstered fund raising efforts in attempts to keep tuition affordable. The parish also helps with scholarships.

The teaching staff consists of three men and thirteen women, most of whom are Catholic, with a variety of years of teaching experience. All but two have their California teaching credential and nearly all have their Catechist Certification or are in the process of obtaining it.

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

Parent, student, and staff surveys reveal a high approval rating of the school. Students indicated pride in their accomplishments and feel strongly that high standards are set for achievement in their classes. They enjoy their teachers and feel respected by them. They report feeling successful in their classes. The students also strongly agree that they are learning about their faith and have the opportunity to participate in liturgies and church services. The students strongly agree that teachers support the development of their faith and that they talk about the curriculum standards. Lessons are connected to the Schoolwide Learning Expectations.

Parent survey results indicate that Holy Spirit Parish School's strength is that it is a faith-based Catholic school community. Morale is good and there is a combination of faith formation and academic excellence delivered in a safe, kind, and respectful environment. Parents believe the curriculum is challenging and the homework expectations are about right. They believe the faculty is competent and effective and there is good communication between them and the parents. The survey revealed that

there is a relationship of mutual respect and consideration between staff, faculty, and students.

The staff surveys had more mixed responses than the student and parent surveys. Generally, the staff embraces the school and feels strong ownership. Most felt that the religious instruction, parent involvement, school management, environment, and reputation were either highly effective or effective.

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

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

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

Holy Spirit Parish School has been somewhat effective in their use of prior accreditation findings and other pertinent data to support faith formation and high achievement of all students. There were seven areas of growth identified by the school and endorsed by the visiting team in 2005. These areas included *Student Learning, Curriculum and Instruction, Computer Instruction, Fine Arts, Religion, Support for Student Personal and Academic Growth, and Resource Management and Development.*

Time has been allocated to be specifically used for articulation among curricular area teachers as well as cross grade level meetings. However, the time is not always used for this purpose.

Schoolwide Learning Expectations have been internalized and implemented throughout the school. They are posted in the classrooms and areas of instruction and have been incorporated into curricular maps and referred to during lessons. Students self-assess three times a year with a written questionnaire. Eighth graders also complete a binder to provide evidence of achievement of the SLEs as part of their graduation requirements.

The school has conducted in-depth studies in all subject areas since the last accreditation visit in order to come into compliance with the Diocesan schedule. Five in-depth studies were completed during the 2007-2008 school year in an effort to get back on the Diocesan schedule. During the 2009-2010 school year the Social Studies in-depth was completed as part of the Self Study process and is in line with the Diocesan schedule.

The three areas for growth involving computer instruction have been met. A new resource center was dedicated in January 2007 and includes the library, computer lab, math lab, and office spaces. Integration of technology throughout the curriculum

continues to be implemented. There has been no formal training of staff or creation of a cross-curricular technology program, although some teachers have used their own time and initiative to implement a program. The staff would like to add additional classroom technology in order to better meet the needs of all students and to expand on the resources and information available to them.

Holy Spirit Parish School has created a scope and sequence for art instruction. Sufficient supplies and materials are organized and available for student work.

Under the guidance of the Pastoral Associate, new textbooks and other resources have been purchased for all religion classes and formal articulation of the religion program was conducted among the teachers. In addition, staff members are provided opportunities in order to complete their Basic or Advanced certification in a timely manner. Student service opportunities coincide with the church's liturgical calendar and are actively promoted throughout the school. A prayer corner has been set up in each classroom giving students a place to reflect and focus during the day. The visiting team encourages the school to continue to enhance the prayer corners and religion bulletin boards in the classrooms.

A long term plan for Resource Management and Development has been created and implemented and referred to on an on-going basis.

The team noted that the Visiting Team Report from 2005 referenced the previous Report of Findings and commented that progress on the school's goals was not done in a timely manner. This was also evident in this cycle by many in-depth studies being conducted in one year (2007-2008). The quality of the in-depth studies and the ability to analyze data will improve as the school continues to stay current with the Diocesan cycle. The current visiting team recommends creating a timetable for accreditation work each year in order to maintain progress in a timely manner.

