

# ***REPORT OF FINDINGS***

ST. ANTHONY OF PADUA SCHOOL  
1003 WEST 163<sup>RD</sup> STREET  
GARDENA, CALIFORNIA 90247  
ARCHDIOCESE OF LOS ANGELES



**WCEA** *Western Catholic  
Educational Association*

AND



**IMPROVING STUDENT LEARNING**

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

**NOVEMBER 13-15, 2013**

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for

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## **PREFACE**

We, the Visiting Committee, wish to commend you, the Pastor, administration, faculty, staff, parents, and student body of St. Anthony of Padua 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 St. Anthony of Padua 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.)?*

The Self Study process for St. Anthony of Padua School has been a continuation of an in-depth Self Study that began in 2007 and continued again in 2010 with a follow-up from the report of findings. Goals from the Self Study, which included improving student learning in order to ensure the ongoing success of the school, were defined, along with an action plan. On an annual basis since that time, efforts have been made to accomplish the established goals and implement the action plan. All shareholders have been actively involved in different aspects of the Self Study.

St. Anthony of Padua School developed positive collaboration between all shareholders, and an understanding of the importance of the Self Study process. This made the entire experience a meaningful and unifying experience for the school community. The evidence for the Self Study process came from an informative array of data and reports. These included: the prior accreditation, the findings from the prior accreditation, the prior action plan, the parent/student surveys, the staff meeting minutes, and the Parent Leadership Committee (PLC) meeting minutes.

As the school moved forward toward completion of the Self Study, the leadership team then established monthly and bi-monthly goals, and deadlines for different parts of the Self Study were created. All of the parts and progress of the Self Study were shared regularly at staff meetings and all staff members were given ample opportunity for contribution or revision. The administration also regularly communicated developments of the Self Study process with the newly formed school parent committees at monthly meetings and input was given from its members, particularly towards the goals to be accomplished at the school.

## **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.?*

St. Anthony of Padua School implemented a highly effective process that engaged all shareholders in every aspect of the Self Study, which included: data analysis, review, and dialogue about accomplishments in student learning, and in the development, implementation, and monitoring of goals for the improvement of student learning. The shareholders of the school community included: the Pastor, Principal, staff, the former Parent Leadership Committee, faculty, parents and students, and the current Parent Leadership Committees. The execution of the action plan also involved all shareholders of the school community and this continued at various levels throughout the process. They endeavored to create a unified effort among all shareholders, which focused on the goals of improving student learning.

Beginning in the fall of 2011, all shareholders began involvement through the Self Study and improvement plan with surveys that were distributed to parents, teachers, students, and the pastoral administration. This process continued in the fall of 2012. The staff in particular, along with the school administration, played a major role in the Self Study process and would meet regularly every Wednesday afternoon to carry out the Self Study tasks. An ISL leadership team was established in the fall of 2012 and would meet with the rest of the staff, and separately with the leadership team to establish new objectives and goals throughout the study. All shareholders were given sufficient opportunity to express opinions and views on the school's areas of accomplishments and goals for improvements through the annual surveys.

During the final two years of the Self Study, the leadership team established monthly and bi-monthly goals and deadlines for different parts of the Self Study were created. Effective involvement of all shareholders continued as all of the parts and progress of the Self Study were shared regularly at staff meetings and all staff members were given sufficient opportunity for input and/or revising. The administration also regularly communicated developments of the Self Study process with the Parent Leadership Committee (PLC) at monthly meetings and input was given from its members, particularly towards goals to be accomplished at the school. After the final consensuses of the major goals were established among all shareholders, an action plan was then created and implemented.

The collaboration of all shareholders, and their understanding of the importance of the Self Study process, made the entire experience a meaningful and unifying experience for the school entire community.

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

The school has creative, highly effective plans to keep shareholders involved in the ongoing assessments of the school's effectiveness. St. Anthony of Padua School provides regular opportunities for all shareholders to express viewpoints and feedback within the implementation of the school's plan of action. This is accomplished through ongoing surveys, regular general parent meetings, weekly staff meetings, and monthly parent meetings. Through the creation of the action plan, the school will continue the systematic involvement of each shareholder in these various ways to ensure continuity, review and measurement of goals accomplished, and to keep a pace of improvement that is in line with the action plan.

The Parent Leadership Committee (PLC) was also established to meet regularly with the Principal to work towards the particular goals set forth by the school in the previous accreditation. Going forward, the PLC has evolved into multiple committees that would involve a greater number of parents. This form of the PLC continues to progress through the 2013/2014 school year as the school looks for new ways to regularly and effectively communicate and collaborate with its parents to fulfill its goals.

## Chapter 2: Context of the School

### A. School Profile

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

The school has extensively compiled and analyzed data since the last Self Study. With regard to trends in enrollment, St. Anthony of Padua School has made necessary changes to their school structure and operation in response to the surrounding community's economic growth as well as the local community's interest in supporting Catholic education. Annual updates from the diocesan census report and private school affidavit are used as formal documentation for student enrollment numbers.

In the spring of 2012, St. Anthony of Padua School administration, in union with the Pastor, initiated discussions with the Poor Clare Missionary Sisters concerning the Kindergarten program at the St. Anthony Day Nursery School that they administered directly across the street from the St. Anthony of Padua School campus. After jointly concluding among the director of the Nursery school, Pastor, Principal, and Regional Superior of the Poor Clare religious order that the inclusion of a Kindergarten class would be in the best financial interest of St. Anthony of Padua School and its long term viability, the nursery school agreed to relinquish the Kindergarten program to St. Anthony of Padua School thus expanding St. Anthony of Padua School to a K-8 institution, rather than grades 1-8. This transition was of vital importance for the financial stability of St. Anthony of Padua School and has enabled the school to expand its enrollment numbers by an increase of over 17% at the fall of 2013. In the fall of 2013, the Kindergarten class was filled to capacity with a standing waiting list for parents wishing to enter.

