

# **CHAPTER 1 – INTRODUCTION**

## **A. HOW THE SELF STUDY WAS CONDUCTED**

The current Self Study for St. Anthony of Padua School is the culmination of an in-depth Self Study process that began in 2007 and continued through a follow-up Self Study and evaluation in 2010, both of which served to provide the Critical Goals and Action Plan that have since guided the school's efforts to improve student learning. Implementation of the Action Plan has involved all shareholders, at various levels of participation, and the school has consistently sought to create a unified effort throughout the community to improve student learning at St. Anthony of Padua School.

In response to the 2010 Report of Findings, the school began the current Self Study documentation process in the fall of 2011, with an initial completion and evaluation date set for February of 2013. Due to major changes to the staff and administration in the summer of 2012, most notably at the position of principal, the school petitioned for, and was granted, a postponement of the evaluation date in order to ensure a meaningful and effective completion of the Self Study. An alternative fall visitation date was established for November 2013, and the staff adjusted its timeline accordingly, creating a separate, quickened pace for itself based on the timeline set by the Los Angeles Archdiocesan WCEA/WASC Commissioner for schools scheduled to complete their visits in February/March 2014.

Following the hiring of a new principal in the summer of 2012, and in an effort to more effectively address the demands of the Self Study process, an ISL leadership team, overseen by the pastor and the new principal of the school, was established in September of 2012. Guided by the seminars and workshops offered by the Los Angeles Archdiocese, the ISL leadership team established goals and deadlines for the progressive completion of different sections of the Self Study. The team regularly communicated with the staff to clarify and establish goals and objectives, and likewise to identify appropriate strategies and practices to accomplish those goals and objectives. The faculty and staff maintained a central role in conducting and completing the Self Study, meeting regularly every Wednesday afternoon with the administration and leadership team to carry out the numerous tasks required by the study. In an effort to ensure alignment with WCEA/WASC criteria, all progress was reported to the Los Angeles Archdiocesan WCEA Commissioner for informal evaluation. Guided by the goals and strategies outlined in the previous action plan, as well as the responses to the ISL discussion questions provided by WASC/WCEA for the Self Study, the conclusions drawn from the staff-wide analysis of a variety of appropriate qualitative and quantitative data, the indirect and direct feedback offered by the school's shareholders, and the suggestions of the Los Angeles Archdiocesan WCEA Commissioner and her team, the school developed the current document as an articulation of its accomplishments, goals, and plans regarding the improvement of student learning at St. Anthony of Padua School as of November 2013.

Although no parents were officially part of the St. Anthony of Padua School WASC committee, the school sought to include all shareholders in the process, issuing surveys to parents, teachers, students, and pastoral administration in an effort to properly assess the thoughts, feelings, attitudes, and concerns of the entire St. Anthony of Padua School community. These surveys were again submitted to the shareholders in the fall of 2012. The combined results served to

inform and guide the Self Study, providing the context necessary to accurately identify the critical goals this document aims to justify, as well as the plans to accomplish them.

A major obstacle to the completion of the Self Study arose in the fall of 2012, when the new administration identified a severe lack of progress in critical areas of the document that suggested there would be great difficulty in adhering to the originally scheduled timeline for completion and evaluation of the Self Study. As mentioned above, the administration petitioned for, and was granted, an alternate visitation date. This allowed for a much more meaningful, and successful, Self Study process for the school. Still, other problems arose, most notably the difficulty resulting from the effort to evenly delegate the writing tasks amongst the staff. Though each section of the document followed the same process of discussion, review, and analysis of appropriate topics and data, different members of the staff were charged with the task of constructing cohesive narratives from the respective notes of this collaboration process. Unfortunately, as is so often the case in writing, each individual had a particular style, and the initial results led to a document that did not read cohesively. Therefore, the leadership team delegated a single member to edit the document to give it a singular, unified voice from beginning to end. Lastly, the dissolution of the Parent Teacher Organization in 2010, followed by the dissolution of its replacement organization, the Parent Leadership Committee in 2012, led to a lack of official parent leaders within the community. In response to this situation, the school implemented a new policy in the fall of 2013 mandating a member from each family of the school join one of a multitude of new Parent Leadership Committees created to address the disparate needs and functions of St. Anthony of Padua School. These committees have allowed for more immediate feedback from the parent community, and have led to the greater inclusion of parents in the Self Study process. Moreover, efforts are currently underway to create school email accounts for all families utilizing the school website's domain, @stanthonygardena.org, to more effectively communicate with parents and provide a further avenue for the issuance of surveys and the collection of feedback and data from them.

Evidence:

- Prior Accreditation Findings
- Prior Action Plan
- Parent/Student Surveys
- Staff Meeting Minutes
- PLC/ Parent Committee Meeting Minutes

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

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

St. Anthony of Padua School involves all shareholders in data analysis, review, and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing, and monitoring goals for improvements in student learning. The numerous shareholders that have taken part in the completion of the Self Study at various levels of involvement include the pastor, principal, staff, the former Parent Leadership Committee, the various current Parent Leadership Committees, faculty, parents, and students. Following the recommendations of the Los Angeles WCEA/WASC Chairperson, a progression of Self Study objectives was established by the administration and WASC leadership team, while consistent meetings with staff and faculty provided a venue for the gradual completion of the necessary tasks of the Self Study that led to the identification of the significant accomplishments, areas in need of improvement, and specific goals the school intends to accomplish over the coming six years.

St. Anthony of Padua School involved all shareholders in a variety of ways. Surveys addressing aspects of the school pertinent to most sections of the Self Study were issued in the fall of 2011 to all parents, teachers, students, and pastoral administration in an effort to ensure the involvement of all shareholders and properly assess the thoughts, feelings, attitudes, and concerns of the entire St. Anthony of Padua School community regarding a wide variety of topics. These surveys were again submitted to the shareholders in the fall of 2012. The combined results served to inform and guide the Self Study process for the instructional staff, providing the data, feedback, and context necessary to effectively engage in the respective discussions essential to the accurate identification of the school's significant accomplishments, areas in need of improvement, and critical goals, as prescribed in each of the sections of the document. Other means utilized to ensure the continued involvement of shareholders in the process included regular general parent meetings, weekly faculty meetings, quarterly meetings for the various parent committees, and the weekly student council meetings.

In the fall of 2012, after an extensive collaborative evaluation of the school's history, mission, and current role in the parish community, St. Anthony of Padua School's mission statement and SLEs were revised by the instructional staff. The results of this revision process, including a newly created SLE rubric aligned to the new SLE indicators, were communicated to the school community through school website, the updated parent handbook, and the posting of the revised mission statement and SLE indicators/rubrics in each of the school classrooms. The new SLE rubrics were first utilized in the January of 2013 and will be utilized biannually to assess student progress and achievement of the SLEs. Through such evaluations, as well as through consistent parent conferences and phone calls, the use of the online grading system Gradelink, the regular release of progress reports and report cards, and the annual parent conference discussing the conclusions drawn from disaggregated standardized test results, the critical shareholders of St. Anthony of Padua School participate in the assessment of spiritual development of students and their progress towards clearly defined academic and SLE goals.

St. Anthony of Padua School is intent on ensuring the consistent involvement of all its shareholders in the process of continuous improvement of the school. The organization of its parent community has evolved greatly since 2011. Following the dissolution of the school Parent Teacher Organization in 2010, a Parent Leadership Committee was established to meet regularly with the principal and work collaboratively towards the achievement of the goals established in the previous accreditation. Numerous factors lead to the eventual dissolution of this group and the creation in the fall of 2013 of a more inclusive organizational structure that assigns each family to one of a multitude of committees, also known as PLCs, responsible for evaluating, addressing, and effectuating various needs of the school. In this fashion, the school Action Plan was communicated to the parent community. Likewise, this new organizational structure will allow for greater participation by these school shareholders in monitoring the Action Plan over the coming years. Similarly, this new structure will be closely monitored to evaluate its effectiveness in ensuring the involvement of all shareholders in the process of continuous improvement of the school.

Evidence:

- SLEs
- PLC Meeting Minutes
- Staff Meeting Minutes
- Weekly Staff Bulletins
- Weekly Parent Bulletins
- School Website ([www.stanthonygardena.org](http://www.stanthonygardena.org))
- Parent/Student Surveys
- Finance Council Meeting Minutes
- SLE Rubrics
- Tri-annual General Parent Meeting Agenda
- Regular meetings among the Leadership Committee
- Regular meetings between principal and pastor
- Regular meetings between principal and parish finance council
- School Mission Statement and Philosophy
- School Action Plan

## **CHAPTER 2 – CONTEXT OF THE SCHOOL**

### **A. SCHOOL PROFILE (With Supporting Data)**

St. Anthony of Padua School is dedicated to the sacred task of educating the whole person, morally, mentally, physically, and spiritually. Guided by its mission statement and the concomitant Schoolwide Learning Expectations (SLEs) that extend from it, St. Anthony of Padua School is highly effective in executing a curricular program that provides each of its students with authentic Catholic faith formation (**F**ollowers of Jesus,) progressive and relevant development of the academic skills and knowledge necessary for success in higher education (**A**cademically Prepared,) an awareness of the contemporary global society in which they live and the skills and values necessary to minister to it in a Catholic way (**S**ocially Aware,) and consistent opportunities for physical and spiritual betterment (**T**otally Healthy.)

In recognizing that a highly effective and quality education demands an environment in which learning and mastery are considered paramount, all shareholders of the school are united in their commitment to create an ideal learning environment, constantly assessing its effectiveness and seeking methods and resources to improve it. Recognizing that each student possesses gifts unique to their individual self, shareholders strive to build an environment in which self-esteem is validly developed in each of them. St. Anthony of Padua School therefore seeks to provide programs that afford opportunities to build and share these talents, knowing that high expectations, combined with effective procedures and instruction, will lead to the types of valid success that instills confidence and develops the skills and habits necessary for achievement in a highly competitive world. St. Anthony of Padua School likewise recognizes that success in education requires self-discipline, which must be fostered and encouraged within the basic framework of the curriculum. At St. Anthony of Padua School, students learn that it is their responsibility to develop their God-given abilities to their highest potential, and it is their duty in life to strive with others of good will to build a better world for all mankind. Acceptance of consequences, both good and bad, of individual choices is recognized as an essential aspect of character development.

The administration, faculty, and staff of St. Anthony of Padua School recognize and value their role as educational partners with the parents of the students of the school. Acknowledging the parents as the primary educators, school personnel consistently take the time and effort to effectively communicate with parents and offer concerns, support, and encouragement in dealing with any problems that affect the child.

The sum of the philosophy and mission at St. Anthony of Padua School guides each of its shareholders and focuses their collective efforts in carrying out this mission towards the most effective results. Consequently, St. Anthony of Padua school serves as one of the strongest ministries that the parish has to offer.

St. Anthony of Padua School began its mission with the establishment of the parish in 1910 under the first pastor, Fr. William Powers. To further the important mission of the church to foster and pass on faith to families and individuals within the juridical boundaries of the parish, the church established St. Anthony of Padua School under the auspices of the Roman Catholic

Archdiocese of Los Angeles in 1940. The Sisters of Providence of St. Mary-of-the-Woods, Indiana, founded the school, administered to it and comprised the entire staff.

## **ENROLLMENT PROFILE**

Throughout the 1940's and 1950's the school experienced immense growth under the Sisters of Providence and reached a peak enrollment of 1,036 students in eighteen classrooms. Due to economic and demographic change, the school's enrollment gradually dropped by approximately 600 students, leveling off at around 500 students, where it remained until 1989. This decrease in enrollment created space for the inclusion of a music room, an art room, a faculty room, and a school library.

In the fall of 1989, in response to social, economic, faculty and demographic changes, and in an effort to fill each individual classroom to maximum operating capacity, St. Anthony of Padua School began to scale down from two classrooms per grade to a single classroom per grade. The process began in the first grade, with each subsequent first grade class similarly limited to a single classroom. By 2001, the school had single grade-level classrooms from first through eighth, with a total enrollment of 254 students.

Between 1989 and 2001, with the gradual increase in classroom availability and space, St. Anthony of Padua was able to add quality programs and resources that enhanced the curriculum. The school was able to build a science lab for the use of the junior high students in which authentic scientific experiments are conducted. The school was also able to update the music room, bring in multiple pianos and equip it to effectively accommodate an entire choir and band. St. Anthony of Padua School was also able to take advantage of the added space in unused classrooms to create an after-school program, allowing the school to better serve its population, accommodate working parents, and provide an opportunity for an extended academic day for its students.

Between 2001 and 2006, the school remained at a consistent enrollment of approximately 225 students. Between 2006 and the fall of 2012, enrollment numbers slowly but steadily dropped, a result primarily due to the challenging economic conditions facing many of the families in the St. Anthony of Padua parish and school community. The growing economic hardships, coupled with the increasing operational expenses of the school, made it difficult for many parish families to afford tuition rates, leading many parents in the parish to choose a public education supplemented by afterschool catechism for their children. Over the years, enrollment in the parish catechism classes rose in inverse proportion to the school's dropping enrollment. By the end of the 2011/2012 school year, St. Anthony of Padua School had an enrollment of 189 students with 135 students registered for the following 2012/2013 school year.

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 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 for St. Anthony of Padua School and has enabled the school to expand its enrollment numbers by an increase of over 17% by 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. Due to the strength of the relationship between St. Anthony of Padua School and the St. Anthony Day Nursery, the consistent strength of enrollment at St. Anthony Day Nursery, and the effective recruiting structures now in place to attract students and families from the program, St. Anthony of Padua School has been able to confidently project a continual flow of incoming Kindergarten classes at full capacity, and therefore a consistent growth in enrollment for the foreseeable future.