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

Holy Spirit Parish School has been somewhat effective in implementing the concept of continuous school improvement in non-accreditation years. The school has some annual reports filed since the last visit. The 2009 report included an update on the three critical areas for growth that pertained to increasing the awareness and understanding of the Student (Schoolwide) Learning Expectations, scheduling formal teacher articulation meetings, and following the Diocesan in-depth study guidelines.

The visiting committee notes that in the last report dated June, 2009, the school identified math computation and writing as two areas for growth in their *Student Achievement Plan for 2008-2009* and as a result, new textbooks were purchased in these two subject areas. There was no specific action plan written that included specific

strategies, timelines (current and long term), persons responsible, resources needed, and assessments used to measure progress of the goals.

In order to implement continuous school improvement, it is necessary to analyze data by increasing the collection, use, and documentation of formative and summative assessment data. ITBS scores should be disaggregated to determine specific areas of needed growth in student learning throughout the entire school. Specific areas include the subtests within each subject area, for example, geography and economics in the Social Studies content area.

Based on in-depth studies and other data, the school needs to continually set measurable goals that include timelines, baseline data, and assessments that will be used. As one goal is completed (normally a three year timeframe), another should be added in order to ensure continuous growth in student learning.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity:

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

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

Holy Spirit Parish School has been highly effective in improving the spiritual formation of students, staff, and parents. Strengthening the faith and spiritual formation of the students, staff, and parents is an objective that unites everyone at the school. Since the last visit, students now receive the Sacraments of Initiation while at the school. Eighth graders also participate in the Ceremony of Belonging. Teachers and staff receive catechetical instruction from the Pastoral Associate. There are also opportunities for spiritual retreats.

Holy Spirit Parish School recognizes parents as the primary educators of their children and strives to strengthen the faith and spiritual formation of the parents. Parents are welcome at prayer services, Mass, and the celebration of the sacraments and are viewed as models of their faith when they serve as Eucharistic Ministers or proclaimers of the Word.

The Pastor, administration, and staff recognize that the school community would greatly benefit from regular attendance at Sunday Mass. This would provide catechesis for the students and give the parents the opportunity to model their faith.

The school has implemented some changes in order to enhance the Catholic Identity of the school. The children attend monthly school Masses and class Masses once a year.

Morning Prayer has been improved and there are prayer corners in every classroom. In addition, new religion textbooks were recently purchased for grades K-8 and new family life books were purchased for this school year.

Teachers are required to obtain catechist certification to teach religion. The Pastoral Associate provides in-service classes on a regular basis in order to help teachers earn their certificates in a timely manner. While most faculty do have their certification, not all faculty have kept current with the requirements.

While the school's report indicated there was a need for improving Catholic Identity, the parent and staff surveys showed strength and effectiveness in this area. In interviews with these groups, they indicated that the school was headed in the right direction; they are happy with the Catholic Identity and want to ensure that it continues to grow and thrive.

Holy Spirit Parish School has many service outreach programs. These include creating gardens for low income families, taking Valentine's to the elderly, and helping with a local Special Olympics type event. The school also conducts many charity drives throughout the year such as a diaper drive, food drive, and responding to natural disasters like Hurricane Katrina and the Haiti earthquake.

There are many signs, sacramentals, traditions, and rituals throughout the school that point to the Catholic Identity of Holy Spirit Parish School. There are physical signs such as crucifixes, prayer corners, and bulletin boards. Prayer is said together in the morning school wide as well as at the start of the day, before lunch, and at the end of the day in the classrooms. Events during the church liturgical year are also celebrated.

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

The school has been highly effective in implementing changes to improve their Catholic Identity and fully integrate it into the life of the school. The previous principal asked the Pastoral Associate for Holy Spirit Parish to lead the Faith Formation for the school since the principal did not have a background in Catholic education. This enabled the staff to receive catechetical training and build a coherent religion curriculum. The Pastoral Associate also helps with sacramental preparation, textbook selection, and acts as a liaison between the parish and the school.