St. Anthony of Padua School serves a diverse ethnic community consisting of a Hispanic majority. The parish also serves a large Asian community as well as a significant number of African Americans and White/Caucasians. With this in mind, the demographic analysis and recognition of a high percentage of English Learners (EL) has led St. Anthony of Padua School to recognize the need for further staff development that focuses on pedagogy to aid EL's and will, therefore, budget accordingly for this each year.

The school has also identified areas of growth as well as improvement addressed in surveys and interviews conducted with students, parents, and staff regarding the overall satisfaction of the school's mission, profile, and performance. Through the regular analysis and disaggregation of multiple forms of data and information, St. Anthony of Padua School will continually increase the measure of student learning that takes place at the school and make changes in response to data results accordingly.

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

According to the survey data, the overall satisfaction of the school's performance is viewed in a positive light. The vast majority of parents felt that their children were receiving a high quality religious and academic education. Student surveys showed that the majority of students are pleased with their teachers and feel that the teachers care for each individual as a person. Both the parent and student surveys affirm an overall feeling of satisfaction with the spiritual and academic excellence of the school.

With regard to staff surveys, great strengths were seen in the areas of Religious Instruction/Faith Formation, School Management/Principal, and Student Discipline/Behavior with most staff members viewing these areas as either "highly effective" or "effective". Overall, a vast majority of the staff views the school and community positively and a strong sense of cohesiveness and teamwork exists amongst the learning team at St. Anthony of Padua School.



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

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

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

The school has effectively 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 continued support of faith formation.

The school has effectively begun to address their second target goal of improving communication between teachers and parents as well as their fourth target goal of implementing technology in classrooms in three phases. The implementation of technology, specifically, launching a new school website and providing students and parents with individual email accounts, has created a more accessible pathway of communication with parents regarding a student's academic progress as well as given students twenty-four hour access to daily assignments and teacher assistance. In student interviews, a majority of students from grades K through 8 stated that they check the school website and teacher blogs daily.

Students also stated that the use of technology in the form of iPads has made lessons more interesting. As witnessed by the Visiting Committee, use of technology is very apparent in all classrooms and, as such, student engagement was seen as highly engaging.

The factors of immediate access to communication, feedback and strong engagement in daily lessons, help to promote an environment conducive to the high achievement of all students.

Furthermore, St. Anthony of Padua School has made several improvements with regards to the school's science curriculum. New science textbooks were purchased for grades K through 8 and their utilization is supported with the continued use of the school's complete functioning science lab. The school has also promoted high achievement in science with the organization of a school science fair, as well as extracurricular science programs and activities such as "Education Alley" and HI STAR. Science teachers have also received professional development training.

Relevant to the high achievement of all students in response to parent feedback, St. Anthony of Padua School has also begun steps to improving their Mathematics program. Teachers have curriculum mapped the Mathematics Common Core State Standards and purchased new textbooks as well. Junior High teachers have also set up opportunities for assistance through before and after school tutoring hours. The Junior High Mathematics textbooks can also be accessed online, providing assistance for struggling learners as well as activities for students in need of challenges.

In addressing these goals, the administration and faculty at St. Anthony of Padua School reviewed current textbooks, Schoolwide Learning Expectations, and California Standards.

The school's revision of its Mission Statement and SLEs in addition to improvements made to curriculum, have also been effective in supporting the students' faith formation. The school is effective in its effort to integrate the characteristics and qualities addressed in these documents throughout its educational program, which reinforce the school's Catholic identity and further development of the school's spiritual and faith formation.

*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?*

The school is effective in its use of prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to drive school improvement.

The school's critical goals for continuous school improvement have all been addressed and are moving in the direction of completion. In researching and implementing these plans, the school has also discovered other areas in need of improvement and has outlined steps to undertake these objectives.

## 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?*

St. Anthony of Padua School has taken highly effective steps towards the improvement of the spiritual formation of students, staff, and parents. One of these steps includes the revision of the school's Mission Statements and SLEs. The new documents now provide a more accurate articulation of the fundamental principles and objectives of the institution. Both documents clearly express the centrality of the Catholic Faith in all aspects of St. Anthony of Padua School's educational program and curriculum. The revised Mission Statement definitively declares the school's most important role in saying, "...as a parish-based faith community centered in Christ, the school is devoted to the transmission of the ideas and values of Catholic doctrine and Christian culture, ever referencing the image of Christ, His Acts, and His Word." (Source: St. Anthony of Padua Mission Statement.) This declaration seeks to unequivocally proclaim the essential Catholicity of the institution, while simultaneously articulating its commitments to evangelization, education, and spiritual formation. St. Anthony of Padua School's revised SLEs, too, explicitly clarify the specific characteristics and qualities of each Schoolwide Learning Expectation. These newly revised documents serve to guide the development and measure the effectiveness of all practices, policies, and activities introduced at St. Anthony of Padua School.

The practices, policies, and activities aligned with these core documents demonstrate the highly effective manner in which the school both improves the faith/spiritual formation of its students, staff, and parents, and reinforces Catholic Identity of the school. St. Anthony of Padua School strives to improve spiritual formation in the authentic Catholic teaching provided each day. In the fall of 2012, to reinforce the centrality and importance of authentic and consistent Catholic teaching, St. Anthony of Padua School mandated that each day of classroom instruction begin with Religion being taught in grades K-5 (Junior High classes are departmentalized and share instruction according to a rotating schedule, receiving Religion instruction daily according to the schedule in practice that week). On Fridays, the entire school also attends Mass together which serves as the formal Religious instruction for the day, as the experience embodies the mission of the school and supports the school SLEs. Furthermore, every classroom has a Religion corner for devotion and prayer.