### **PASTORAL/ADMINISTRATIVE/PERSONNEL PROFILE**

St. Anthony of Padua School is highly effective in its mission to provide academic excellence and a lifelong commitment to Christian stewardship to its students. Throughout the over 100 years of the parish's history, dozens and dozens of pastors and parochial vicars have passed through St. Anthony of Padua and have served as the spiritual leaders of not only the parish, but the school. Always with the same mission in mind of bringing the good news of Christ into the lives of its parishioners, St. Anthony of Padua parish continues in this good work under the guidance of the current pastor and parochial vicars.

Since the founding of the school in 1940, the pastor and principal have consistently worked closely together in order to fulfill their respective and joint missions. From 1940 until 2007, the administrative role of school principal was always conducted by one of the religious Sisters of Providence. In 2007, the school saw its first lay female principal, and in the fall of 2012 the school hired its first lay male principal.

The entire staff and personnel at St. Anthony of Padua School are highly effective in the ongoing spiritual and professional growth that promotes student learning. These shareholders work collaboratively to create a Catholic environment that is conducive to learning and spiritual growth for all shareholders. All classroom teachers at St. Anthony of Padua hold bachelor's degrees and credentials, with the exception of one teacher that is involved with the PLACE Corps program and is currently working towards her credential and master's degree. More than half of the teachers hold master degrees in education as well as multiple levels of certification. The teaching staff includes nine classroom teachers in grades Kindergarten through 8<sup>th</sup> grade, a full-time general secretary, a full-time custodian, a full-time administrative principal, a part-time finance secretary, and a vice-principal that is also a full-time classroom teacher. Four of the nine teachers are alumnae of the school.

In 2011, St. Anthony of Padua School established a Parent Leadership Committee (PLC), consisting of 15 parent volunteer members who meet with the principal once a month to discuss current school policies, fundraising, promotion of school spirit, and classroom support for the teachers. The PLC also worked as an advisory board as well as volunteered their time in helping with the governance of the school under the direction of the school principal. Since 2012, the PLC has evolved to include all school parents participating on multiple committees in order to have greater involvement of parents. These committees meet regularly with the principal to administer to various aspects of the school's structure.

The entire staff takes part in multiple professional growth opportunities each year including spiritual growth seminars, technology training, subject area workshops, NCEA conventions, religious education training, individual teacher seminars, and curriculum mapping training. The staff also meets weekly to share professional best practices among each other and holds at least one staff retreat per year.

Collectively, the pastor, parochial vicars, administration, teachers, and parents work together in teaching the whole person and preparing our students for the challenges of the 21<sup>st</sup> century by using 21<sup>st</sup> century methods to teach twenty-first century learners. This is evidenced in the classrooms through modern pedagogy, integration of technology in the classroom, teaching and modeling of the SLEs, classroom visits from the pastor, and the collective vision among teachers to teach the “21<sup>st</sup> Century” learner.

## **STUDENT/FAMILY PROFILE**

St. Anthony of Padua parish and school rests in the heart of the city of Gardena surrounded by two other parishes, four parochial schools, and ten public elementary schools. As part of its mission, St. Anthony of Padua School is highly effective in serving the needs of the individuals within the community. It caters to 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. The socio-economic status of the families at St. Anthony of Padua School is predominantly middle to lower-middle class.

As of the fall of 2012, the total student enrollment was at 171 with 95 males and 76 females with an average class size of 20 students. 97% of the students at St. Anthony of Padua School are Catholic and the predominant ethnic group at St. Anthony of Padua School is Hispanic, which makes up 73% of the school population. As of 2013, 19% students at St. Anthony of Padua School are Hawaiian/Pacific Islander, 4% of students are African American, 3% of students are Asian, and 3% students are White/Caucasian. Many parents both hold full-time jobs and take advantage of the after school care that is provided by St. Anthony of Padua School. Annual updates from the diocesan census report and private school affidavit are used as formal documentation for these numbers.

One of the key goals for St. Anthony of Padua school is to prepare our students for success in high school and beyond. In the long history of St. Anthony of Padua School, thousands of graduates have passed through the challenging academic and spiritual curriculum to move on to high school, college, and beyond. 100% of St. Anthony of Padua students graduate 8<sup>th</sup> grade and move on to high school with more than 50% of our students being accepted and attending Catholic High Schools. Many of the parents at St. Anthony of Padua School commit themselves financially to continue sending their children to Catholic High Schools with many of them continuing on into Catholic universities. In 2003, St. Anthony of Padua School held a large banquet fundraiser for alumnae, which saw hundreds of returning graduates coming to give back to the school that set them on a path towards success.

Overall, St. Anthony of Padua School is a highly effective school in the area of Catholic Identity and academics. According to survey data, the vast majority of parents felt that their children



were receiving a high quality religious and academic education. The student surveys showed that the majority of students were pleased with their teachers and felt that the teachers care for them as a person.

According 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”. An area of improvement that can be seen in the latest staff survey is in the area of School Safety, particularly in the need for routine fire and safety drills as well as the need for more staff development and more formal evaluations of staff members. Overall, the school and community are viewed positively by the vast majority of the staff and a strong sense of cohesiveness and teamwork exists amongst the learning team at St. Anthony of Padua School.

Both the parent and student surveys affirm an overall feeling of satisfaction with the spiritual and academic excellence of the school. Some areas of growth seen through the parent surveys were the need to create more variety of play activities for students, to have tri-lingual communication in order to serve the diverse community of St. Anthony of Padua School, and to strengthen the Mathematics program.

#### EVIDENCE:

- SLEs
- SLE banners
- SLE Rubrics
- Published Math Curriculum Maps
- Classroom Observation
- Parent handbook (posted online) and acknowledgement forms
- Mission Statement and Philosophy of St. Anthony of Padua School
- Parish Centennial records and history
- Census reports
- School Affidavit
- Personnel records/files
- PLC Meeting minutes
- General PTO agendas
- Weekly staff and school bulletins
- Evidence of professional development

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

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

Following the most recent visit in 2010, St. Anthony of Padua School utilized the four critical goals it established for itself in its 2010 Action Plan and the accreditation findings of the 2010 Visiting Committee to provide the focus for its continuous efforts to improve student learning and ensure high achievement for all students. In summary, the results of these efforts are:

### **Critical Goal 1: Form the School Advisory Board (SAB) by 2011**

In addressing the directive of this critical goal, the St. Anthony of Padua School pastor, administration, and faculty formed the Parent Leadership Committee (PLC) in the fall of 2011. The PLC was open to all parents who wished to be involved in the school at varying capacities. In 2011, the Committee included representatives from each grade level for a total of 15 members. The St. Anthony of Padua School PLC met on the second Thursday of each month and had a chairperson responsible for coordinating with the principal to establish the agenda. The chairperson also kept minutes of each meeting. The principal began each meeting with a prayer and the pre-established agenda was followed.

The PLC's main focus was on fundraising and community building events. Parents were in charge of various fundraisers throughout the year and collaborated with each other to plan and effectuate them. The Committee also served to offer feedback concerning potential policy changes.

Beginning in fall of 2012, due to a number of reasons, the PLC was evolved into a new organizational structure that incorporated the entire St. Anthony of Padua School parent community into a variety of sub-committees focused on particular aspects of the school. These committees, still known as PLCs, meet regularly throughout the year with the principal and vice-principal regarding diverse areas of the school's program, such as fundraising, academic decathlon, sports, beautification, the junior high, etc.

In the spring of 2012, the school established a Development Board. Membership was limited to the pastor, school administration, and members of the school community without children currently enrolled in the school, including alumni, parents of alumni, and active parishioners. Consisting of the pastor, principal, and four active parishioners, the Development Board identified its principle goal to be the long-term development, viability, and success of St. Anthony of Padua School. To accomplish this, it sought to identify and utilize untapped resources in the community, such as alumni and local business leaders, to develop and coordinate larger, more lucrative fundraising events for the school. Also, current school policies and practices were analyzed and evaluated for efficacy in developing the long-term success of St. Anthony of Padua School. Unfortunately, due to unforeseen circumstances beyond the control of the administration, the Development Board was forced to be put on hold during the 2012/2013

school year. As of the fall of 2013, the principal is actively seeking new members to re-establish this Development Board to assist in advising and guiding the school in developing new strategies for long-term viability and success.

### **Critical Goal 2:**

#### **Adapt a school wide system of enhancing communication between the classroom and the home**

A variety of efforts have been made to effectually increase and enhance communication between the school and home. Since 2009, teachers have been using the online grading system, Gradelink.com, to consistently report student progress online. Parents are encouraged to monitor their child's grades on a weekly basis. In 2012, after an initial effort failed to effectively perform, the school established the current official St. Anthony of Padua School website, [stanthonygardena.org](http://stanthonygardena.org). The website has transformed the school's ability to more effectively and consistently communicate with all its shareholders concerning the wide variety of ongoing school business, including homework, long-term assignments and projects, daily classroom progress, sports events and schedules, fundraising events and schedules, official and essential documents, school videos, and much more. Teachers maintain classroom web logs (blogs) on the site, updating them once a week at a minimum, though most do so daily. Moreover, the school established official school email accounts tied to the [stanthonygardena.org](http://stanthonygardena.org) domain for each of its faculty members. A trial student email program was likewise introduced in January of 2013, in which student email accounts were created for the seventh and eight grade students. The success of that program led to the decision to create school email accounts for each family in the school. As of November 2013, logistical and policy issues have delayed the extension of this program, but it is expected to be in full use by January 2014. Such a system is expected to even further enhance the school's ability to consistently and effectively communicate with its shareholders, and provide the school with the means to more consistently receive feedback and generate data to aid in monitoring the success of its Action Plan and its ongoing efforts to improve student learning.

A notable earlier effort to enhance communication between school and home was made in 2010, when the administration and faculty reviewed the homework policies across the grade levels, and developed a uniform schoolwide policy. Grade-appropriate planners were purchased and mandated schoolwide to allow for effective teacher-parent communication on a daily basis. Following the success of the new website over the course of the 2012/2013 school year, though, mandatory planners were not implemented for 2013/2014. Rather students are expected to check their class web page each day, and bring their own planner should their parents consider it necessary.

### **Critical Goal 3:**

**Strengthen the Science Program by formalizing a challenging, cohesive, and differentiated curriculum that reflects St. Anthony of Padua School's Schoolwide Learning Expectations and is aligned with state and Archdiocesan standards.**

St. Anthony of Padua School has actively developed a cohesive and differentiated science curriculum that reflects St. Anthony of Padua School's Schoolwide Learning Expectations and is aligned with California state, and Los Angeles Archdiocesan standards.

In addressing this critical goal, the administration and faculty at St. Anthony of Padua School reviewed current textbooks, **Schoolwide Learning Expectations**, and California standards. Moving forward, it was determined that science textbooks needed to be updated. In the spring of 2010, new science textbooks, aligned with the state and Archdiocesan standards, were purchased for the middle grade levels. The series provides an Interactive Reader and Study Guide to help support English Learners and struggling readers in comprehending science concepts. In 2011, new Science series were also purchased for first and second grade, followed by purchases for fifth grade in 2012 and third and fourth grade in 2013.

St. Anthony of Padua School has taken great steps to utilize its functioning science lab. The sixth, seventh, and eight grade students use appropriate tools such as triple beam balance, graduated cylinder, thermometer, microscope, magnifying lens, weighing scale, test tubes, and tongs in conducting science experiments, as well as designing and constructing science projects. The seventh grade students dissected the heart of a pig in May 2011 while investigating the circulatory system, and the eye of a cow in May of 2012 while investigating organs. Moreover, St. Anthony of Padua School has held an annual school science fair since 2010. The projects provide every student with the opportunity to develop high-ordered process skills, engage in the scientific method, and improve communication skills through final presentations and collaboration with peers, teachers and parents.

A variety of science-related field trips and programs have been integrated into the curriculum, as well. Junior High and 5<sup>th</sup> grade students participated in the "Education Alley" in August 2010 and September 2011. This program is sponsored by the AIAA (American Institute of Aeronautics & Astronautics) with the stated objective of developing students' appreciation of outer space, space exploration, and the career in STEM fields. In March 2011, the 7<sup>th</sup> graders went to Descanso Gardens as a follow-up activity to their study of plant classification. Students created a PowerPoint presentation about the diverse wildlife found in the garden, its conservation, and how plants grow and interact in the environment. In October 2012, 8<sup>th</sup> graders visited the Jet Propulsion Laboratory, NASA. The goal of the trip was to explore the world of robotics in astronomy. Students also interacted with scientists and engineers in astronomy.

Since 2010, St. Anthony of Padua School has sent one or two student representatives from the junior high to participate in the Hawai'i Student/Teacher Astronomy Retreat (HI STAR). The camp has been operating since 2007 under the direction of Education Public Outreach and Astronomy Research Specialist Mary Kadooka at the University of Hawaii Institute for Astronomy (IFA). HI STAR develops astronomy research skills and provides background for conducting original research projects. Besides physics and astronomy lectures, participants work in a computer lab to do image processing, use software to measure position and brightness of objects, and do remote observing with the 2 meter Faulkes Telescope on Haleakala, Maui and the 16 inch DeKalb Observatory Telescope in Auburn, Indiana. Students work with astronomer mentors on comets and asteroids, galaxies, stars, heliophysics, or extrasolar planet group projects, depending upon their interest.

HI STAR brings teams of students and their science teachers to the UH Manoa campus for a week of physics and astronomy lectures, demonstrations, and hands-on activities under the mentorship of IFA scientists. The network of roles and responsibilities of the astronomer mentors have been developed to ensure exemplary astronomy research projects for the participants.

Lastly, the previous junior high science teacher participated in the following training to aid in the development of the school science curriculum:

- Sally Ride Science Academy workshop in September 2012 to understand the importance of embedding scientists/mathematicians and their careers into teaching and how to connect science activities into careers
- Laboratory Safety workshop in May 2011 to establish safety standards in the science class
- Galileo Teacher Training workshop to explore the varieties of interactive science activities in astronomy

In summary, the school has made great progress in creating a challenging, cohesive, and differentiated science curriculum, which, as of November 2013, is being gradually aligned with the newly revised school SLE indicators to more completely fulfill this critical goal.