The entire school meets in the gym every morning to begin the day with prayer. The current principal has implemented some changes to the prayer time to make it more relevant and timely for the students.

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

Holy Spirit Parish School has been effective in analyzing changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity. The staff and parents alike have indicated they believe the school is headed in the right direction and is doing well in building the spiritual life of the students. They want to ensure the school community continues to grow in this area and plan to study each Catholic Identity Standard created by WCEA (Western Catholic Educational Association).

The teachers use the Sadlier series of religion textbooks which ensures a complete and spiraling curriculum for all students in grades K-8. This, combined with teacher training by the Pastoral Associate, has helped eliminate any gaps and overlaps that were occurring previously.

B. Defining the School's Purpose

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

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

Holy Spirit Parish School's mission and philosophy are highly effective in reflecting the Catholic nature of the school. In September, 2009, the staff conducted an in-depth review of both the mission statement and philosophy to ensure all shareholders agreed with the statements. Minor changes were made and approved by the staff, the CSAC, and parents. The mission statement is predominantly displayed around the school and is published in the School Roster and Handbook.

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

Holy Spirit Parish School is highly effective in integrating their mission, SLEs, and standards into the total reality of the school. The SLEs have been revised since the last visit into a more formal outline structure and to add new categories. The staff also developed a rubric for student self-assessment with appropriate language for grades K-4 and for grades 5-8. Students are guided at the end of each trimester to measure their progress in achieving the SLEs. In addition, the eighth graders prepare exit binders with a collection of class evidence showing how they have met the SLEs while at Holy Spirit Parish School. At the end of the year, the students present their binders to the principal and staff to show how much they have grown and learned while at the school.

The principal also includes a prayer in the morning gathering that she wrote based on the SLEs. This is recited by the students and reflects the five categories of the SLEs.

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

Holy Spirit Parish School is highly effective in communicating their Schoolwide Learning Expectations. They are published in the School Roster, Handbook, and Annual Fund Quarterly Newsletter. They are also displayed in each classroom and throughout the campus along with the mission and philosophy. They are posted on a large banner in the gym for community members attending events to see.

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

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

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

The organizational structures of Holy Spirit Parish School are highly effective in supporting the school's mission and in creating an environment that is focused on high achievement of all students. The school operates under a model of collaboration and shared leadership. The administration (principal and pastor) along with the Pastoral Associate, the teaching staff, office staff, Parents' Club and CSAC, share in making important decisions that affect the vision, mission, and direction of the school and student learning.

The teachers meet regularly to conduct school business. They are encouraged to seek professional development that will support the high achievement of all students. The CSAC works with the principal and pastor in an advisory capacity regarding the development and marketing of the school, school safety, facilities and maintenance, budget, finance, and strategic planning. The Parents' Club enthusiastically conducts fundraisers in order to contribute to the school and fulfills the important purpose of building school community.

The pastor of Holy Spirit Parish is directly involved with the school and its governance, and ensures that the Catholic Identity of the school is maintained. The principal and pastor meet often. He is the celebrant of the school liturgies and is present at all major school events. He meets with all families individually before they are enrolled. He is new to the parish this year and is looking forward to spending more time with the children and their families.

Holy Spirit Parish School sets high academic and behavioral standards for students based on the Schoolwide Learning Expectations and Diocesan standards. Instructional

aides assist teachers and students in grades K-5 to achieve grade level expectations. To help meet the needs of all learners, there are two teachers who work as resource teachers to assist struggling students. A counselor is at the school one day a week to work with classes and individual students. Math classes in grades 5-8 are divided so that some children are learning at their grade level and others are in an accelerated class. Through frequent communication and conferences, parents are kept informed of their children's progress. A Student Study Team (SST) meets when there are concerns about a student's academic, social, and emotional progress. The school notes that regularly scheduled monitoring of SST recommendations would improve the effectiveness of SST intervention, thus improving student learning.