In 2012, in order to ensure the appropriate alignment with its mission to effectively instruct students in the teachings of the Catholic faith, St. Anthony of Padua School purchased the updated edition of the religion series it utilizes in the classroom, *Call to Faith*. The new edition reflects the revised liturgy of the Mass, conforms to the standards of Catholic Identity established by the Los Angeles Archdiocese and the Roman Catholic Church, and meets the requirements set forth by the United States Conference of Catholic Bishops (USCCB).

In the fall of 2013, the St. Anthony of Padua School administration mandated that every lesson be specifically aligned with appropriate SLE indicators, and that individual students be assessed twice a year on their progress towards the SLEs as defined by the SLE rubric. Students in the Junior High, for example, demonstrate their personal faith formation through the production of a variety of ELA-based content expressing Catholic values. St. Anthony of Padua School's Parish Pastor also has a consistent presence on campus and often stops into classrooms and distributes report cards to students at the end of each trimester.

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

St. Anthony of Padua School has been highly effective in implementing multiple changes to improve their Catholic Identity and fully integrating it into the life of the school. It provides consistent opportunities for students, staff, and parents to gather in worship and participate in the sacraments. In 2012, in an effort to reinforce the Catholic Identity of the school, the school mandated the wearing of formal Mass attire, consisting of a separate formal uniform that includes a button down shirt, tie, and a formal sweater, on all Mass days. This change served to highlight the reverence in which the sanctity of Mass is held within the St. Anthony of Padua School community.

In 2011, as a method of providing the eighth grade class with a consistent opportunity to develop their faith through spiritual leadership and modeling, they began to celebrate each Mass with the first graders, teaching them the formalities of the Celebration of the Eucharist through direct instruction and modeling. The seventh graders soon followed thereafter in 2012 with the inauguration of the Kindergarten class.

In the fall of 2012, St. Anthony of Padua School administration changed the weekly school assembly to the daily morning prayer assembly. Each morning, the assembly provides students, teachers, and parents a daily opportunity to gather as a community of faith, learn about the saint of the day, join in petition, and worship in prayer together. Furthermore, following the revision of the SLEs, a Paduan Pledge was created to reinforce the centrality of the SLEs to the school's Catholic Identity and is now recited in unison by the Student Body.

Some of the most immediate evidence of St. Anthony of Padua School's highly effective efforts to improve faith formation of its students, staff, and parents, can be found throughout its physical campus, which visibly demonstrates many of the changes made to the school edifice and environment so as to reinforce and publicly proclaim its Catholic Identity. For example, in the summer of 2013, the school completed the painting of the school name, the SLEs and the Paduan Pledge in large bold letters across the front of the upstairs balcony, in addition to large yellow banners proclaiming individual SLEs hanging overhead along the breezeways. A mural of Noah's Ark has also been painted so as to further reinforce the Catholic Identity of the school. Furthermore, many prominent iconographic statues exist throughout the school's campus including but not limited to a statue of St. Jude, Fr. Junipero Serra, and the mural of St. Anthony of Padua, Patron Saint of the school.

The Catholic Identity of St. Anthony of Padua School has been further reinforced through its efforts to cultivate and strengthen its relationship with the larger parish, particularly with the Poor Sisters of St. Clare, whose convent is on campus, the seminarians residing at the Juan Diego House, and the Parish Catechetical staff, whose office is connected to the school offices. Kindergarten and First grade students interact with the Poor Clare Missionary Sisters once a month on the school grounds and occasionally in the classroom. Furthermore, the Poor Clare Sisters and the St. Anthony of Padua School staff frequently and informally discuss struggling students and successful strategies that have been found to work with them. A Seminarian from the Juan Diego House comes to St. Anthony of Padua School every Wednesday to teach religious education to the students. The St. Anthony of Padua Youth Ministry Program created a new program to engage Junior High students, which is actively promoted on campus by the Junior High staff. Entitled E.D.G.E., the program offers Junior High students' further opportunities to encounter scripture and serve the community, thereby improving their faith formation.

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

Utilizing surveys, Archdiocesan Religion standards-based assessments, graduation and high school enrollment figures and SLE rubrics, St. Anthony of Padua School is highly effective in honestly assessing the success of its efforts. In a survey issued to parents in 2012, a majority of the families identified the school's Catholic Identity as the most important reason for sending their child to St. Anthony of Padua School over any other reason, and 88% of parents surveyed identified the Catholic instruction at the school as effective, while 80% of students identified their Catholic instruction as effective. All students are regularly assessed in their Religion classes according to the grade-level standards for the subject and students in the fifth and eighth grades take the annual Assessment of Catechesis Religious Education (ACRE). Areas identified as in need of improvement were seen in regards to the liturgy and the sacraments. In response to this, the school has coordinated a teaching Mass to be celebrated by one of the parish priests, and taught in conjunction with a seminarian volunteer from Juan Diego House. Another strong indicator of the school's success in improving faith formation in its students can be found in the number of graduates who continue their education in a local Catholic High School. Of the 86 students that graduated between June of 2011 and June of 2013, 56 continued their education at a Catholic high school.

## **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?*

The school's mission and philosophy are highly effective in reflecting the Catholic nature of the school. St. Anthony of Padua School's purpose is clearly defined through the school's Mission Statement, philosophy, measurable Schoolwide Learning Expectations, Archdiocesan curriculum standards, and other governing authority expectations.