#### **Critical Goal 4:**

##### **Form students who will be responsible global digital learners.**

The actions St. Anthony of Padua School has taken to form global digital learners since 2010 have had a significant impact on the learning experience within the school. With the expressed intent that all students be competent in the two most dominant computer operating systems, Microsoft Windows on desktop and Apple's iOS for mobile, the school has sought to acquire and utilize devices that will enable such skill development. Since 2011, students have been taught Microsoft Office programs in the computer lab for a variety of purposes and projects, from basic word processing, to research, poster design, graphing, and spreadsheet work.

Moving forward from this more traditional use of technology, in the fall of 2012, St. Anthony of Padua School began to implement Phase 1 of its new technology plan. Phase 1 was specifically a teacher-driven approach. iPads were acquired for each teacher in the school, and a seminar for use of the iPad in the classroom was given by Apple. To ensure the iPads were effectively employed within the classrooms, the school simultaneously improved the necessary wireless infrastructure throughout the school and acquired Apple TV receivers and digital projectors for each classroom, allowing teachers to project the content wirelessly and immediately for viewing by the entire class. A wide variety of apps are used consistently throughout the school to aid in the learning process, including Educreation, Stack the States, Stack Countries, Google Earth, National Geographic World Atlas, Build a Skeleton, Dem Bones, Multiplication, Freddy Fraction, and Speed Geo Lite.



Following the tremendous success of Phase 1 in the classroom, the school expedited the initiation of Phase 2. In November 2012, a classroom set of 20 iPads was installed in the Junior High, allowing for 1-to-1 interaction with the technology and providing a foundation for the gradual transition to a blended learning model. Students utilized the iPads for a variety of tasks, from the creation of digital corkboards for the collection and analysis of quotes during the study of a novel to the writing, storyboarding, and production of a narrative film. Bolstered by this success, Phase 3 of the plan will move the Computer Lab to the classroom to support 21<sup>st</sup> century learning. Phase 3, once completed, will put an iPad in the hands of each student for blended, project-based learning. In fall of 2013, in an initial step of Phase 3, Kindergarten and first grade classrooms each received a set of ten iPad Minis to allow for the development of learning centers and station activities involving the consistent use of digital technology.

To further expedite this process and utilize the technology that is already in the hands of many of the school's students, a Bring Your Own Device policy has been implemented in the fifth through eighth grades for use on specific days, enabling students to more powerfully conduct research, develop long term projects, and work in small groups.

In an effort to extend the St. Anthony of Padua School learning environment beyond its physical campus, the school developed a new website, [stanthonygardena.org](http://stanthonygardena.org), which became fully operational in September 2012. Each teacher was provided a class webpage, on which the teacher posts web logs (blogs) concerning homework, long-term assignments, class documents/worksheets/powerpoints/videos/etc., and other classroom business/on-goings on a daily or weekly basis. The pages allow for increased communication with the home, as well, as parents and students are able to post comments, through which a teacher can facilitate a discussion.

Moreover, in January of 2013, the school created school email accounts for the seventh and eighth grade students tied to the school website domain, enabling the integration of Google Docs and Edmodo into the junior high classroom. The programs allow for the extension of the learning environment of the school beyond the classroom, facilitating greater peer review, digital submission of schoolwork and projects, formal and informal class discussions, and more.

These various actions have imbedded contemporary digital technology into the daily educational experience of St. Anthony of Padua School, and, in doing so, have established the framework within which the school will actively shape global digital learners for years to come.

#### Evidence:

- PLC Meeting Minutes
- Hawaiian Raffle fundraising tickets
- Development Board Meeting Minutes
- Current PLC format chart
- 2013 PLC Meeting Minutes
- Gradelink generated reports
- Curriculum guides, 2009
- School Website ([www.stanthonygardena.org](http://www.stanthonygardena.org))
- Updated Teacher Blog posts ([www.stanthonygardena.org](http://www.stanthonygardena.org))

- Weekly classroom communication/bulletins
- Teacher email system via Gmail
- Phone logs
- SLE banners
- Updated Science Textbooks (K-8)
- Science lab and its use
- Science fair participation examples
- Computer Lab with functioning Microsoft system
- iPads in the classroom and learning lab
- Apple TV's and projectors in every classroom
- Wifi throughout the school
- Acceptable use policy/waiver for technology use

## CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

### A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

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

St. Anthony of Padua School is a Roman Catholic parish school in Gardena, California, that provides authentic Catholic teaching, consistent opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

Since its founding in 1940 by the Sisters of Providence of St. Mary-of –the-Woods, St. Anthony of Padua School has been highly effective in its efforts to foster and improve the spiritual formation of students, staff, and parents. It is similarly highly effective at identifying and implementing changes to reinforce its Catholic Identity, thereby providing a consistent quality of Catholic faith formation. It has achieved this through a variety of actions taken since 2009, including: **the revision of its Mission statement and SLEs; the increase in the consistency and variety of the 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.**

In recent years, **foremost among its efforts to improve spiritual formation and reinforce its Catholic Identity were the changes made through the reevaluation and subsequent revision of both the school’s Mission statement and its Schoolwide Learning Expectations (SLEs.)** Undertaken in the fall of 2012, the documents resulting from these endeavors provide a more accurate and effective articulation of the fundamental principles and objectives of the institution, thus reinforcing the Catholic Identity of St. Anthony of Padua School, while simultaneously improving the spiritual formation of the community through the implementation and integration of the documents into the workings, practices, and environment of the school.

Both of these 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, beyond stating that “*St. Anthony of Padua is a Roman Catholic elementary school,*” definitively declares its most important role: “*Most importantly, 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.) The declaration therefore proclaims, unequivocally, the essential Catholicity of the institution, while articulating its commitments to evangelization, education, and spiritual formation. Likewise, through the similar definitiveness of the newly created indicators that now accompany them, the revised SLEs explicitly clarify the specific characteristics and qualities of each Schoolwide Learning Expectation. These indicators have enabled the school to more fully integrate the school’s mission, as defined by the St. Anthony of Padua Mission statement, throughout its educational program. As defined by the school SLEs, a St. Anthony of Padua School student is: a Follower of Jesus (F.), Academically Prepared (A.),

Socially Aware (S.), and Totally Healthy in Mind, Body, and Spirit (T.) (Collectively: FAST) New indicators added to the document that specifically serve to reinforce the Catholic Identity of the school and/or improve spiritual formation are: (F.1) is knowledgeable of the traditions and practices of the Catholic Faith; (F.2) actively seeks opportunities to serve others; (F.3) incorporates prayer and reverence for the sacred into daily life; (F.4) is guided by a sense of respect for oneself and others; (S.4) is aware of the impact of his/her choices, both as an individual consumer and a member of society at large, on the ecological health of our planet Earth; (S.5) actively seeks to advance the social agenda of the Church, with particular emphasis on the Social Gospel; (T.1 Mind) makes responsible, moral decisions in his/her social life; (T.2 Mind) makes responsible, moral decisions about the media content to which he/she exposes himself/herself; (T.5 Spirit) incorporates prayer and self-reflection into his/her daily life; and (T.6 Spirit) strives to avoid situations and/or actions that may negatively affect his/her spiritual health.

Together, 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 effective manner in which the school both improves the faith/spiritual formation of its students, staff, and parents, and reinforces the Catholic Identity of the school. Foremost among the practices to improve spiritual formation is the authentic Catholic teaching provided by the school; its central role throughout the curriculum reinforced by policies recently enacted by the administration. In the fall of 2012, to reinforce the centrality and importance of “the transmission of the ideas and values of Catholic doctrine and Christian culture,” as articulated in its Mission statement, and aid in the development of F.1 of St. Anthony of Padua’s SLEs, “is knowledgeable of the traditions and practices of the Catholic Faith,” **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 attends Mass together. This **weekly communal celebration of the Eucharist serves as formal Religion instruction for the day**, as the experience embodies the mission of the school, while simultaneously supporting multiple SLEs, (specifically F.1, F.3, and T.5,) supplementing Religion curriculum standards across all grade levels, and reinforcing the Catholic Identity of the school.

In 2012, to ensure 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*. This new edition reflects the newly revised liturgy of the Mass, conforms to the standards of Catholic Identity established by the LA Archdiocese and the Roman Catholic Church, and meets the requirements sets forth by the USCCB. In addition to the *Call to Faith* series, **teachers utilize a plethora of supplemental materials to enrich their daily religion lessons including novels, spirituals, music, iPad applications, and Loyola Press reproducible coloring sheets. Junior High students also utilize the teen-centered question and answer book, *Do I Have to Go? – 101 Questions about the Mass, the Eucharist, and Spiritual Life*, to inspire discussion, offer clarification, and encourage further investigation of the Catholic Faith and Catholic Identity.** Yet, during the Self Study it was identified that there was **a need for a greater school**

**collection of religious resources to aid in instruction, with completing classroom sets of Bibles for student use being foremost on that list.**

All teachers regularly assess students in religion in a variety of ways, including the use of unit tests from the Call to Faith series, teacher-created tests for individual chapters of study and supplemental lessons, and long term projects. In the fall of 2013, **two new such projects were introduced: the schoolwide-mandated Saint Report and a formal investigation of the history, meaning, and Mysteries of the rosary by the Junior High, which also involved students in the creation of their own rosaries.** In recognition of the success of the schoolwide Saint Report assignment in reinforcing the Catholic Identity of the school, **St. Anthony of Padua School has identified the goal of increasing the number and types of schoolwide Religion projects throughout the school year.** Further formal summative assessment of student religious knowledge and understanding of the Catholic Faith is undertaken in the Fifth and Eighth grade through the Assessment of Catechesis/Religious Education (ACRE-Section D). Results from these scores are evaluated annually and communicate

Further evidence of the highly effective manner in which St. Anthony of Padua School improves spiritual formation and reinforces its Catholic Identity can be found in the degree to which the Catholic faith is integrated throughout the curriculum. For example, in the fall of 2013, following the successful revision of the SLEs, and in an effort to more effectively implement change reinforcing the school's Catholic Identity, **the administration mandated that every lesson taught at St. Anthony of Padua School 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.** Furthermore, the administration **created a year-long schedule designating a different SLE indicator each week for particular instructional focus and integration within all classes and throughout all subjects.** In practice, this frequently requires the faculty and students to consider nominally academic material from a perspective of faith, thereby improving faith formation of its students and staff. Moreover, **the faculty has integrated many aspects of the curricula with Catholic values and teachings.** For example, the duty and necessity of respecting and caring for God's creation is a commonly discussed theme in Science classes throughout the school, while the intricacy of the structure and function of natural systems and processes, as studied and analyzed in the Junior High earth, life, and physical science classes, is considered and discussed in the context of the Catholic belief in God as omnipotent Creator. Likewise, Catholic perspectives on social justice, equality, and respect for life are frequently addressed in relation to historical events covered in the California State Content Standards for Social Studies, with particular emphasis on establishing and evaluating these connections in grades 5-8. In ELA, St. Anthony of Padua School students of all grade levels regularly engage in faith formation through the reading of stories that pose specific moral quandaries. Such stories are utilized by teachers to investigate and reinforce Catholic values and beliefs by comparing and contrasting them with the actions, choices, and implicit value systems of the fictional characters/non-fictional figures. Students in the Junior High, in particular, demonstrate their personal faith formation through the production of a variety of ELA-based content expressing Catholic values, including, but not limited to: student-generated informational/promotional teleplays that provide the basis for the subsequent production of video content promoting the school's SLEs; student-generated narrative screenplays provide the basis the basis for subsequent production of Bible stories reimagined and set in contemporary society;



student-generated narrative screenplays provide the basis the basis for subsequent production of videos promoting the true meaning of Christmas as interpreted from a Catholic perspective; student-generated digital photographs of Catholic iconography to illustrate personal opinions essays on the importance of faith and a Catholic education. Each of the above assignments requires both mastery of curricular standards and deep reflection on the values and teachings of the Catholic faith, thereby improving student faith formation and reinforcing Catholic Identity.

St. Anthony of Padua School is highly effective at improving the spiritual and faith formation of its shareholders through the consistent opportunities it provides for students, staff, and parents to gather in worship and participate in the sacraments. The most important of these opportunities is the weekly Student Mass. As mentioned above, the school gathers each Friday for Student Mass. Grade levels alternate each week in selecting students to serve as lectors, cantors, and gift bearers, while Junior High altar servers serve Mass and the **Student Choir, added in 2009** to provide yet another opportunity for student faith formation and worship, performs the hymns. 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. At each Mass, **the staff, principal, and parents serve as Eucharistic ministers**, supporting the Catholic Identity of the school through consistent modeling of faith and practices, as well as improving the faith formation of the staff and parents. In 2011, as a method of similarly providing the eighth grade class a consistent opportunity to develop their faith through spiritual leadership and modeling, the **eighth graders began to celebrate each Mass with the first graders**, teaching them the formalities of the Celebration of the Eucharist through direct instruction and modeling. **After the inauguration of the Kindergarten class in 2012, it was decided that the seventh graders would similarly guide these youngest members** of St. Anthony of Padua, allowing for an even stronger, more authentic bond to develop between the Junior High and Primary grades, as the students would now consistently be paired for a total of two years, (seventh graders and Kindergarteners, and again as eighth and first graders.) This **new relationship between the Junior High and Primary grades** holds particular significance in the school's efforts **to build a united community of faith**, and the school has extended this relationship to the playground through the creation of the Junior High Play Leaders service requirement.