Student learning is assessed regularly at Holy Spirit Parish School, both formally and informally, through curriculum mapping, analysis of ITBS scores and through administrator observation of teacher instruction. Increased use of technology for assessment would provide immediate data regarding student progress and would allow more immediate intervention pertaining to curriculum and instruction.

Students are recognized for their accomplishments both academically and physically. They also have numerous enrichment activities such as math competitions, spelling bees, choir, living history, plays, and field trips.

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

The organizational structures of the school have been effective in communicating student progress to the shareholders. Parents are informed of their child's progress through report cards, progress reports, and conferences. Both teachers and parents indicated that they would like to have an online communication program where assignments, grades, and other information could be posted electronically for access by both students and parents on a more frequent and regular basis.

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

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

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

Holy Spirit Parish School is somewhat effective in using educationally sound assessment processes to collect, disaggregate and analyze student performance data. There is use of both formative and summative assessments in the classrooms. The

Iowa Test of Basic Skills (ITBS) results are analyzed to identify trends in comparison with Diocesan averages. Math groups are formed and Language Arts instruction is modified based on the groups in both the top quartile and the bottom quartile. ITBS results could be further disaggregated and analyzed in order to adjust instructional and curricular strategies and set goals to improve student learning throughout the entire school. New language arts and math programs were adopted in 2009, however, there is no data to show whether these programs have made a difference in student learning.

A Student Study Team (SST) intervenes for students in the lowest quartile. The Team makes recommendations for interventions to improve student learning. The school has identified strategies to make this system more effective for students. This includes placing SST reports in the student cum folder for reference by future teachers. A comprehensive filing system would encourage cross referencing by all the student's teachers as well as from year to year.

Teachers have had opportunities for professional development, particularly in the areas of language arts and math. Some teachers indicated they would like more training in use of the language arts program.

The school has conducted in-depth studies since the last visit in the areas of language arts, math, science, Spanish, technology, and religion. Many of these were conducted in the same year in order to come into compliance with the Diocesan schedule. Being back on schedule will help ensure more educationally sound assessment practices are in place.

How effectively has the school assessed SLEs and academic standards?

Holy Spirit Parish School has been effective in assessing SLEs and academic standards. The students self-assess on the SLEs each trimester, using different assessment tools depending on the grade level. The school has created a binder for each class that will follow the students through their years at HSPS. This binder contains ongoing evidence for each SLE that is representative of the class. Eighth grade students each work on an individual binder their final year.

Holy Spirit Parish School uses Diocesan Curriculum Standards as a basis for supporting learning for all students. The Diocesan Curriculum Standards are aligned with the California Department of Education standards for the state of California. The textbooks are also aligned with the current California Curriculum Standards. Multiple assessments are used to measure student progress.

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

Holy Spirit Parish School has been somewhat effective in using data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging

students to achieve, implement new curricular materials, etc. They identify students in both the lowest quartiles and the highest quartiles and group students accordingly. They have leveled math classes, resource teachers, and Student Study Teams to help meet the needs of all students in the school. The school is able to provide the resources for the teachers.

Some data is disaggregated but with unclear or limited interpretations. Trends and possible issues are identified to a limited degree. Disaggregated data is presented to staff and a few other shareholders in a general manner. The school reports that follow up with the Student Study Teams could also be improved.

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

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

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

The school is effective in using the Diocesan standards which have been developed from the State of California standards. In addition, curriculum and lesson plans are aligned with their SLEs and these are noted in the teachers' lesson plans.

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

Holy Spirit Parish School has been effective in measuring student achievement of the SLEs. The students self-assess three times each year at every grade level and each class maintains a binder showing evidence of achievement of their SLEs. Beginning last year, the eighth graders started completing a binder throughout the year that is presented to a committee as part of their graduation requirement.

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

Holy Spirit Parish School is effective in measuring student achievement of the curriculum standards using multiple assessments. The school uses standardized test scores, Diocesan testing in math and religion, textbook and publishers' tests, and teacher developed assessments. Formative assessments include oral projects and presentations, essays, teacher observations, and other activities.