In the fall of 2012, the school committed to a comprehensive reevaluation of its Mission Statement and SLEs to ensure that they are highly effective in reflecting the Catholic nature of the school. The revised Mission Statement communicates the contemporary mission and objectives of the institution and its shareholders. In addition, St. Anthony of Padua School has identified and implemented other objectives such as the increase in the consistency and variety of opportunities it provides for worship, prayer, and participation in the sacrament; the additions it has made to the visible expressions of the school's Catholic Identity and its commitment to the formation of faith; the nurturing and strengthening of vital relationships; and the increase in opportunities for students to act in service of others. These changes were made to reinforce its Catholic Identity, thereby providing a consistent quality of Catholic faith formation. St. Anthony of Padua School is, therefore, highly effective in its efforts to carry out its school Mission Statement and philosophy by fostering and improving the spiritual formation of students, staff, and parents in order to better reflect the school's Catholic nature.

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

The school has been highly effective in integrating their mission, SLEs, and standards into the total reality of the school. Content with the existing Schoolwide Learning Expectations in their broadest form, St. Anthony of Padua School turned its focus to the process of revising the indicating standards of the SLEs and developing a more practical and relevant SLE rubric.

In the fall of 2013, all teachers began to align all lesson plans to the new SLE indicators. All lessons are designed to develop progress towards specific SLEs. In most classrooms, specific SLE objectives are posted with the curriculum objectives at the beginning of each lesson. The SLEs are posted prominently in each classroom for easy reference, while large flags proclaiming each individual SLE hang along the school's upper breezeway. Online, they are likewise prominently displayed on the school website's homepage, where a student-generated video advertising the SLEs provides yet another promotion of them.

To further reinforce the centrality of the SLEs to the school culture and mission, students, parents, and staff recite the SLEs at each morning assembly, in unison, as part of the newly

created Paduan Pledge. Teachers tailor their instruction to incorporate, develop, and assess the specific attribute or skill in each classroom, while classroom assignments and long-term projects, from journal writing and essays to multimedia, video, and service projects, focus on exploring specific SLEs in depth.

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

St. Anthony of Padua School has defined and communicated its mission and purpose in a highly effective manner, utilizing a variety of media to do so, including print, paint, posters, videos, and html content. The revision, publication, and promotion of its Mission Statement, its SLE indicators, and its SLE rubrics have provided shareholders with a new level of clarity of both the mission and Schoolwide Learning Expectations. The revised Mission Statement was communicated to the community via the weekly parent bulletin, the school website, and a formal update to the parent handbook, in which the Mission Statement and philosophy are prominently placed as the first document of the book, following the table of contents, while the revised SLEs are posted on the very next page. Online access to the school Mission Statement, philosophy, and SLEs is constant and easily gained by navigating the ABOUT tab on the homepage. A student-generated video posted on the school homepage offers further communication of the SLEs to the broader community.

### **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 the school effectively support the school's mission and create an environment that is focused on high achievement of all students. The Pastor is involved and makes all approval of changes in the employment status of the school personnel. He is available at all times and maintains a consistent presence in the school including weekly celebration of Mass with the student body, attendance at school functions, and visits to the classrooms and faculty meetings.

The Pastor meets with the Principal on a weekly basis as well as extemporaneous meetings when necessary. In accordance to the school's mission focusing on high achievement of all students, the Pastor directly reviews and distributes report cards to each student in the school and announces honor roll recipients. The Pastor promotes spiritual growth to the staff by celebrating a private Mass at their annual fall retreat and presiding over the annual Catechetical Mass that recognizes and blesses each staff member. He also promotes a strong relationship between the school, the Poor Sisters of St. Clare, and the parish ministry services by holding a joint breakfast once a trimester. In support of the school's mission and its achievement-focused environment, supplemental financial support of the school is provided by the parish.

St. Anthony of Padua School is effective in helping to create an immersive environment that is focused on the high achievement of all students and fulfilling the school's mission. St. Anthony of Padua School has implemented a schoolwide discipline and uniform policy, including the requirement of a separate formal uniform for Mass and Holy Days of Obligation to highlight the sanctity of the Liturgy of the Eucharist. The school collects weekly lesson plans aligned to curriculum standards and Schoolwide Learning Expectations.

In 2010, the school subscribed to the online grading service, Gradelink, and teachers are expected to input grades weekly. It has also implemented the construction of a new school website. Furthermore, teachers were given their own class web log (blog) on the site, through which they are required to communicate information to their students and parents on a weekly basis, including homework, test dates, long term assignment information, and any documents pertinent to student achievement. The school administration also initiated the review and revision process of the school's Mission Statement and SLEs that resulted in a more definitive collection of SLE indicators and an SLE rubric.

To uphold the standards of high achievement for all students, the Principal is supported by a staff that effectively performs a variety of duties. The organizational structure of the school calls on the faculty to share the responsibilities, as indicated in the Self Study.



Faculty meetings are utilized by the staff and administration for curriculum development, professional development, and professional support. One faculty meeting a month has been designated for curriculum mapping and development. Professional development opportunities are similarly designed into faculty meetings, and range in duration from one-off seminars (Engaging the Whole Child) to multi-year programs (Catapult.) In 2013, the St. Anthony of Padua School began to implement the Support Team Education Program/Minor Adjustment Program (STEP/MAP) to aid in the identification of students consistently struggling to make acceptable academic progress throughout the year. The STEP/MAP coordinator works with the teacher(s) and parents of the student to establish specific academic goals for the student and provide appropriate support and adjustments within the classroom to assist the student in achieving those goals.

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

Student progress has been communicated to shareholders in a variety of effective ways. At the conclusion of Sunday Masses, the Pastor announces major school accomplishments, which are also published in the parish bulletin. The Principal holds an open door policy and communicates with faculty on a daily basis. The Principal also communicates with parents through weekly bulletins, family envelopes, email notifications, phone calls, and meetings. The school subscribed to Gradelink, an online grading service, in which teachers are expected to input grades weekly, and has implemented a new school website.