Other opportunities for Liturgical celebration and participation in the sacraments are offered throughout the year. These include the Christmas Children's Mass, the Catholic Schools Week Mass, and the First Communion Mass for the school. Each Advent and Lenten season, students who have received the sacrament of Reconciliation participate in a penance service, which is officiated by the pastor and parish priests. As part of their curriculum, second grade students prepare throughout the year with their parents and teacher to receive First Reconciliation and First Holy Communion. In April of 2013, the school and community experienced the presence of the relics of its namesake, St. Anthony of Padua, brought from Italy. The bishop celebrated a mass and conducted a special blessing of the relics upon the parishioners. Students were in awe for many weeks of having seen the spare rib bone and cheek of the school namesake, St. Anthony of Padua.

Beyond these varied opportunities provided for the celebration of the Eucharist and participation in the sacraments, consistent opportunities for non-Liturgical communal worship, faith formation, and expression of the school's Catholic Identity abound at St. Anthony of Padua School. In the fall of 2012, in recognition of the potential to reinforce the school's Catholic Identity and improve the spiritual and faith formation of students, staff, and parents, the administration **changed the Weekly School Assembly, which had been held each Thursday, 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. Organized and led by the Student Council, the Morning Prayer Assembly allows the school's student leaders a chance to develop essential public speaking and leadership skills, as well as providing a forum to publicly express their faith and lead their community of faith in prayer. 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: "We, the students of St. Anthony of Padua, pledge to be Followers of Jesus, Academically Prepared, Socially Aware, and Totally Healthy in Mind, Body, and Spirit." This consistent, formal, public declaration not only further instills the SLEs into the minds of the community, it serves to unite the school as a singular, unique institution and reinforce its essential Catholic Identity. Other daily opportunities for prayer integrated into the school day include daily communal recitation of prayers in classrooms before instruction, daily prayer before meals, and daily prayers at the conclusion of the school day. The faculty likewise begins weekly faculty meetings and other gatherings with a prayer

Furthermore, St. Anthony of Padua has **successfully maintained many non-liturgical traditions and practices that are vital to both the Catholic Identity of the school and its ability to improve the faith and spiritual formation of its students, staff, and parents.** For example, in honor of Advent, teachers prepare students to reenact the Nativity of the Lord, while the each class learns traditional hymns of faith, both of which are performed before parents and the parish community at the annual school Christmas Concert inside the church. During the Lenten season, the Junior High students reenact the Passion of Jesus Christ in the Church for students, teachers, and parents, and the student Council, plans, organizes, and leads the school community in the "Labyrinth," a guided, walking rosary for world peace first introduced in 2007, and now an annual event. Every May, the eighth grade class leads the crowning of Mary and guides students, teachers, parents, and parishioners in the mysteries of the rosary. Each June, the eighth grade class participates in a spiritual retreat as well as a special graduation mass for the eighth grade class and their families. Participation in these traditional opportunities for worship, prayer, and practice of the Catholic Faith serve to improve the faith formation students, teachers, and parents.

In keeping with its mission, the **school community consistently creates new opportunities for worship that serve to further reinforce St. Anthony of Padua's Catholic Identity.** For example, in October of 2013, a new tradition was established in honor of the Month of the Holy Rosary, with each class praying a minimum of a decade of the rosary each day and engaging in rosary-related projects. In another significant event created in 2012 to reinforce Catholic Identity of St. Anthony of Padua School and reflect the cultural heritage of the school community, the kindergarten and fourth grade classes led the first in-school Posada of Mary and Joseph seeking

refuge for the unborn Christ Child. The Posadas include the involvement of students, teachers, parents, and the Poor Clare Missionary Sisters in song and prayer. The school has scheduled an in-school Posada for the 2013 Advent season, with the intention of firmly establishing this event as a new tradition at the school to be continued in perpetuity.

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 environs to reinforce and publicly proclaim its Catholic Identity**. Completed in the summer of 2013, the painting of the school name, the SLEs and the Paduan Pledge in large bold letters across the front of the upstairs breezeway/balcony has provided students, staff, parents, and neighboring community a constant visible reminder of the school's essential Catholic Identity. Similarly, a mural of Noah's Ark, the animals it sheltered, and the rainbow signifying God's Covenant was painted that same summer to further reinforce the Catholic Identity of the school and do so in a manner easily understood by even the youngest of its students. Adding to these efforts, members of the parent community have actively contributed to improving and adding to the visible symbols of the school's Catholic Identity through their volunteered participation in beautification projects, including the 2012 donation of a tiled planter containing a statue of St. Jude, Patron Saint of the Impossible. The planter contains a central tile prominently engraved with the St. Anthony of Padua School crest, and the statue of St. Jude, chosen as a reminder for students to turn to prayer when confronted by seemingly insurmountable challenges, further aids students in understanding the concept of the communion of saints. Further examples of prominent iconography reinforcing the school's Catholic Identity include a statue of Fr. Junipero Serra, Patron Saint of Vocations representing the strong relationships between the school and the Poor Sisters of St. Clare and the Juan Diego House (a home for college-aged seminarians,) and the mural of St. Anthony of Padua, Patron Saint of the school, both of which are located at the entryway to the school so as to immediately communicate the Catholicity of the institution. Within the classroom, numerous visible signs reinforcing the school's Catholic identity are prominently displayed, most obviously in the classroom prayer corners that are carefully maintained and utilized in each classroom. Besides the iconography and symbols of the Catholic faith that adorn classroom prayer corners and walls, including various statues, rosaries, crucifixes, candles, posters, and prayer cards, St. Anthony of Padua School's SLEs are likewise displayed prominently in each classroom. Moreover, large yellow banners proclaiming individual SLEs hang overhead along the breezeways, further reinforcing the Catholic Identity of the school and the central role the SLEs play in the expression and manifestation of that identity.

The Catholic Identity of St. Anthony of Padua 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**. Beginning in the fall of 2010, a concerted effort was initiated to nurture these relationships to build greater good will and mutual benefit. Each trimester, to support this good will, the pastor sponsors morning breakfasts as an opportunity for the two groups to join in fellowship and community. In 2013, the annual fall faculty retreat was held partly in unison with the sisters at the chapel in their convent, at which the pastor performed a small private celebration of the Eucharist for the two groups. Students continuously interact with the Poor

Clare Missionary Sisters and seminarians on the school grounds and occasionally in the classroom. 85% of the students in the Kindergarten class attended the day-nursery preschool operated by the Poor Clare Missionary Sisters across the street. Since the fall of 2012, the Kindergarten and first grade classes have visited the Poor Clare Missionary Sisters once each month. Likewise, the seminarians from the Juan Diego House have become integral members of the school through their participation as sports coaches to our school basketball teams, serving as guest catechism teachers to students in the middle school grades, and mentoring students in the Junior High Academic Decathlon. Since the spring of 2013 a seminarian from the Juan Diego House, has presided over the music ministry for all student masses and has overseen to the school choir, while a different seminarian meets weekly with each class of the school to aid in the instruction of Catholic teaching. In 2011, with encouragement from the parents and administration of St. Anthony of Padua School, 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., a much-anticipated monthly event draws many of the school's Junior High students, offering them further opportunities to encounter scripture and serve the community, thereby improving their faith formation. In addition to nurturing these relationships, St. Anthony of Padua has sought to both improve its relationships with local area Catholic high schools and encourage the continuation of a formal Catholic education following graduation by organizing annual class visits to a variety of the campuses in the area.

Of course, as important as these relationships are, none is more important than the **essential relationship between the pastor and the school, which is particularly strong.** The pastor has consistently provided for the ongoing development of the school, and has served to guide it in the fulfillment of its mission. The principal has a standing weekly meeting with the pastor to discuss the development of both the school and parish, and all other aspects of school business. At general parent meetings, the pastor is present to lead the opening prayer and share his support for the principal's vision for the school. This support, and the overall effectiveness of the working relationship of these principle shareholders, has been instrumental in the overall success of St. Anthony of Padua School, and to its ability to improve faith formation among students, staff, and parents.

An essential aspect of the St. Anthony of Padua School's efforts to improve faith formation and manifest its Catholic Identity through action is its commitment to developing the desire and habit to selflessly serve others. Beginning in the fall of 2012, the **administration and staff integrated a variety of new opportunities for students to engage in service in service on campus.** Foremost among these was the creation of the Play Leaders Program, in which rotating groups of seventh and eighth grade students work in pairs to lead teams of Kindergarten and first grade students in organized game play during each lunch recess. The Junior High students practice leadership, organizational skills, interpersonal skills, and self-sacrifice (they postpone their lunch meal until after their service is over.) And as mentioned earlier, the seventh and eighth grade students similarly mentor their younger peers during the celebration of the Liturgy by guiding the Kindergarten and first grade student in Mass responses, prayers, songs, formalities, and appropriate behavior. (Also in the Junior High, following the end of each liturgical season, Eighth graders work alongside a parishioner to collect, package and ship the used parish missals to an impoverished village in the Philippines.) Another inter-grade level



relationship that has been fostered through service exists between the fourth grade class and the Kindergarten, who partner up for art projects. The fourth grade students practice guiding the younger students through the processes of the project.

Schoolwide, students of all grade levels take part each year in two main service events: the Thanksgiving canned food drive, and monetary collection for the Missionary Foundation, formerly known as the Holy Childhood Association. Considering the success of the expansion of service-related activities and programs within the school, **the staff has identified a goal to further increase opportunities for students and the school community to engage in meaningful service. Central to this goal is the creation and implementation of service standards for each grade, which will be developed and aligned with the school's SLEs.** The staff recognizes a variety of benefits to focusing the school's effort on integrating service more deeply into the curriculum and culture of the school. Foremost among them is a vision of a **program of service that not only reinforces St. Anthony of Padua School's Catholic identity and improves faith formation of all shareholders, but also unifies many, if not all, indicators of the school's SLEs into a single culminating project.** As such, the program will further **reinforce the school's SLEs, offer another tool to assess the SLEs and extend the use of the school's SLE rubric, and provide greater direction for the eventual alignment of all SLE indicators to the Common Core Standards for total and complete integration into the school curriculum.**

St. Anthony of Padua is highly affective at assessing the success of the changes it has integrated into its program in an effort to reinforce Catholic Identity. **Utilizing surveys, Archdiocesan Religion-standards-based assessments, graduation and high school enrollment figures and SLE rubrics, the school strives to honestly assess 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 over any other reason, and 88% of parents surveyed identified the Catholic instruction at St. Anthony of Padua 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 receive progress reports and trimester grades in the subject. Students in the fifth and eighth grades take the annual Assessment of Catechesis Religious Education (ACRE.) Overall, the ACRE tests showed that the students at St. Anthony of Padua School are very knowledgeable in their faith – particularly the areas of Revelation, Scripture, Prayers, and Religious Practices. 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. Finally, in its most recent efforts to develop yet another effective tool to measure its success in faith formation and reinforcement of Catholic Identity, **the school has created a formal SLE rubric.** First employed on a trial basis in 2013, the rubric will be used bi-annually to assess student progress towards the SLEs.

Despite the existence of effective, varied, and consistent assessment of results of the school's



efforts to improve faith formation and reinforce its Catholic Identity, the staff recognizes room for improvement. The faculty has therefore identified as a goal **the need to further develop the assessment of faith formation and Catholic Identity at St. Anthony of Padua School, which will be achieved initially through greater and more varied use of the new SLE rubric, alignment of SLE indicators to Common Core standards for total and complete integration into curriculum, the creation and implementation of grade-level-specific service standards, and the creation of school email accounts for all families through the school website for all families to increase consistency, access, participation, and collection of data from students, staff, and parents.**

In summary, St. Anthony of Padua School is highly effective at improving the faith formation of students, staff, and parents, implementing changes that reinforce its Catholic Identity, and assessing those changes. **It has achieved this through a variety of actions taken since 2009, including: the revision of its Mission statement and SLEs; the increase in the consistency and variety of the opportunities it provides for worship, prayer, and participation in the sacraments; 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; the increase in consistency and variety of opportunities for students to act in service to others; and the utilization of a variety of assessments to determine the effectiveness of the school's efforts at improving faith formation and reinforcing its Catholic Identity.**

### **Significant Accomplishments**

1. Revised both the school's Mission statement and its Schoolwide Learning Expectations (SLEs.)
2. Created SLE rubric for greater assessment of SLEs.
3. Updated Religion curriculum to reflect changes in the Liturgy.
4. Integrated many aspects of the curricula with Catholic values and teachings.
5. Increased awareness of the importance and sanctity of the Mass through addition of formal Mass attire.
6. Increased in the consistency and variety of opportunities provided for worship, prayer, and participation in the sacraments
7. Made numerous significant additions to the visible expressions of the school's Catholic Identity and its commitment to the formation of faith
8. Increased the consistency and variety of opportunities for students to act in service to others
9. Strengthened vital relationships with Poor Clare Missionary Sisters, the Juan Diego House Seminarians, Pastor, parish priests, parish ministry program, and local area high schools through significant outreach effort.
10. Integrated the use of a newly created SLE rubric to determine the effectiveness of the school's efforts at improving faith formation and reinforcing its Catholic Identity.
11. Confirmed the strength of the school's Catholic Identity as it is perceived by the overwhelming majority of families and students.

12. Consistently and successfully encouraged and aided the majority of its students to continue their Catholic education in area Catholic High Schools.

## **Goals**

### **1. To further increase opportunities for students and school community to engage in meaningful service.**

- 1.1. Create and implement grade-level-specific service standards
- 1.2. Provide greater and more varied use of the new SLE rubric
- 1.3. Increase the number and types of schoolwide Religion and service projects throughout the school year.
- 1.4. Align SLE indicators to Common Core standards for total and complete integration into curriculum

### **2. To further increase the participation of parents and other shareholders**

- 2.1. Create school email accounts for all school families through school website to increase consistency, access, participation, and collection of survey data from students, staff, and parents.