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

Holy Spirit Parish School is effective in ensuring each student is making acceptable progress toward the achievement of SLEs and curriculum standards. Each teacher, along with the previous principal, identified students who were in the lowest quartile according to the ITBS results. A Student Study Team is then convened to identify the student's strengths and areas of concern. Strategies to improve achievement are agreed upon by the team. Those students then may receive support from a resource teacher or may experience classroom modifications such as oral testing, open book testing, or peer support and collaboration.

The school would like to expand the opportunities for formally scheduled articulation among teachers focusing on SLEs accomplishments, student progress, and curriculum planning. They would also like to expand the use of Student Study Teams with more follow-up meetings to ensure the success of the recommendations.

The school has conducted in-depth studies in all subject areas since the last accreditation visit in order to come into compliance with the Diocesan schedule. Five in-depth studies were completed during the 2007-2008 school year in an effort to get back on the Diocesan schedule. During the 2009-2010 school year the Social Studies in-depth was completed as part of the Self Study process and is in line with the Diocesan schedule.

Holy Spirit Parish School's Summary of Findings in their Social Studies in-depth study has identified the need for increased use and integration of technology for the teaching of social studies in all classrooms K-8. The use of technology will allow the information to be constantly updated and would provide enrichment of the curriculum. In addition, the use of technology will allow additional differentiated teaching and essential learning.

This social studies goal is essentially the same as goal number one from the action plan. The team realizes that this technology goal will impact all subject areas, not just social studies. In speaking with the teachers this goal was further clarified for its impact on student learning in social studies. The ability to expand on subject matter that provides authentic visual representation of history and social studies concepts will enhance lessons and motivate students.

F. Instructional Methodology to Support High Achievement of All Students

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

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

Holy Spirit Parish School is highly effective in integrating Catholic values throughout the curriculum. The values are modeled by the staff and taught in the classroom. Values are integrated into the consciousness of students in all aspects of campus life. A school wide Mass is celebrated monthly at the church and a class Mass is held monthly in the Convent chapel. The sacrament of Reconciliation is offered during Advent and Lent. The school adopted a religion text that meets the Diocesan standards in all curricular areas.

The team observed many examples of Catholic values integrated into other subject areas. One example in English was having students write about friendship or their own talents. In science they discuss the sacredness of lives of animals.

In addition, Catholic values are displayed by the students in their daily life at the school. When the team interviewed the children, they were clearly happy with their teachers, their peers, and their school. They are comfortable asking questions and seeking out help. They have many opportunities to practice their Catholic faith through Mass, service projects and other events and activities at the school, the parish, and the community.

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

Holy Spirit Parish School is highly effective in using research-based instructional techniques to improve student learning. Teachers appeal to students' varying learning styles and multiple intelligences by using a variety of assignments and instructional strategies. Direct instruction, cooperative learning, and inquiry-based learning are some examples of techniques used by the teachers and their instructional aides. Hands-on field trips provide another opportunity to enhance the curriculum and improve student learning.

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

Holy Spirit Parish School is effective in integrating technology into the teaching/learning process. Technology is used to supplement textbook material and the teachers would like to extend their resources in technology to create more varied and extensive learning opportunities for their students. Additional technology will enable the teachers to create

more visuals, access information, and help motivate and engage the students. The school recognizes a great need to increase the availability of technology related instruction in order to serve today's "tech savvy" students. Additional current technology will also enable the students and teachers to receive immediate feedback on checking for understanding and will provide an effective formative assessment tool for the teacher.

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

Holy Spirit Parish School is somewhat effective in using assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards. They identify their lowest performers and implement strategies for those students. The school also places their middle school students in leveled math classes according to the Saxon math assessments. There is a need to increase the collection and use of assessment data to improve learning for all students. Increased collection, use, and documentation of formative and summative assessment data would benefit learning for all students by encouraging constant monitoring and analysis of data as a basis for instructional and curricular strategies that best meet the needs of students. The team encourages the school to use their in-depth studies to collect and analyze data to determine goals and modify curriculum and instruction that will meet the needs of and improve learning for all students.