On the school website, the parents and students are able to receive information such as homework, test dates, long term information, and any other documents pertinent to student achievement on the school webpage. Teachers use call logs to communicate positive feedback on student performance and areas for improvement. If needed, conferences will be scheduled at this time. Teachers also communicate with parents via email. Students receive completed and graded work from the teacher once a week and parent signatures are required to be returned as a way of communication.

#### **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.)*

St. Anthony of Padua School effectively employs educationally sound assessment processes to consistently generate and collect student performance data. The disaggregation and subsequent analysis of such data serves as the basis for decisions regarding instructional/curricular improvement. Data is principally generated by, and drawn from the following sources: ITBS standardized tests; Cognitive Abilities Test (COGAT); ACRE tests; Catapult Benchmark Assessments; curriculum-based classroom assessments (both teacher-generated and publisher-generated assessments); formal trimester and annual cumulative report cards; and data from parent, student, and teacher surveys. St. Anthony of Padua School utilizes demographic data from enrollment records, parent surveys, ITBS, and the Poverty Survey to contextualize this assessment data and inform curricular/instructional decisions.

St. Anthony of Padua School is particularly focused on ITBS Mathematics scores, as it has spent the past two years committed to improving them. During the 2011/2012 school year, the entire faculty and staff undertook a curriculum mapping process for Mathematics that finally reached completion during the 2012/2013 school year.

Adding further confidence and expectation for growth in Mathematics scores is the 2012 acquisition of a comprehensive and cohesive textbook series based on the Common Core State Standards that effectively matches the instruction of Mathematics outlined in the recently implemented maps. At the beginning of the 2012/2013 school year, St. Anthony of Padua School purchased the "Go Math" series which effectively scaffolds Mathematics concepts, taught in similar formats, through grade levels K-5. In Junior High, St. Anthony of Padua School purchased the "Holt Online Mathematics," an online digital textbook series, which provides constant support to students with online access

Serving as further evidence of this effectiveness, analysis of ITBS results in Mathematics also led to the decision to expand the Mathematics curriculum beyond the regular school hours. This extension takes the form of a voluntary instruction time for Junior High students before school, three days a week. Students struggling in this subject area receive extra support and more one-to-one instruction.

St. Anthony of Padua School is committed to identifying and employing new methods of acquiring assessment data that can be analyzed and used as a basis for making adjustments to instruction, curriculum or materials. Digital technology offers tremendous potential for generating and collecting such data. The extent of teacher and student access to iPad tablet devices, combined with the multi-media, interactive nature of contemporary educational apps,

allows St. Anthony of Padua School teachers to integrate appropriate core and supplemental digital materials into their classrooms that track student mastery of content throughout the student's progression through the program, formally providing both formative and summative assessments that quantify individual and class progress into actionable data from which instruction and curriculum decisions can be made.

*How effectively has the school assessed SLEs and academic standards?*

St. Anthony of Padua School has effectively improved its assessment of the school's SLEs. Having revised the SLEs to include more specific indicators, a rubric was subsequently developed to assess progress towards mastery. All teachers tailor their lessons and instruction to incorporate, develop, and assess a specific SLE attribute or skill in each lesson, while classroom assignments and long-term projects, from journal writing and essays to multi-media, video, and service projects, are similarly aligned. Performances on such assessments contribute to the holistic SLE evaluation of the student's progress towards the SLEs using the SLE rubric. The staff has recognized the power of the collection of such assignments in demonstrating student progress towards the SLEs.

*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.?*

The schools use of data analysis is effective. Using their data as a tool to guide and modify their instruction is evident. The Support Team Education Program/Minor Adjustment Program (STEP/MAP) aims to guide struggling students.

Data collected from the parent and student surveys illustrate that the community perceives St. Anthony of Padua School as having a strong Catholic identity and a palpable commitment to faith and academic excellence. Survey results show that 45% of parents admit to not using the online grading system, thus not utilizing their ability to stay regularly engaged in the progress of their child. Also, 40% of parents admitted to not utilizing the school website.

In conclusion, St. Anthony of Padua School is effective in its disaggregation and analysis of multiple forms of data to make decisions that improve student learning. St. Anthony of Padua School consistently revisits this data to measure student progress and the success of curricular and instructional strategies. Data reflects a strong Catholic identity at the school as well as strong academic accomplishments among its students and teachers. Data is a driving force in the implementation of the Mathematics curriculum maps and the development of English Language Arts maps to ensure steady growth throughout the grade levels. Through the regular analysis and disaggregation of these multiple forms of data and information, St. Anthony of Padua School will continually increase the measure of student learning that takes place at the school.

## **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?***

St. Anthony of Padua School is highly effective in providing a challenging, comprehensive and relevant curriculum for each student that result in the achievement of clearly defined and measurable Schoolwide Learning Expectations (SLEs); Common Core State Standards, California State, and Los Angeles Archdiocesan curriculum standards; and other governing authority expectations. Students make acceptable progress towards these expectations and standards.

St. Anthony of Padua School has been highly effective in its development of a curriculum based on SLE's and curriculum standards. One fundamental and integral aspect of St. Anthony of Padua School's curriculum is the clearly articulated set of Schoolwide Learning Expectations (SLEs). St. Anthony of Padua School's SLEs guide and inform the curriculum and serve as a mechanism for instilling specific character attributes and academic skills in all graduates of the institution. All lessons are aligned with the SLEs.

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

A variety of methods are utilized by teachers to ensure student achievement of the SLEs. In most classrooms, specific SLE objectives are posted with the curriculum objectives at the beginning of each lesson and referred to throughout the lesson. Performances on assessments contribute to the evaluation of the student's progress towards the SLEs. The school has identified the creation of a Student SLE Portfolio System to be a major goal.