## **Evidence to support the statements in the narrative:**

- Copy of Mission statement and philosophy
- Sacramentals and prayer corners in each classroom
- Regular mass participation
- Schoolwide daily prayer assemblies
- *Call to Faith* student books
- *Call to Faith* teacher guides for religion
- Teacher lesson plans
- Student work
- Weekly bulletins sent to parents
- Parent and student surveys
- ACRE test results
- Photos of students in Formal Mass Attire
- Liturgy mass schedule calendar
- Pictures of religious celebrations (Stations of the Cross, Rosary, Retreat)
- Photographs of Kindergarten and First grade students across the street
- Photographs of Play Leaders and students at recess
- Graduation mass programs
- End of the year retreat for graduating eighth grade students

## **B. DEFINING THE SCHOOL'S PURPOSE**

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

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, in order to ensure that St. Anthony of Padua School's mission, philosophy, and Schoolwide Learning Expectations are highly effective in reflecting the Catholic nature of the school, clearly defining its purpose, and accurately articulating its fundamental objectives, the school committed to a comprehensive reevaluation of its mission statement and SLEs. In September, the faculty engaged in a workshop reviewing the history, traditions, guiding principles, and current practices of St. Anthony of Padua School to determine the relevance and accuracy of both the language and content of these central documents. The workshop resulted in the recognition of three desired objectives: 1.) The revision and updating of the St. Anthony of Padua School mission statement to more effectively communicate the contemporary mission and objectives of the institution and its shareholders; 2.) The revision of each of the indicators of the St. Anthony of Padua School SLEs to make them a.) more accurate reflections of the language, intent, and objectives stated in the St. Anthony of Padua School mission statement and b.) more functional in, and relevant to, daily schoolwide practices; 3.) The revision of the St. Anthony of Padua School SLEs rubric to be functional in and relevant to school lessons, projects, and activities. The administration and Leadership Team were charged with accomplishing these objectives utilizing the notes and suggestions created during the workshop.

Following numerous meetings reviewing and editing the mission statement, the efforts of the group were presented to the staff for further review at a second workshop in October 2012, at which time the document was unanimously approved. The revised St. Anthony of Padua School mission statement was released to the community at large the via weekly parent bulletin, the school website, and a formal change in the parent handbook.

The revised mission statement is as follows:

### *St. Anthony of Padua School Mission Statement*

*St. Anthony of Padua School is a Roman Catholic elementary school dedicated to the sacred task of guiding its students towards the fulfillment of their highest potential. Focusing on the whole of the individual, the school is committed to the religious, moral, intellectual, social, cultural, physical, and psychological development of each student in its charge. Recognizing the role of the parent as primary educator, the school works in partnership with them to foster a lifelong commitment to learning and high achievement in each student, and to provide a safe, nurturing environment that promotes cooperation and mutual respect among*

*all. Most importantly, 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.*

Though St. Anthony of Padua School is confident that the revised mission statement accurately reflect the collective mission of the institution and all its shareholders, the school recognizes a lack of documented feedback from the community concerning this significant change. During the revision process, it became apparent that there was a lack of avenues to effectively engage parents in the process. In response to this, **St. Anthony of Padua School has committed itself to the goal of developing more effective means of collecting feedback and data from all shareholders.** Accordingly, a **policy was enacted at the commencement of the 2013-2014 school year mandating parent participation in one of the wide variety of new committees created in the fall of 2013.** Each committee is charged with specific objectives to aid the school in its development and the execution of its mission. Beyond this vital role, the committees will also offer consistent opportunities for the administration and staff to engage parents in dialogue over specific proposed changes, and likewise consistently receive vital feedback from these shareholders. **Fostering the development and success of these committees is therefore a significant strategy for this goal.** In addition to these committees, in the fall of 2013 **the school will create school email accounts, tied to the school @stanthonygardena.org domain, for all school families.** Having already done so for the Junior High students of the school, the administration is confident in the potential such a communication system offers for the consistent dissemination of information and the collection of feedback data.

Content with the existing Schoolwide Learning Expectations in their broadest form (*Followers of Christ, Academically Prepared, Socially Aware, Totally Healthy in mind, body, and spirit- or F.A.S.T.*) 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 recognition of the extent to which the SLEs had become entwined with St. Anthony of Padua School's identity and daily instruction, the revision process was deemed necessary to elevate the SLEs to an even more powerful guiding force within the institution. The faculty therefore revisited the SLEs in light of the new mission statement, with the aforementioned objectives of clearly aligning each SLE with the school's stated purpose and its overall curricular objectives, better articulating and defining the specific qualities of each SLE in the form of distinct indicators, and developing an effective, adaptable, and easily employable rubric. Again, the administration and Leadership Team committed themselves to the completing the task utilizing the notes and comments offered in the workshop. Meetings were held to fine tune the language of each indicator and the corresponding criteria for its assessment. The ultimate results of the group's efforts were presented to the faculty for comment and approval. Minor changes were suggested and made at the meeting, and both the revised SLE indicators and the corresponding rubrics were sent to the the pastor for final comments and consideration. Again, there was approval of the documents.

**The revised SLE indicators and rubrics were then put into trial use to determine their utility and effectiveness in January of 2013.** In its initial use, were the rubrics were used as a holistic assessment of individual students which occurred at the periods marking the middle and

end of the year (in January and June, respectively.) Evaluation and analysis by the staff of the initial experience using the rubrics in the 2012-2013 school year led to two major changes. First, the SLE indicators were identified to have been written using language judged to be too complex for lower grades; therefore, the teachers of grades K-4 worked together to simplify the language of the indicators **and create a separate SLE rubric for grades K-4**, which was finalized in the Fall of 2013. Secondly, in the fall of 2013, **all teachers began to align all lesson plans to the new SLE indicators**. These more accurately aligned lesson plans **allow teachers to more effectively identify and assess student progress of each SLE indicator**. Over the course of developing and defining the new indicators of St. Anthony of Padua School's SLEs, it became apparent that one of the school's strongest tools had not reached its greatest potential and could be better utilized throughout the school. Having recognized that the SLEs reflect the core values of St. Anthony of Padua School and offer the clearest delineation of its academic and spiritual mission, the staff has set **a goal to further increase the integration of SLEs across the curriculum**. Central to this goal is the intention to **elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card**. The faculty therefore has committed to **mapping and vertically aligning the SLEs to Common Core Standards across all grade levels as a means to more methodically and effectively teach and reinforce each of the SLEs**. And to further reinforce the importance and centrality of the SLEs, the school has committed to **developing a Student SLE Portfolio system that will track student progress towards specific SLE indicators over the course of their academic career at St. Anthony of Padua School**

Though these objectives are vital and reflect the school's honest self-assessment and commitment to the perpetual improvement of student learning, they should not detract from the fact that **St. Anthony of Padua School is already highly effective at integrating its mission and SLEs into the total reality of the school**. A variety of methods are utilized by teachers to ensure student achievement of the SLEs. As mentioned above, **all lessons are designed to develop progress towards specific SLEs**. Specific SLE objectives are therefore posted with the curriculum objectives at the beginning of each lesson and referred to throughout the lesson. The SLEs have a **highly effective visible presence throughout the school**. The SLEs are posted prominently in each classroom for easy reference, while large flags proclaiming each individual SLE hang conspicuously along the upper breezeway. They are emblazoned on all report cards and school handbooks. 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 their them . To further reinforce the centrality of the SLEs to the school culture and mission, students, parents, and staff recite the SLEs each morning, in unison, as part of the newly **created "Paduan Pledge" (written in 2012)** spoken at morning assembly. And, as mentioned above, beginning in the 2013-2014 school year, each of formal assessments and projects aligned to the SLEs are to be collected and included in individual SLE portfolios for each student that will then be transferred across grade levels to form a definitive, cumulative representation of student development towards the SLEs over the course of their education at St. Anthony of Padua School. The portfolios will serve as vital reference and evidence for demonstrating progress to parents during meetings and conferences. Similarly, it will allow students to self- assess more effectively, and at the end of the year, students and teachers will have portfolio conferences in which they select the best work of the year for each indicator, which will then follow them to the next grade.



As described above, **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 has **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 newly-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. **The SLEs have also been painted, as part of the Paduan Pledge, in conspicuously large, bold letters on the façade of the upstairs breezeway facing the parking lot, broadcasting them in perpetuity to the wider community.** Similarly, as mentioned above, the Paduan Pledge, which clearly articulate the SLEs, is recited by students, parents, and teachers in unison each morning. As described above, the SLES are prominently displayed throughout the school in a wide variety of manners, while the **daily recitation of the Paduan Pledge provides consistent reinforcement of the SLEs importance as a defining aspect of St. Anthony of Padua School’s institutional identity.**

In summary, St. Anthony of Padua School’s is highly effective at: reflecting its Catholic nature through its mission statement, philosophy, and Schoolwide Learning Expectations; integrating its mission and SLEs into the total reality of the school; and communicating its mission and purpose to all of its shareholders. The entirety of this process has served to reinforce the centrality of the mission statement and SLEs as guiding forces within St. Anthony of Padua School and has clarified the need for the school to integrate them into the curriculum in a total, complete manner. St. Anthony of Padua School has recognized that improvement can be made in **gaining feedback and data from all shareholders through the creation of parent committees and school email addresses for each family.** As the SLEs are the true measure of the school’s success in its mission, the school **seeks to elevate the formal, biannual SLE assessment to equal or superior status to that of the trimester academic report card,** and likewise **establish student SLE portfolios as the definitive standard of student progress at the school.** Similarly, the empowering experience of mapping the mathematics curriculum to Common Core Standards has provided the school with the skills to similarly **map and vertically align the SLEs across the curriculum.** This can be done simultaneously with the upcoming alignment to Common Core in ELA following the WASC certification process.

### Significant Accomplishments

1. Clarified a singular vision for the mission of St. Anthony of Padua School through the revision of the school’s mission statement and its subsequent publication in a variety of formats
2. Created new parent-centered committees requiring mandatory participation, resulting in new forum for dialogue and feedback from parent community.

3. Revised SLE indicators, which have clarified the specific qualities of each Schoolwide Learning Expectation, allowing for more refined, targeted, and substantive lesson development in accordance with them and the school's stated mission.
4. Created new SLE rubric, allowing for more refined, targeted, and substantive assessment of St. Anthony of Padua School and offers parents yet another tool to evaluate student progress in accordance with the school's stated mission.
5. Aligned all lessons to the new SLE indicators
6. Created "Paduan Pledge" for daily recitation by students, parents, and staff as a means of consistently promoting and reinforcing the centrality of SLEs to the school's mission and identity.
7. Utilized variety of media, including print, paint, posters, videos, and html content, to publish and promote newly revised/created documents, and communicate the mission and purpose of the school
8. Created constant accessibility of all essential documents through new school website

## Goals

### **1. To further increase the role of parents and other shareholders**

- 1.1. To further develop venues and methods for the effective collection of feedback and data from all shareholders.
- 1.2. Foster the development and success of parent committees
- 1.3. Create school email accounts, tied to the school @stanthonygardena.org domain, for all school families.

### **2. To further increase the integration of SLEs across the curriculum**

- 2.1. Map and vertically align the SLEs to Common Core Standards across all grade levels.
- 2.2. Create a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard
- 2.3. Elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card
- 2.4. Develop an Student SLE Portfolio System

## Evidence

- Parent handbook
- Parent bulletins
- School website
- Report cards
- Faculty workshop minutes

- Faculty meeting minutes
- SLE official documents
- SLE rubrics
- Grade level curriculum maps for math
- Catapult Learning documents
- Teacher lesson plans
- Student videos
- Student essays
- Student pledge recitation
- Classroom posters of SLE
- Classroom posters of mission statement and philosophy
- SLE flag

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

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

The organizational structures of St. Anthony of Padua School focus on the high achievement of all students, and communicate student progress to all shareholders. As embodiments of the mission, philosophy, and Schoolwide Learning Expectations of St. Anthony of Padua School, these structures are highly effective at supporting the school's mission and creating an environment focused on the high achievement of all students.

Though the responsibility of its daily governance has been delegated to the Administration, the official and spiritual leader of St. Anthony of Padua School is the pastor. As such, **the pastor actively supports the school mission and helps to create an environment focused on the high achievement of all students.** In his role as leader of the school, the pastor holds final approval over all changes in the employment status of school personnel. He is available at all times and maintains a consistent presence in the school, as evidenced by his weekly celebration of the mass with the entire student body, his attendance at school functions, and his occasional visits to the classrooms and faculty meetings. His standing weekly meeting with the principal is supplemented with numerous phone conversations and impromptu meetings when necessary. Beyond presiding over the weekly school celebration of the Eucharist, which strongly supports the school's mission and its Catholic Identity, the pastor strives to create an environment focused on high achievement. In 2012, **the pastor began a new tradition of directly reviewing and passing out report cards to each student in the school, and allowing for the announcement of Honor Roll recipients in church directly following the celebration of the school Mass.** The **pastor also promotes the spiritual growth of the staff** in a variety of ways, from celebrating a private Mass with them at their annual fall retreat to presiding over the annual Catechetical Mass in which he recognizes and blesses each staff member as official catechists of the parish. Similarly, he actively **seeks to promote strong relationships between the school, the Poor Sisters of St. Clare, and the parish ministry services**, and holds a joint breakfast to unite these three groups once a trimester... Further support of the school's mission and its achievement-focused environment is provided through **supplemental financial support of the school by the parish.** The pastor also presides over and blesses each general parent meeting of the school, at which time he **lends his public support for new school policies and helps to communicate student progress to the assembled shareholders.** Moreover, serving as the major conduit between the school and the parish, the **pastor also serves to communicate student progress to the wider group of shareholders in the parish community**, announcing major school accomplishments and events at the conclusion of Sunday Masses and in the parish bulletin. Through these actions, the pastor supports the school's mission and helps to create an environment focused on the high achievement of all students.