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

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

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

Holy Spirit Parish School is highly effective in providing services, resources, and activities to help all students achieve at high levels. Many sports opportunities are available to students such as basketball, football, volleyball, golf, and track and field. Parents act as coaches under the direction of an HSPS teacher who is the athletic director.

The school also provides many non-sports activities such as the Academic Decathlon, the yearbook, the annual Christmas pageant, Kidzart, band, and baton classes, choir, altar servers and student council.

Holy Spirit Parish School has varied and effective resources for students' mental and physical health. A family life program is integrated into the religion program and

assemblies are held that promote self esteem and good interpersonal relationships. SSTs are available for students struggling academically or emotionally and a counselor is at the school one day a week. Annual screenings for hearing, vision, and scoliosis is done and all students have up to date health records. Physical education is offered two times per week.

The school provides many enrichment activities to encourage high achievement for all students. Some examples include field trips to Yosemite, Westminster Woods, the Headlands, live theater and concerts, and experiences in living history.

Technology has been minimally integrated into the curriculum at Holy Spirit Parish School. There is a computer lab that students participate in one day a week. However, there is a need for additional current technology in the school to better meet the needs of all students in their learning.

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

Holy Spirit Parish School is highly effective in using parents and community resources to assist students. Title IIA funds are available to teachers for staff development. Title IID funds are available for technology purchases and Title IV funds can be accessed through the Safe and Drug Free School and Communities.

Parents at Holy Spirit Parish School are highly involved in supporting high achievement for all students. They help provide enrichment activities, coach various sports, and train and organize altar servers. The parents run an Art Docent program for all students, act as instructional assistants and guest speakers when needed and assist the teachers. They help with school events and activities and with supervision of students. Parents teach their children about the sacraments and participate in sacramental preparation along with their student.

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

References:

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

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

Holy Spirit Parish School is highly effective in developing, implementing and monitoring a financial management system to support high achievement of all students. The school follows the Diocesan accounting process and is in alignment with GAAP. Twice

during the fiscal year, the bookkeeper revises and updates the budget. The three sources of revenue are tuition, fundraising, and donations. In March the pastor, principal and bookkeeper project the student enrollment for the following year. The Parent Club participates in a fundraising target based on these numbers. Monies from the School Endowment fund are set aside to use for family financial assistance. A balanced budget is then presented to the CSAC with recommendations for tuition increase if necessary. Maintaining a safe and attractive campus is a major commitment of the shareholders including the pastor. In the past five years the parish has contributed more than one million dollars towards building and grounds improvements to the school.

The school has different tuition rates for active parish families, Catholic families that are non-parishioners and non-Catholic families. The Parent Club raises money each year to off-set the difference between tuition costs and actual costs. The parish provides scholarships for children in the parish as needed.

The school sets aside \$10,000 per year for major textbook purchases. Over the past five years the school has replaced or upgraded textbooks in almost every subject area. There is a need to update and increase the technological capacity in the classrooms in order to be highly effective in improving student learning.

Maximum enrollment is 324 at Holy Spirit Parish School, based on 36 students per class. Enrollment for the 2010-2011 school year is 301 students. The primary classes are at or close to maximum; with an active waiting list and the middle school classes are smaller.

How effectively has the school used external resources to supplement tuition, fees, and fund-raising?

Holy Spirit Parish School is highly effective in using external resources to supplement tuition, fees and fund-raising. The school has a yearly Annual Fund campaign. Monies collected for the Fund are incorporated into the school's annual non-operating budget. Current plans call for funding a portion of the new technology as per their goal, from this fund.

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

Holy Spirit Parish School is highly effective at planning for its long-term viability. Holy Spirit Parish School maintains a reserve fund to meet unexpected expenses or maintenance crises. The plant has been significantly upgraded in the past five years and projected maintenance issues for the next few years should be on a smaller scale.