St. Anthony of Padua School's academic curriculum adheres to state and nationally developed curriculum standards. The Mathematics curriculum from K-8 has been mapped in accordance with Common Core State Standards while the Science and Social Studies curricula are all aligned with California State Standards. Through its relationship with Catapult Learning, St. Anthony of Padua School began mapping the ELA curriculum and transitioning to the Common Core State Standards. Religion courses correspond to the standards established by the Los Angeles Archdiocese. All lessons are designed to build progress towards mastery of specific curricular standards, as evidenced in all lesson plans.

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

A wide variety of traditional and alternative summative assessments are highly effective in their utilization at St. Anthony of Padua School to clarify student progress towards mastery of clearly defined curriculum standards and SLE. The results of these assessments serve to guide teachers and staff in the adjustment of instruction, planning, grouping, and curriculum. ITBS and Catapult Benchmark standardized exams are administered annually and tri-annually, respectively. These assessments provide critical insight into the performance standings of individuals and classes in relation to their peers, and aid teachers in developing appropriate goals, objectives, and expectations for particular students and the class as a whole. Teachers also regularly use summative assessments accompanying textbook series and other curriculum programs.

A wide variety of alternative, standards-based summative assessments are also given throughout the year, and offer students opportunities to demonstrate both their mastery of curricular skills and content, and their own personal creativity. Such projects include video advertisements, songs, plays, book covers, theme/character sculptures and paintings, video collages, poster board, oral presentations, additional chapters to books, fictional character Facebook pages, digital bulletin boards, music videos, plays, flyers, brochures, formal research reports, science fair projects, lab reports, and many more. One of the most significant additions to the curriculum has been the Junior High Narrative Screenwriting and Film Making assignment, aligned with CCSS for ELA narrative writing and reading comprehension.

Furthermore, St. Anthony of Padua School consistently uses a wide variety of digital assessments to inform modifications of instruction and curriculum to ensure that it is successful in its efforts to help all learners achieve the SLEs and curriculum standards. Technology has been integrated into the assessment process in many ways. The extent of teacher and student access to iPads, combined with educational apps, allows teachers to integrate appropriate core and supplemental digital materials into their classrooms that both engage different modalities and facilitate meaningful interaction with and manipulation of content, thus deepening student connection to the material. Such digital activities are most often employed as informal formative assessments and review activities, allowing students to engage with the content in an unpressured context and receive instant feedback concerning their command of the content/skill.

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

St. Anthony of Padua School currently uses SLE rubrics to assess student progress towards the achievement of SLEs. Student progress towards curriculum standards are assessed by individual teachers using a variety of both informal and formal assessments, and are communicated through Gradelink. Students also take Benchmark Assessments three times a year that are aligned to Common Core State Standards.

## **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?***

St. Anthony of Padua School is highly effective in integrating Catholic values throughout the curriculum. Catholic values are expressed and reinforced in daily lessons, discussions, and activities. Teachers have incorporated the integration of Catholic values into their teachings, such as the teaching of God's creation discussed in Science and social justice discussed in Social Studies. Students use and develop critical ELA reading skills in classroom activities and projects that reflect Catholic values and faith. Some of the activities and projects include group and class discussion, journaling, paragraph and essay writing, research projects and presentations, art projects, teleplays, narrative screenplays, and digital photographs of Catholic iconology.

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

The school has been highly effective in their use of research-based instructional techniques to improve student learning in a variety of ways. The teachers use a variety of instructional strategies as stated in the Self Study and witnessed by the Visiting Committee. The school has also initiated the Support Team Education Program (STEP) and Minor Adjustment Program (MAP), a working relationship with LAUSD Private School liaisons to serve the student body identified with Special Needs and active Individualized Education Plan (IEP).

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

Integration of technology into the teaching/learning process has been highly effective in its implementation. The seventh and eighth grade classes adopted the Holt Online digital textbooks, kindergarten and first grade participated in the inaugural cohort of Pup's Quest/Educational Software for Guided Instruction (ESGI), the Learning Lab equipped with a digital projector connected to Apple TV, the Junior High utilizes Panasonic's interactive whiteboard system, Pana Board connected to both an Elmo document camera and an Apple TV receiver. Each teacher is provided with an iPad and the school as a whole has access to 40 additional iPads and iPad minis. Class notes are created using Power Point, Prezi, and Keynotes. Frequent use of projection includes BrainPop videos and quizzes, CNN Student Notes, YouTube videos for health, science, math, science, and literature. Seventh and eighth grade students have been connected with school email accounts within the school's domain that allows them access to Google Docs to submit formal work and digitally produced projects. Students also have access to Edmodo which compliments the function of the teacher blog. Students have been introduced to the responsibility of technical and research skills, digital work habits, and online behavior/etiquette.

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

Assessments have been used to help all students achieve the SLE's and curriculum standards. The use of the ITBS and Catapult Benchmark Assessments are administered annually and tri-annually. Teacher use a variety of assessments that are identified in the Self Study and have been witnessed by the Visiting Committee. The teachers use rubrics for summative assessments and students are able to view how well they did on an assignment through the use of rubrics.

## **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?*

St. Anthony of Padua School provides many effective curricular and extra-curricular opportunities to support students and aid in the achievement of Schoolwide Learning Expectations, Common Core State Standards, California State Standards, Archdiocese of Los Angeles standards, and other governing authority expectations. All classes, kindergarten through fifth grade, begin their days with Religion class, while each Friday morning, in lieu of morning assembly and Religion class the school celebrates the Eucharist together. Furthermore, twice a year St. Anthony of Padua School gathers as a whole to pray the Rosary, including the annual Labyrinth Rosary ceremony led by the student council.