The principal of St. Anthony of Padua also helps to create an immersive environment that is focused on the high achievement of all students and fulfilling the school's mission. Through a variety of actions, including establishing a daily prayer assembly that is lead by the student council and the principal, mandating that Religion be the first subject taught in every classroom

on a daily basis, and providing a weekly opportunity for the student body to celebrate Mass together, the principal has established policies and procedures that actively support the school's mission. Further evidence of this support is the **adoption and implementation in 2012 of the schoolwide discipline and uniform policies**, 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. Concurrently, as the foremost academic leader in the school, the principal works to create an environment that facilitates high achievement of all learners. This is accomplished through a variety of means. Teachers are required to submit **weekly lesson plans aligned to curriculum standards and Schoolwide Learning Expectations**. In 2010, the principal **subscribed to the online grading service, Gradelink**, (to which the school is still subscribed) and teachers are expected to input grades weekly, thus **providing an effective means of supporting and communicating student progress and achievement** to the appropriate shareholders, namely students and parents. The principal also oversaw the **construction of a new school website, providing a new forum for communicating with shareholders**, and through which parents can access all pertinent and necessary school information, forms, and calendars. Furthermore, teachers were given their own class web log (blog) on the site, through which they are required to communicate vital 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 principal 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 through which the SLEs are now regularly assessed**. Academically, the principal helped lead **the mapping process of the Mathematics curriculum across all grade levels and its alignment to the Common Core Standards**. Likewise, the principal is leading the **mapping and alignment of the ELA curriculum to the Common Core Standards**. The principal and faculty also work together to analyze student data, prioritize curricular objectives, and identify and provide the appropriate technology and professional development vital to meeting these objectives. Collectively, these policies and actions have supported the school's mission and created an environment focused on the high achievement of all learners.

To ensure the effective articulation of school vision, policy, and student progress to all shareholders, and to provide access for feedback as well, the principal consistently utilizes a wide variety of channels of communication. Among the faculty, the principal maintains an open door policy and communicates with them on a daily basis, whether in person, on the phone, through text, or email, to address all professional and personal concerns and needs. Faculty meetings are held weekly and used to accomplish numerous objectives, including professional development, curriculum development, policy formation and revision, procedural clarification and practice, and communication of school business and developments. In this manner, the faculty is supported in their efforts to create an environment focused on the high achievement of all learners. Furthermore, the principal visits classrooms on a regular basis and oversees the playground during lunch recess, using such opportunities to develop personal relationships with each of the students in the school. The principal also formally meets with individual students, and reviews each progress report and report card personally, actively focusing on the achievement of all students. Other shareholders, such as parents, are kept informed by the principal through a variety of means, including weekly bulletins and family envelopes, email notifications, weekly postings on the school website, personal phone calls, and meetings. The



principal attends and leads all schoolwide parent meetings and numerous school committee meetings, as well as other fundraising, social, athletic, and academic events. This consistent presence of the principal in all aspects of school life serves to maintain the Catholic Identity of the school environment, support the school's mission, and create an environment focused on the achievement of all learners.

The principal is supported in his duties by a staff that is organized to perform a wide variety of duties essential to supporting the mission of the school and creating an environment that facilitates the high achievement of all students. A full time office secretary performs a multitude of tasks including managing the lunch service orders, answering phones and taking messages, aggregating the census report, managing student files, and coordinating cumulative record files. The office secretary also serves as the school VIRTUS coordinator, and is a VIRTUS instructor. The part-time finance secretary coordinates the SCRIP program fundraiser, handles school supply/book orders, manages family financial accounts, coordinates and manages the finances of fundraisers such as the candy sales and the Hawaiian raffle. Both the office secretary and finance secretary assist with other day-to-day office operations. Each faculty member in the school performs a role beyond his/her basic classroom duties. The Kindergarten teacher is the acting Religion Coordinator, serving to organize religious celebrations and oversee the Religion curriculum across grade levels. The Kindergarten teacher also serves as a member of the WASC Leadership Team. The first grade teacher is the acting Support Team Education Plan/Minor Adjustment Plan (STEP/MAP) coordinator, and is charged with guiding the staff through the implementation of the STEP/MAP program during the 2013-2014 school year. The second grade teacher is the acting Athletic Director, organizing all sports teams and facilitating all necessary interactions with the CYO league officials. The third grade teacher is the Cheerleading Coach, and is involved in recruiting and training students in the fine art of cheerleading. The fourth grade teacher is the *Paduan Press* Newspaper Club chairperson, actively guiding a stable of young reporters to the production of three newspapers a year, while also coordinating with Catapult Learning to execute the tri-annual Benchmark Tests in Mathematics and ELA. The fifth grade teacher coordinates the annual ITBS/ACRE tests and creates the yearly calendar. The seventh grade teacher serves as the Academic Decathlon coach, as well as Math tutor during voluntary morning math classes offered to Junior High students four days a week before school. The eighth grade teacher is the acting Safety Coordinator, and serves to schedule and guide all emergency drills and procedures. Many of these duties play a significant role in ensuring that St. Anthony of Padua School is highly effective at communicating student progress to shareholders; especially those of the secretaries, the STEP coordinator, the Benchmark coordinator, the ITBS/ACRE coordinator, the math tutor, and the Academic Decathlon coach.

Furthermore, two major structural changes occurred since the last accreditation visit. First was the **addition of a Kindergarten class to the school**. The addition of this class explicitly supports the mission of the school to serve the parish community, while also helping the school create an environment focused on high achievement. The presence of the Kindergarten class has allowed St Anthony of Padua to focus on the development of a truly cohesive curriculum that it can shape from the earliest stages, and is utilizing the curriculum mapping process to do so. It also increases the long-term viability of the institution and is serving to foster the growth of enrollment at the school. The second structural change was the addition of a vice principal. In

June of 2012, the pastor gave the principal permission to expand the administration of the school through the hiring of a vice principal to aid in the fulfillment of the wide-ranging duties and tasks necessary to support the school's mission and create an environment focused on the achievement of all learners. In August of 2013, the sixth grade teacher, while remaining a full-time teacher on staff, assumed the role of vice-principal and currently: oversees all discipline problems; is chair of the ELA curriculum mapping process; is WASC Chairperson; chairs multiple parent committees; shares in playground supervision duties; and serves as acting principal when the principal is off-campus. As WASC chairperson, the vice principal works with the principal and the WASC Leadership Team to guide the implementation and assessment of the action plan from the previous WASC accreditation process so that it is effective in improving student learning. The Leadership Team is also responsible for all aspects of the WASC accreditation process for the following accreditation. The leadership team meets regularly to plan, review progress, and to delegate certain tasks to help incorporate all shareholders in the WASC process and preparation for the new accreditation.

Collectively, these organizational structures serve to support the mission of the school by ensuring that each aspect of the school's curricular, extra-curricular, religious, safety, and support programs are properly executed, thereby creating an environment in which high achievement of all students is facilitated.

Of course, the primary focus of the staff at St. Anthony of Padua School is to fulfill the school's mission by creating an environment that supports the high achievement of all learners. All lesson plans submitted by faculty members clearly identify the SLE- and Common Core or California State Standards- upon which they were designed. iPads and digital projectors have been integrated into all classrooms and are utilized on a daily basis in a numerous and varied ways. Faculty members continue with personal ongoing education and professional development. **Weekly 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.)** Moreover, each week a different faculty member presents a best practice lesson to the other members of the staff. All such efforts are aimed at maintaining a dynamic and supportive professional community on campus that is confident in its technique and always striving to improve for the sake of its students.

Yet, staff members identify a need to engage each other more consistently outside of full faculty meetings to ensure the quality and continuity of instruction across grade levels. Therefore, the staff has identified **the addition of consistent grade-level meetings**, in which teachers discuss curricular and instructional issues with the teachers in the grade-level above and below them, as a significant goal for this section of the Self Study.

At St. Anthony of Padua School, student progress is monitored, analyzed and communicated by its organizational structures. Common Core Standards and Schoolwide Learning Expectations guide all lessons and provide the criterion for high achievement for all students. Data is collected through formative and summative assessments, both formally and informally, and

communicated consistently through the use of the online grading system, Gradelink. Classroom data is supplemented by tri-annual standardized, Common Core-aligned benchmark assessments designed by Catapult and annual standardized tests, including ITBS and ACRE. The principal and faculty work together to analyze student results/data and prioritize curricular objectives on individual, class-wide, and school-wide bases. Curricular objectives guide the selection of appropriate technology and professional development opportunities deemed vital to meeting these objectives, as well as inform instructional practices and strategies. **Student progress and achievement are communicated to parents through homework, progress reports, trimester report cards, Gradelink.com, email, phone calls, in-person parent conferences, blue-slip effort notices, and other forms of communication, including postings on the school website. Formal parent conferences are held each fall to review progress and establish individual goals for the year,** and additional conferences are held on an as-needed basis to further encourage high achievement in all students and reinforce the communal nature of educational success.

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. Also, through the aid of **Title I funding**, in September 2013, St. Anthony of Padua School was able to add **two part-time specialty teachers for Math and Reading** instruction provided by Los Angeles Unified School District (LAUSD). These specialty teachers each come once a week to engage in small group instruction of students performing below grade level and provide supplemental instruction and strategies for success.

The organizational structures of the school are highly effective at receiving input from shareholders regarding policies and procedures that affect student achievement, as well as communicating student progress to those shareholders. Staff members participate in weekly faculty meetings and near-daily informal discussions with the administration and colleagues, and use such opportunities to offer their input concerning policies, procedures, curriculum, and events that impact student achievement. The concerns and input of the parish are expressed in the monthly parish meetings attended by the administration, as well as during the weekly principal - pastor meeting. Members of the school community likewise provide input on policy and procedures that affect student achievement through meetings, conversations, phone calls, and with teachers, participation of parent committees, and at tri-annual schoolwide general Parent Meetings held in the school auditorium. In addition to these and other traditional means of exchanging ideas, such as the weekly bulletin, family envelopes, parent surveys, email exchanges, phone calls, and both informal and formal parent-administration/staff discussions, **the school website and teacher blogs**, created in 2012, afford the community further opportunities to study and comment on school policy and decisions. Also, the daily/weekly blogging by teachers helps to better communicate multiple aspects of school life and student progress including: the on-goings in the classroom to parents; digital copies of classroom documents for students and parents to download; homework assignments and projects; student achievements. These forums also provide the administration **multiple avenues for**

**disseminating information** and keeping community members abreast of school events, developments, and policy decisions. Similarly, as a means of ensuring the accessibility of all policies and procedures, the Parent-Student Handbook is presented in a dual format: physically printed on an annual basis and also posted digitally on the school website. These myriad channels provide consistent communication that both advises the organizational structures of student progress and actively seeks and incorporates their support to maintain high achievement of all students.

As articulated in its mission statement, St. Anthony of Padua School recognizes parents as the primary educators of their children, and the school has tirelessly sought to increase opportunities for parents to participate in the overall school and learning environment. During the last accreditation process in 2010, it was decided to form a new organizational structure for the school, similar in nature to a Parent Teacher Organization. The organization was called the Parent Leadership Committee (PLC). Since **the establishment of the PLC in the fall of 2010**, members have worked with the principal on such things as fundraising events, extra-curricular activities, and helped play an advisory role as well in a limited capacity. In 2012, the PLC underwent a number of member changes, resulting in a re-evaluation of its role and structure. Ultimately this structure evolved into a new, more inclusive format that incorporates all parents and families of the school. Beginning in the fall of 2013, **fourteen separate committees were established and members of each of the 167 families of the school must participate on one or more of them.** This new structure of the school is designed to identify the various aspects of the school's duties and tasks that are vital to a.) supporting the school's mission and b.) creating an environment that facilitates the achievement of all students, and utilizes the skills and efforts of its shareholders to improve and sustain them. Each committee is initially led by the principal and/or Vice-Principal, and parent "Chairs" and "Secretaries" are chosen from among the parent members. The committees are to meet approximately four times per year, address any pertinent task or issue related to its charge, and fulfill any actions decided upon by its members. For instance, the fundraising committee will assign various parents to direct the number of fundraisers that occur each year, while other parents will be charged with finding new forms of fundraising. Minutes are taken at all meetings and relayed to other parents on the committee. Furthermore, these committees will report to the entire school population during the tri-annual general parent meetings.

Also, in fulfillment of its previous Action Plan, St. Anthony of Padua School established a Development Board in the fall of 2012 to add to the organizational structures for the school. The intention of this Development Board was to involve alumni and parishioners who do not currently have children attending St. Anthony of Padua School to identify potential development opportunities, seek partnership with various foundations, and better involve the overall parish with the school. As such, the collective actions and successes of this board would serve to aid the school in fulfilling its mission and creating an environment that facilitates the achievement of all students. Over the course of the 2012/2013 school year, the Development Board, which consisted of the Pastor, Principal, and four other active parishioners, met on four occasions. Due to unforeseen circumstances, three of the six members were unable to continue on the board and it was put on hiatus in the spring of 2013. Subsequent developments have led the principal to seek new members for Board, with a hopeful commencement of meetings to begin in fall of 2014, appropriate personnel permitting. The **addition of a functioning, perpetual**

**Development Board** to help St. Anthony of Padua School build and execute a long-term strategy for perpetual viability is recognized to be valuable goal for the school.