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)

1. The spiritual formation of students, staff, and parents and their Catholic values are evident in all aspects of school life.
2. Significant changes have strengthened Catholic Identity.
3. A clearly defined mission and philosophy statement strongly reflects the Catholic Identity of the school.
4. Organizational structures support the school's mission and create an environment that is focused on high achievement of all students.
5. Students meet or exceed the Diocesan standards in all areas.
6. Schoolwide Learning Expectations are integrated throughout the curriculum and assessed on a regular basis.
7. Services, resources, and activities are available to help all students achieve.
8. Strong financial resources and practices effectively provide for the school's needs.

Critical Goals (identified by school)

1. Increase the capacity, integration, and use of technology.
2. Increase Catholic Identity at Holy Spirit Parish School.
3. Increase the awareness of all students' knowledge and use of Schoolwide Learning Expectations.
4. Increase the collection and use of assessment data to improve learning for all students.
5. Increased articulation among teachers, staff, administration, and families is needed.

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

Holy Spirit Parish School is effective in identifying the critical goals that are focused on improving student learning. The need to increase the use of technology is clearly evident throughout the self-study and in interviews with staff and parents. Catholic Identity appears to be strength at Holy Spirit Parish School; however, the school wants to ensure that growth in this area continues. Schoolwide Learning Expectations are posted throughout the school. Implementation and assessment of the SLEs needs to continue throughout all grade levels. Increased collection, use, and documentation of

formative and summative assessment data will benefit learning for all students by encouraging constant monitoring and analysis of data as a basis for instructional and curricular strategies to improve student learning. Increased articulation among teachers, staff, administration, and families will benefit learning for all students.

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

Holy Spirit Parish School's Action Plan somewhat effectively aligns with and addresses the school's critical goals in order to support high achievement of all students. The social studies goal (increasing technology) is essentially the same as goal number one (increasing technology) from the action plan. The team recommends combining these two goals together.

After reviewing the evidence, the visiting team has determined that goal number two to "enhance the Catholic Identity in needed areas within the curriculum and school environment" is not critical. This goal needs to be replaced by the school's critical goal "to increase the collection and use of assessment data to improve learning for all students."

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

The social studies goal is essentially the same as goal number one from the action plan. The team recommends combining these two goals together.

OPTION B: Critical Goal Identified by the Visiting Committee:

After reviewing the evidence, the visiting team has determined that goal number two to "enhance the Catholic Identity in needed areas within the curriculum and school environment" is not critical. This goal needs to be replaced by the school's critical goal "to increase the collection and use of assessment data to improve learning for all students."

Some data is disaggregated but with unclear or limited interpretations. Trends and possible issues are identified to a limited degree. Disaggregated data is presented to staff and a few other shareholders in a general manner. Planning strategies, a timeline, persons responsible for implementation, and a process for monitoring this goal along with defining a baseline and assessing progress will help identify ways to improve student learning.

B. Capacity to Implement and Monitor the Action Plan

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

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

Holy Spirit Parish School's monitoring processes that are incorporated into the Action Plan are effective. This should enable the school to implement their plan and assess the progress of student learning as a result of the plan. There is evidence that assessment, communication to shareholders and involvement of shareholders in implementing and monitoring the Action Plan will be accomplished through the structures in place at the school and through the expectations of the shareholders. The Action Plan will be regularly monitored and assessed by the principal, the pastor, CSAC, and the faculty.

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

The school plan to evaluate the goals in the Action Plan on the basis of their impact on student achievement is effective. Impact on student achievement as a result of the Action Plan will be assessed in a variety of ways. Increased technological capability will be evident as the school implements up-to-date and current technology into the classrooms.

After the school creates the goal "to increase the collection and use of assessment data to improve learning for all students", and determines strategies and a timeline for the goal, the staff will be able to effectively evaluate the goal's impact on student achievement

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

Holy Spirit Parish School has the leadership, staffing, resources, and capacity to accomplish the Action Plan. The visiting team did not identify any impediments that need to be addressed in order to accomplish the Plan.