Many extracurricular programs are offered at St. Anthony of Padua School to provide students the opportunity to develop traits identified specifically in the indicators of the SLEs. These enrichment programs provide the students with multiple opportunities to develop in other areas outside of the core curriculum, a couple of these programs being the Student Council and the Academic Decathlon team. Other programs at St. Anthony of Padua School providing similar opportunities include the audiovisual team, the Play Leader program, the yearbook and school newspaper programs, and the Hi Star Astronomy program, which annually sends a Junior High student to work and study with a handful of other Junior High and High School students from around the nation in the astronomy facilities at the University of Hawaii, Manoa. St. Anthony of Padua School also holds a Citizenship Awards Ceremony at the end of each trimester wherein students who have displayed consistent positive behavior are rewarded in front of the student body, parents, and faculty.

St. Anthony of Padua School's audiovisual team offers a select group of students the responsibility of setting up and troubleshooting all technical equipment while teaching them both basic technical skills and dependability. The Audiovisual team has taken greater importance due to the school's increase in technology. The Play Leader program provides all seventh and eighth graders with a consistent opportunity to engage in service, develop emotional intelligence, and learn leadership skills through working in pairs to lead teams of Kindergarten and first grade students in organized game play during each lunch recess. Reinforcing the school's commitment to utilizing academic skills for a variety of purposes, the school provides students with the opportunity to write, design, edit, and publish the school newspaper, "The Paduan Press", as well as the annual yearbook.

St. Anthony of Padua School appropriates resources to provide music/theatre instruction that is taught in bi-weekly (K-5) and weekly (6-8) music classes, and focuses on music history, vocal instruction, instrument instruction, acting, and musical theatre. The curriculum culminates in



two large productions: the annual faith-focused Christmas program, and the annual end of the year theatrical production. The program is supplemented with the extracurricular Children's Choir and Arts Alive programs. The choir leads the student body through all songs during school masses and the Arts Alive program, which offers classes for a variety of musical instruments and dance forms, and presents two showcases each year in which the participants of the program perform a selected piece for a public audience. St. Anthony of Padua School's sports program demands strict adherence to the school's SLEs, with participation dependent upon GPA requirements, work habits and conduct requirements, and the continued exhibition of becoming a Follower of Jesus while on the team. The program includes both individual and team sports. St. Anthony of Padua School is also a member of the local CYO league for flag football, boys' and girls' volleyball, boys' and girls' basketball, and boys' and girls' track.

In 2012, St. Anthony of Padua School enacted a revised discipline policy that is structured with the purpose of identifying and modifying persistent behavior struggles through intervention and a refocusing on academic and spiritual growth in order to aid students in the achievement of the SLEs and national, state, and Archdiocesan standards. In interviews with parents, students, and staff, the Visiting Committee determined that the revised discipline and uniform policy has been both well received by the community as well as effective.

The continued inclusion and use of technology at St. Anthony of Padua School in the classroom, Learning Lab, and at home provides students with multiple opportunities to access curricular objectives, content, and assignments. Faculty members use iPads in the classroom in a variety of ways to aid all students in the achievement of curricular and SLE objectives. All classrooms are equipped with Apple TV and a projector, allowing teachers to project print, digital, video, audio, and interactive content for shared instruction. Students also have access to the school's collection of 40 individual iPads and iPad minis to utilize in the classroom for a near endless variety of tasks. Teachers utilize these iPads to individualize instruction, create differentiated station activities organized around skill-level and modalities, and provide supplemental activities for both high- and low-achieving learners. Lessons and programs utilizing the Learning Lab, during and after school hours, facilitate collaborative learning projects centered around digital tools and web access, while lessons employing the adjacent traditional desk top computer lab foster typing skills and knowledge of Microsoft Office programs, including Word, Excel, and PowerPoint. And to offer further support beyond the school campus, the school website and individual class web logs (blogs) provide the 95 percent of school families with web access at home the opportunity to participate in online discussions, access school/class documents and assignments, and contact their peers and teachers to address misunderstandings or confusion.

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

St. Anthony of Padua School staff and faculty effectively work together with parents to prepare students to live in and contribute to the world. This parent/school partnership has been vital for the growth and success of the school community. The consistent and active presence of parents at the school has been a clear indication of their total commitment to the Schoolwide Learning Expectations (SLEs). Beyond serving on the 14 different Parent Committees, parents are also involved in everyday school activities that include serving as class room parents, field trip

chaperones, Eucharistic ministers, Academic Decathlon and sports team coaches, and volunteering for school improvement projects. They also help provide financial support by participating in fundraisers, and by helping run the annual school Fiesta. Their commitment to the growth of the school had helped St. Anthony of Padua excel. The Visiting Committee found through both parent interviews and observation that the parental involvement is a strength and the PLC model has been effective.

Through interviews and observation, the Visiting Committee found the Parish community to be supportive of St. Anthony of Padua School. The Pastor is an integral part of the school community. Many parishioners have attended, or have children who attend the school, and still feel connected. In recent years, parishioners and alumni have donated funds to aid the school in acquiring technology.

St. Anthony of Padua School also receives Title I funding to provide additional support to qualified students in both mathematics and reading. Students are pulled out of class once a week to work in small groups on basic math facts and reading fluency and comprehension.

## 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?*

St. Anthony of Padua School has been effective in successfully developing, applying, and maintaining an efficient system to manage the school's finances in order to sustain a high level of achievement for all its students. This system follows the guidelines set in place by the Department of Catholic Schools of the Archdiocese of Los Angeles. Included in this process are the Pastor, Principal, and school board. Further, the Pastor, Principal and finance committee for St. Anthony's Parish are also a part of the school's financial plan. As of the fall of 2013, the overall financial condition of the school is decidedly manageable and sustainable. As with any educational institutional establishment in today's world, the need for improvement of long-term financial goals is necessary in order to preserve the school's viability. St. Anthony of Padua School is diligently pursuing the establishment of long-term financial goals in order to preserve the school's future.