### **Significant Accomplishments:**

1. Direct involvement of pastor to review and pass out report cards to create an environment focused on high achievement
2. Addition of a kindergarten class to increase enrollment and provide greater continuity of instruction and retention of students
3. Addition of Vice Principal
4. Effective delegation of duties amongst staff
5. Schoolwide curriculum-mapping of Common Core Standards for Mathematics
6. Effective professional development opportunities focused on high achievement of all students
7. Implementation of Gradelink.com to better communicate student progress to parents and students.
8. Utilization of weekly faculty meetings are utilized by the staff and administration for curriculum development, professional development, and professional support.
9. Designation of one faculty meeting a month for curriculum mapping and development
10. Creation of school website to improve regular communication with all shareholders
11. Implemented daily/weekly blogging by teachers to better communicate on-goings in the classroom to parents, provide digital copies of classroom documents for students and parents to download, better inform parents students of homework assignments and projects, and communicate student achievements to all shareholders
12. Began implementation of STEP
13. Added two Title I funded part-time specialty teachers
14. Created PLC/Parent Committees to provide advisory and consultative services to the administration

### **Goals**

- 1. To further strengthen professional development opportunities for staff**
  - 1.1. Implement consistent grade-level meetings
- 2. To further increase the participation of parents and other shareholders**
  - 2.1. Re-establish the Development Board
  - 2.2. Nurture development and effectiveness of Parent Committees

### **Evidence**

- General Parent meeting minutes
- Annual School Budget
- Development Board and PLC minutes
- Faculty meeting agendas and meetings
- Website- pages, postings, and archives
- Gradelink
- Parent-conference notes and documentation



- Kindergarten class picture
- Common Core Curriculum Mapping 2011-2012 document
- School handbook
- Catapult Meeting Calendar

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

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

St. Anthony of Padua School 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 Tests (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.

Each September, the Iowa Test of Basic Skills (ITBS), a nationally standardized, norm-referenced test, is taken at St. Anthony of Padua School by each student in second through eighth grade. Administered over the course of a week and a half during select times of the instructional day, the test provides an early snapshot of individual and class proficiency in core academic skills. Data produced by the tests therefore serves as a vital lens through which both individual and class strengths, as well potential areas of growth, can be identified. The data is reviewed and analyzed by the administration and faculty, with analyses focusing on both class and individual performance. Administration and staff also analyze the results of the Cognitive Assessment Test (COGAT,) taken in the fourth and seventh grades. Digital data is available and used to analyze both the ITBS and COGAT tests. Teachers and administration review specific subject areas, students, and grade level cohorts using this data. For example, according to ITBS results from 2012, the overall Student Growth Percentage (SGP) for mathematics was at 44% overall, falling below the average of the diocesan schools, though this average could be attributed to the significantly low scores of students entering third and fourth grade and the affect this had on the total average. In fact, there were gains in the SGP of up to 80% in fourth grade, and most other grades in the school tested on par with the rest of the diocese.

St. Anthony is particularly wary of these math 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 (reference K-8 curriculum maps)**. It is projected that with this more cohesive, scaffolded K-8 curriculum map, and the consistent, delineated formative and summative assessments that mark it throughout the year, the SGP for mathematics will increase to the level of or above the other diocesan schools. As such, ITBS scores for 2013 will offer the first opportunity for significant evaluation of the effectiveness of these curriculum maps, though the school has yet to truly complete a full school year under the maps.

Adding further confidence and expectation for growth in Math scores is the 2012 **acquisition of a comprehensive and cohesive textbook series based on the Common Core Standards** that effectively matches the scaffolded instruction of math 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 the grade level K-5. In Junior High, St. Anthony of Padua School purchased the “Holt Online Mathematics online digital textbook series, which provides constant support to students with online access. For students without online access at home, the computer lab is available for their use after and during school hours. These acquisitions, coming as they did in response to analysis of ITBS results for Mathematics and the resulting curriculum adjustments they inspired, demonstrate the highly effective manner in which data is used to adjust curriculum and implement new curricular materials.

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 the subject area receive extra support and more one-to-one instruction, while advanced students are offered supplemental challenges.

As mentioned above, in the fall of 2011, St. Anthony of Padua School administration and staff began a relationship with Catapult Benchmark testing and coaching to begin the curriculum mapping process. **The Catapult Benchmark tests, which are aligned to assess the Common Core Standards for ELA and Mathematics, were first taken in the first trimester of the 2012-2013 school year, and have subsequently administered each trimester.** The scores for the 2012-2013 school year reflected and affirmed many areas of progress towards the Common Core Standards for Mathematics and Language Arts. In Mathematics, according to the benchmark tests between rounds one and two, Junior High saw a growth of 11% in the area of statistics and probability, with a 9% growth in ratios and proportions, while maintaining an overall average of 17% growth of the SGP in all standards. Conversely, there was a decrease of 13% for the Junior High’s figurative language standard in ELA and a 14% decrease in standards of expressions and equations in Mathematics.

In recognition of the decidedly mixed results of these assessments, and in order to ensure continued growth in the areas of Mathematics and English Language Arts in which success was noted and resuscitate growth where it diminished, St. Anthony of Padua School **will continue partnership with Catapult services for mapping ELA and tri-annual Benchmark testing** as long as funding is provided to do so. Funding has been guaranteed for the 2013-2014 school year, and therefore the relationship continues. The tri-annual analysis of this data will allow administration and teachers at St. Anthony of Padua School to more effectively track progress and ensure student growth. Concern over lower mathematics scores has led the entire faculty and staff to seek new strategies to increase proficiency levels. The expectation is that a more cohesive, scaffolded curriculum will provide greater success throughout the grade levels, and the consistency of the Benchmark test over the course of the school year will offer frequent opportunities to validate or dispel the veracity of that expectation.

More importantly, this continued relationship with Catapult Learning will allow the staff to direct its attention to the process of similarly mapping and aligning the ELA curriculum to the Common Core Standards. ITBS and Catapult Benchmark scores suggest some relative strength in this area. According to ITBS scores from 2012, the overall Student Growth Percentage (SGP) for Reading was 48.5%, which is commensurate with the rest of the schools within the diocese. According to Catapult Benchmark student achievement grew significantly between rounds one and two of the benchmark testing in Language Arts as well, particularly in the Junior High where a 19% growth was seen in reading informational text, and an increase of 40% was seen in the Literature standard of determining a central theme. In the middle grades, there was an average of 21% growth in all Language Arts standards, while a 19% growth of the SGP was seen in the Literature standard of comprehension. Despite these relatively positive results, the staff remains unsatisfied with ELA scores, and the quality of ELA skill development they represent. Given the fundamental role ELA skills play in educational success, and the tremendous shift in focus required by the adoption of the Common Core Standards, St. Anthony of Padua School has committed itself to **increasing student proficiency in all areas of ELA**, and is committed to effectively **completing the mapping and alignment process it began in September 2013**.

As a means of ensuring the effective and useful analysis of results, collaboration between administration and staff work closely together throughout the process. Students scoring in the lower percentiles of ITBS or Benchmark Testing results are identified by administration and classroom teachers so that the curriculum and pedagogy can be differentiated to meet their needs. 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. All of St. Anthony of Padua's classroom teachers readily make themselves available for extra time and help with each student as needed and regularly communicate with parents regarding particular academic concerns via phone, email, or conference. Parents, teachers, students, and administration are also available for meetings regarding learning concerns that any one party may have, thus expanding the learning community to include parents. In Junior High, the Mathematics teacher offers special tutoring each morning, Monday through Thursday, to help students who need extra help. St. Anthony of Padua School **works closely with Title I funded LAUSD representatives to assist students identified as having Special Needs and a formal Individualized Education Plan (IEP.)** The administration, LAUSD, and the classroom teachers meet regularly to discuss student progress and accommodations. Furthermore, through the aid of **Title I funding**, in September 2013, St. Anthony of Padua School was able to add **two part-time specialty teachers for Math and Reading** instruction provided by Los Angeles Unified School District (LAUSD). These specialty teachers each come once a week to engage in small group instruction of students performing below grade level and provide supplemental instruction and strategies for success.

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. Both the Holt Online Math Series and Pup's Quest Reading Program/Educational Software for Guided Instruction (ESGI) provide such levels of assessment and data. Though newly implemented, teachers of these programs are learning to access and utilize this data to differentiate the speed at which individuals or groups of learners move through the program, and therefore allow students to develop mastery of the identified skill/content at the pace most appropriate to their abilities.

Despite these significant accomplishments in the area of assessment and its consistent use to adjust instruction and curriculum, St. Anthony of Padua School has identified aspects that could be improved. Foremost among these is use of rubrics among the staff. While many staff members currently use rubrics for summative assessments, there is no cohesion or continuity among them from grade to grade, or class to class. This is of particular concern in ELA, in which explicit skills must be developed over multiple years. In recognition of the value such a library would offer the staff and student body, St. Anthony of Padua has **begun the process of creating a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard**. Such rubrics will provide students and faculty more accurate and effective data from which instructional and curriculum adjustments can be made. Moreover, summative assessments are employed simultaneously with the rubrics with the intention of creating a summative assessment library for specific ELA CCSS standards, as well. Another aspect that the staff has identified as having tremendous potential is **the use of iPad apps and digital software to quantify and track student progress through both formative and summative assessments**. Though the staff has developed great capabilities in utilizing apps in formative and summative assessments, there is recognition that much more could be done. The staff has set a goal to identify, acquire, and effectively use apps and software that do this, with the Junior High Holt Online Math Series and Kindergarten and first grade's use of ESGI and Pup's Quest being closely monitored for effectiveness, benefits, and potential negatives. To aid in this pursuit, the staff has likewise committed **to identifying and attending professional development seminars and workshops to help them become even more effective in generating and utilizing data to guide instruction/curriculum adjustments**.

St. Anthony of Padua School has also 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. It has therefore identified **the creation of a Student SLE Portfolio System to be a major goal of this section of the Self Study**. Beginning in 2014, each of these assessments and projects are to be collected and included in individual SLE portfolios



for each student that will then be transferred across grade levels to form a definitive, cumulative representation of student development towards the SLEs over the course of their education at St. Anthony of Padua School. Portfolios are to be utilized as essential evidence for discussions and goals addressed in parent conferences. At the end of the year, students and teachers will have portfolio conferences in which they select the best work of the year for each indicator, which will then follow students to the next grade.

Also, over the course of developing, defining and integrating the new indicators of St. Anthony of Padua School's SLEs, it became apparent, that this tool had still not reached its greatest potential and could be employed more effectively throughout the school. Therefore, having recognized that the SLEs reflect the core values of St. Anthony of Padua School and offer the clearest delineation of its academic and spiritual mission, the staff has set a **goal to further increase the integration of SLEs across the curriculum**. Central to this goal is the intention to **elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card**. The faculty therefore has **committed to mapping and vertically aligning the SLEs to Common Core Standards across all grade levels as a means to more methodically and effectively teach and reinforce each of the SLEs**.

Aside from purely academic data, St. Anthony of Padua School also utilizes demographic information from the ITBS and Poverty Survey to realize particular trends in the surrounding culture and community. Based on the ITBS data, **more than half of the student population primarily speak a language other than English at home, and a corresponding amount can be characterized as lower-income families**. Although these students are not specifically categorized as English Learners (EL), the reality of the classroom experience suggest that more specific instructional strategies tailored to the needs of EL students would be of benefit. Therefore the staff has **committed to developing an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to more effectively teach this population of learners**. The Poverty Survey revealed that a **large number of families in which both parents work outside the home to meet basic needs**, a situation that has potential to affect the learning process at home. Teachers are expected to accommodate such families in any reasonable manner possible. Often this requires parent conferences to be held at very early or late hours of the day. In 2013, parent-teacher conference hours were extended to 7:15 pm to accommodate such families.

In the fall of 2012, in order to begin collecting and analyzing data from the students, faculty, and families within the community, St. Anthony of Padua School sent home parent and student surveys, while staff surveys were similarly conducted early in the year. According to the results of these surveys, 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 showed that out of the top three reasons why parents send their children to St. Anthony of Padua School, the **number one reason is because of the Catholic faith that is taught and instilled within their children**. Regarding curriculum and instruction, the majority of parents believe that the teaching of science is effective, and 50% of the parents believe the teaching of reading is highly effective. Results also indicate that 90% of parents think the academic demands placed upon the students are about right and that the overall atmosphere, teaching,

prayer, human development, practice of prayers and liturgies, parental help, and parental growth are more than satisfactory.

However, the 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, providing an area of development and growth for St. Anthony of Padua School. Also, 40% of parents admitted to not utilizing the school website that offers up-to-date news about the school as well as classroom blogs of student/teacher interaction and the regular posting of homework. Based on this data, **parent/teacher conference times as well as tri-annual parent meetings were used as opportunities to encourage parents to employ these tools and demonstrate the benefits of doing so.** St. Anthony of Padua School also offers smaller incentives for students to check their grades online, as well as the teacher led blog posts. Such examples would be a “treasure hunt” within the blog or secret messages giving a “free dress” pass to the students who interacted with the blog.

In conclusion, St. Anthony of Padua School is highly 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. St. Anthony of Padua School has ensured the continued access to highly valuable student progress data through its relationship with Catapult Learning and the data resources provided by its Benchmark Testing services. ITBS/COGAT and ACRE tests will continue to be taken annually, as well. St. Anthony of Padua School similarly will continue the partnership with LAUSD to ensure that the needs of all learners are being met and that individual goals for students are being made. Along with analysis of data as a driving force, individual student learning is also improving through regular meetings and partnerships between students, teachers, administration, and parents. This is seen particularly in the parent-teacher conferences, online blogging, online grading system, online mathematics program, and regular meetings held between all shareholders that are focused on student growth and success. Also, through analysis of data regarding the socioeconomic status and the high percentage of English Learners at the school, special consideration and planning must be made in this regard. Future planning for enrollment to accommodate the lower incomes of the families here at St. Anthony of Padua School is addressed through an enrollment action plan that takes allocated funds for families with special financial needs into consideration. With an increase in enrollment this past 2012-2013 school year along with projected enrollment to increase, St. Anthony of Padua School predicts even more funds available to accommodate families in need that are seeking a Catholic education. Lastly, with the demographic analysis and recognition of a high percentage of English Learners, St. Anthony of Padua School recognizes the need for further staff development that focuses on pedagogy to aid our ELs and will budget accordingly each year for this. 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.