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

St. Anthony of Padua School has effectively used external resources to supplement tuition, fees, and fund-raising. The school aggressively helps its families apply for the scholarships available through the Catholic Education Foundation (C.E.F.). The school has established a successful venture with C.E.F. and maintains it annually. Another external financial resource for the school is its endowment fund. The St. Anthony of Padua School's Alumni Association fundraised in order to establish an endowment fund for the school. This endowment fund allows St. Anthony of Padua School to have access to funding for tuition and other school expenses, should the need arise. The Parish parishioners participate in the annual Fiesta and support the school in many ways. Additional funding to pay for professional development opportunities is provided through federal funding.

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

St. Anthony of Padua School has been effective in planning for its long-term viability. The main thrust of its long-term planning has been to establish its Kindergarten. The St. Anthony's Day Nursery School, which is across the street from St. Anthony of Padua School and not affiliated with it, is maintained and operated by the Poor Sisters of St. Clare. The Sisters have established a Kindergarten as part of the Nursery School and each fall the Nursery School feeds approximately twenty-four students into the St. Anthony's first grade. Through positive negotiations involving

the support of the Regional Bishop, the Superintendent of Catholic Elementary Schools, and the Pastor, as of 2013 the Nursery School has transferred its Kindergarten completely to St. Anthony of Padua School thus increasing the school's enrollment and establishing a foothold on the path for the school's long-term viability. Due to the great reputation and continued success of the St. Anthony Day Nursery School, the school immediately filled its Kindergarten class with 33 students and has a waiting list of 11 students. The school anticipates this trend to continue, thus providing greater financial stability for years to come.

## 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. Successful revision of schools Mission Statement/Philosophy and SLEs
2. Creation of SLE rubric for greater assessment of SLEs
3. Confirmed the strength of the school's Catholic identity through shareholder surveys
4. Completion of schoolwide curriculum-mapping of Common Core State Standards for Mathematics
5. Implementation of daily/weekly blogs by teachers through new school website to better communicate with shareholders
6. Acquisition and consistent use/integration of digital technology in the instruction process
7. Successful addition of Kindergarten class
8. Increased consistency and variety of student service opportunities (i.e. – Playleading Program)

Critical Goals (identified by school)

1. To further increase student proficiency in all areas of English Language Arts
2. To further develop St. Anthony of Padua School's ability to meet the needs of all students
3. To further increase opportunities for students and school community to engage in meaningful service
4. To ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology
5. To further increase the participation of parents and other shareholders

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

St. Anthony of Padua School has been highly effective in utilizing the Self Study process to identify goals that will positively affect numerous aspects of the institution. St. Anthony of Padua School's goals further develops its ability to meet the needs of all students. The reinforcement of this commitment is evident in the Self Study and it will serve to improve student learning in all classes. The critical goals, as identified by the school, support the learning of all students by aiming to: 1) increase proficiency in all areas of English Language Arts, 2) meeting the needs of all students, 3) increase opportunities to engage in meaningful service, 4) remain current and effective in technology, and 5) increase participation of parents and other shareholders. Through interviews and observations, the Visiting Committee found that the

parents, teachers, students, and pastors are aware and in agreement with the critical goals identified in the Self Study.

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

As evidenced throughout the Self Study, and affirmed by the Visiting Committee, St. Anthony of Padua School has been highly effective in utilizing this Self Study process as an opportunity to develop all aspects of itself towards their highest potential. The school is extremely confident that the goals it has established for itself are within its reach and that the Action Plan it has designed provides a path to successful achievement of them. The critical goals are interwoven within the Self Study and their support for high achievement of all students are well explained throughout the document.

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

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

N/A

**OPTION B: *Critical Goal Identified by the Visiting Committee:***

1.

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

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

N/A

## **B. Capacity to Implement and Monitor the Action Plan**

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

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

St. Anthony of Padua School has been highly effective in implementing and monitoring an Action Plan that supports high achievement of the Schoolwide Learning Expectations and curriculum standards for all students. As evidenced throughout the Self Study, St. Anthony of Padua School has fully committed itself to utilizing this process as an opportunity to develop all aspects of itself towards their highest potential. Through interviews and observations, the Visiting Committee found that the involvement of all shareholders in implementing and monitoring the Action Plan is attainable because of the structures in place (i.e.: supportive parents, community, staff, Pastor, and administration). The school is extremely confident that the goals it has established for itself are within its reach and that the Action Plan it has designed provides a path to successful achievement of them. Contained within the Action Plan are detailed strategies for accomplishing four of the five Critical Goals it identified in the Self Study; strategies exist for the accomplishment of the fifth Critical Goal.

The Action Plan devised by St. Anthony of Padua School to accomplish its four Critical Goals is financially feasible, has a well-defined timetable, a clearly defined structure of responsible shareholders, a monitoring process, and a method to communicate progress to all members of the school community. The Action Plan is financially feasible because of the sound financial practices currently in place.

*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 has been highly effective in formulating a plan to evaluate its goals in the Action Plan. With the ongoing review of the Action Plan by the administration, the Leadership Team, and the Pastor, the necessary monies to accomplish the strategies and activities detailed in the plan will be allocated in the annual budget. Recent improvements to the school's communication system (school website, student/family email accounts, mandatory Parent Committee participation, school bulletin, family envelope, parish bulletin, etc.) ensure that all shareholders will be informed of the school's progress toward the completion of the Action Plan, and feedback/data will be collected from them, when appropriate, to further monitor the process.

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

After careful analysis of the Action Plan, the school believes that the established goals will be accomplished. The school is committed to accomplishing the Critical Goals it has set for itself, and is confident that its Action Plan will ensure it does.