**Accomplishments:**

1. Parent/teacher/student surveys verified a strong Catholic identity
2. Employed diverse instructional strategies
3. Verified that 90% of parents are satisfied with academic demands
4. Implemented Mathematics Curriculum Maps aligned to Common Core Standards
5. Engaged in partnership with Catapult Learning for professional development and benchmark assessments
6. Partnered with LAUSD to identify and meet the needs of learners with special needs
7. Administered and disaggregated tri-annual Benchmark assessments
8. Scores reflected increased mathematics in the Catapult testing
9. Teacher-led blogging with high amounts of student interaction
10. Regular meetings between teachers and administration to strategize pedagogical and learning goals based on student data
11. Implementation of a cohesive K-8 Mathematics series as well as move to a digital textbook and online mathematics program

**Goals:**

- 1. To further increase student proficiency in all areas of ELA**
  - 1.1. Development of rubric library for Common Core Standards
- 2. To further strengthen professional development opportunities for staff**
  - 2.1. Schedule teacher grade level meetings thus forming a broader learning community
  - 2.2. Identify and attend professional development seminars and workshops focused on generating and utilizing data to guide instruction/curriculum adjustments
- 3. To further develop St. Anthony of Padua School's ability to meet the needs of all students.**
  - 3.1. Identify, acquire and integrate apps/software capable of quantifying and track student progress
- 4. To further increase the participation of parents and other shareholders**
  - 4.1. Involve parents in disaggregation of student data such as ITBS and Benchmark testing
  - 4.2. Increase parental use of the school's website and Gradelink

**Evidence:**

- ITBS Data
- Catapult Benchmark Data
- Parent/Student/Teacher survey data
- ACRE score data
- Student classwork according to standards
- Mathematics curriculum maps
- Common Core and State standards used in each lesson
- Weekly teacher lesson plans
- Student evidence boxes
- Integration of SLEs into classroom lessons
- Enrollment action plan
- Submitted "Poverty Survey"

## **E. SLES AND STANDARDS-BASED CURRICULUM TO SUPPORT HIGH ACHIEVEMENT OF ALL STUDENTS**

*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.*

St. Anthony of Padua School provides a challenging, comprehensive and relevant curriculum for each student that results in the achievement of clearly defined and measurable Schoolwide Learning Expectations (SLEs); Common Core, California State, and Los Angeles Archdiocesan curriculum standards; and other governing authority expectations. All students make acceptable progress towards these expectations and standards. Acceptable progress for individual students of St. Anthony of Padua School has been broadly defined by the governing authority as one full grade level of growth in one academic year. (To ensure each student in the school is challenged with realistic and appropriate objectives and goals, the definition of acceptable progress for students working below or above grade-level may differ from the above. It has been determined that grade-level teachers and/or Support Team Education Plan (STEP) teams will define acceptable progress for high and low performing students in consultation with the school administration and the parents of the individual students.)

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. In the fall of 2012, in an effort to more clearly define these attributes and skills, the faculty **reviewed and revised the indicators of the school's SLEs and developed a more detailed rubric to measure student progress towards and achievement of each SLE.** Although each SLE indicator focuses on a particular trait or skill, each is likewise broad enough in nature to allow for development across the curriculum and throughout all grade levels. In recognition of the advanced language used in the written description of the indicators, the staff **created a parallel SLE rubric with simplified language to use with students in grades K-4** to help ensure that all students effectively understand and internalize the concepts embodied in each SLE and indicator. In the fall of 2013, the **faculty began aligning all lessons with the newly revised indicators and identifying them specifically in their lesson plans.** The end of the first trimester grading period of 2013-2014 will mark the first formal assessment of St. Anthony of Padua students according to the newly revised SLE rubric, a practice which will continue in perpetuity.

A variety of methods are utilized by teachers to ensure student achievement of the SLEs. As mentioned above, all lessons are designed to develop progress towards specific SLEs. **Specific SLE objectives are therefore posted with the curriculum objectives at the beginning of each**

**lesson** and referred to throughout the lesson. To reinforce the centrality of the SLEs to the school culture and mission, students recite the SLEs each morning in unison as part of the “Paduan Pledge” spoken at morning assembly, and the SLEs are posted prominently in each classroom. Each week of the school year has been mapped out to highlight a different SLE indicator, allowing teachers to effectively design lessons and units to accurately reflect them. Therefore, **teachers tailor their instruction to incorporate, develop, and assess the specific SLE attribute or skill in each classroom**, while classroom assignments and long-term projects, from journal writing and essays to multi-media, video, and service projects, are aligned with specific SLE indicators. 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. It has therefore identified **the creation of a Student SLE Portfolio System to be a major goal of this section of the Self Study**. Beginning in 2014, each of these assessments and projects are to be collected and included in individual SLE portfolios for each student that will then be transferred across grade levels to form a definitive, cumulative representation of student development towards the SLEs over the course of their education at St. Anthony of Padua School. Portfolios are to be utilized as essential evidence for discussions and goals addressed in parent conferences. At the end of the year, students and teachers will have portfolio conferences in which they select the best work of the year for each indicator, which will then follow students to the next grade.

Over the course of developing, defining and integrating the new indicators of St. Anthony of Padua School’s SLEs, it became apparent, though, that one of the school’s strongest tools had still not reached its greatest potential and could be better utilized throughout the school. Therefore, having recognized that the SLEs reflect the core values of St. Anthony of Padua School and offer the clearest delineation of its academic and spiritual mission, the staff has set a **goal to further increase the integration of SLEs across the curriculum**. Central to this goal is the intention to **elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card**. The faculty therefore has **committed to mapping and vertically aligning the SLEs to Common Core Standards across all grade levels as a means to more methodically and effectively teach and reinforce each of the SLEs**.

St. Anthony of Padua School’s academic curriculum adheres to state- and nationally-developed curriculum standards, including California State Standards, Common Core Standards, and Archdiocesan standards. **The mathematics curriculum from K-8 has been mapped in accordance with Common Core 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 Standards in September 2013**, and will continue to implement the strategic plan to have the curriculum fully mapped and aligned with Common Core Standards by the end of the 2015-2016 school year. Religion courses correspond to the standards established by the Los Angeles Archdiocese. Instructional materials for all subjects are aligned with their respective above-stated standards, and in instances where external and supplemental texts are employed in the subject areas, teachers align them with the appropriate standards in their lesson plans. All lessons are designed to build progress towards mastery of specific curricular standards, as



evidenced in all lesson plans. The specific curricular objectives of each lesson are always posted by teachers prior to instruction and referred to throughout the lesson.

**A wide variety of traditional and alternative summative assessments are utilized 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, as well as teacher-generated traditional assessments, such as teacher designed tests, , formal written reports and essays, and long-term multi-media projects, to measure individual and class progress towards mastery of specific curricular/SLE objectives. **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. **The resulting annual St. Anthony of Padua Film Festival, inaugurated in May of 2012, has become a signature event of Junior High.**

Furthermore, St. Anthony of Padua School consistently uses a **wide variety of digital forms 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. Digital technology has been integrated into the assessment process in many powerful ways. 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 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. **Other programs are more comprehensive and track student mastery of content throughout student 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.** **The Holt Online Math Series, Pup's Quest Reading Program, and Educational Software for Guided Instruction (ESGI) provide such levels of assessment and data.** Though newly implemented, teachers of these programs are learning to access and utilize this data to differentiate the speed at which individuals or groups of learners move through the

program, and therefore allow students to develop mastery of the identified skill/content at the pace most appropriate to their abilities.

Similarly, **teachers consistently use many other types of formative assessments, both digital and non-digital, formal and informal, to guide and inform the learning process.** Manners in which digital technology is used by St. Anthony of Padua School teachers as formative assessments of students include: math apps/games that supply scores and accuracy results; word/phonics/grammar/usage apps/games that supply scores and accuracy results; digital recording of student reading fluency; digital/online surveys; digital/online quizzes; online comments on blogs or Edmodo pages; digital corkboards for collection and analysis of quotes; checking for understanding through student practice and examples using digital whiteboard (Educreations); projection and correction of completed student work (digitally photographed then manipulated/corrected via digital whiteboards); Jeopardy/Who Wants to Be A Millionaire/Minute-to-Win-it review games; and many more. Formative assessments used by teachers that do not rely on digital technology include: diagnostic/pre-teaching assessments, quizzes, self and peer assessments, homework checks, chapter summaries/reports, outlines, hand motions, thumbs up/down, four corner discussions, group discussions, think-pair-share, KWL, graphic organizers, games, songs and movement, oral presentations, individual meetings, discussions, exit slips, choral response, forming the letter of the answer with body movement, flash card challenges, and many more. Teachers utilize the results/responses from these assessments to determine progress towards mastery of clearly defined objectives and adjust their instruction, planning, grouping, and/or materials accordingly.

Despite these significant accomplishments in the area of assessment and its consistent use to adjust instruction and curriculum, St. Anthony of Padua School has identified aspects that could be improved. Foremost among these is use of rubrics among the staff. While many staff members currently use rubrics for summative assessments, there is no cohesion or continuity among them from grade to grade, or class to class. This is of particular concern in ELA, in which explicit skills must be developed over multiple years. As stated earlier, in recognition of the value such a collection would offer the staff and student body, **St. Anthony of Padua School has identified as a goal the creation of a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard. This process was initiated in September 2012.** Such rubrics will provide students and faculty more accurate and effective data from which instructional and curriculum adjustments can be made. Moreover, summative assessments are to be employed simultaneously with the rubrics with the intention of creating a summative assessment library for specific ELA CCSS standards, as well. Another aspect that the staff has **identified as having tremendous potential is the use of iPad apps and digital software to quantify and track student progress through both formative and summative assessments.** Though the staff has developed great capabilities in utilizing apps in formative and summative assessments, there is recognition that much more could be done. The staff has set a **goal to identify, acquire, and effectively use apps and software that do this,** with the Junior High Holt Online Math Series and Kindergarten and first grade's use of ESGI and Pup's Quest being closely monitored for effectiveness, benefits, and potential negatives. To aid in this pursuit, the staff has **likewise committed to identifying and attending professional development seminars and workshops to help them become even more effective in generating and utilizing data to guide instruction/curriculum adjustments.**

In the same vein as the goals described above, the staff has recognized areas for improvement in the use of its current grading system. In 2010, in an effort to more actively and consistently inform parents of student progress, St. Anthony of Padua School began using the online grading system, Gradelink, across all grade levels. Gradelink allows teachers to record and weigh the above-mentioned assessments into cumulative grades, while providing parents and students consistent access to scores of individual assignments and overall progress. Unfortunately, Gradelink has yet to live up to its full potential, as only a fraction of the parent population regularly accesses the site, thereby leaving a gap between the school's intentions and efforts to communicate student progress to the community and the actual reality of that communication. Likewise, the staff has identified certain capabilities of the site to generate actionable data to aid in identifying struggling students that have yet to be fully utilized. As such, **improving the overall use of Gradelink within the school community** has been identified as another goal/strategy within this section of the Self Study.

**Formal standardized summative assessments, such as ITBS, ACRE, and Catapult Benchmark exams, are given annually (tri-annually in the case of Catapult.) Detailed analysis and disaggregation of results of these tests by the faculty, (and in the case of the benchmark exams, Catapult,) leads to the adjustment of areas of the curriculum deemed necessary for greater attention and emphasis.** For example, the staff recognized a trend of underperformance on ITBS tests in Mathematics across the grade levels. This led to the decision to reevaluate the curriculum, with a final commitment to align and map it in accordance with Common Core Standards across the grade levels. In the fall of 2011, St. Anthony of Padua faculty began the process of aligning and mapping the Mathematics curriculum with Common Core Standards across all grade levels. Monthly meetings were held with a liaison from Catapult Learning, who helped guide the process, which was finalized in November of 2012. The commencement of the 2013-2014 school year marked the inaugural year of full integration of the newly mapped and aligned Common Core Mathematics curriculum.

Similar analysis of ITBS scores from both 2011 and 2012 pointed to a likely correlation between mediocre ELA skills, particularly comprehension, grammar, and usage, and poor test results in reading-heavy subjects such as social studies and science. **The staff has therefore identified the goal of further increasing student proficiency in all areas of English/Language Arts to be the highest priority in its Action Plan.** As stated above, St. Anthony of Padua School has committed itself to restructuring the entire ELA curriculum, beginning by mapping and aligning the ELA curriculum with Common Core Standards over a three year period. The vice principal worked in conjunction with Catapult Learning to oversee the endeavor, and in the fall of 2013, the St. Anthony of Padua faculty initiated the process of aligning its ELA curriculum to the Common Core Standards, **identifying specific power standards in Writing and Reading Comprehension** to serve as the initial focus of mapping efforts for the 2013-2014 academic year. Central to this process is the **development of vertically aligned rubrics for each ELA standard** as a means to more effectively and uniformly develop and assess particular ELA skills, as well as produce more actionable data for analysis. Following the successful completion of the first phase of the plan, the staff will again prioritize power standards of those remaining and begin strategically mapping them in similar fashion, repeating the process each trimester over the

course of the next two school years with the stated goal of complete alignment by the end of the 2015-2016 academic year.

Furthermore, based on data provided by ITBS, it was identified that **more than half of the student population primarily speak a language other English at home, and a corresponding amount can be characterized as lower-income families.** Although these students are not specifically categorized as English Learners (EL), the reality of the classroom experience suggests that more specific instructional strategies tailored to the needs of EL students would be of benefit. Therefore the staff has **committed to developing an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to more effectively teach this population of learners.**

Moreover, in recognition of the deep level of integration of technology into the school curriculum, St. Anthony of Padua School has committed to addressing the complex reality of the digital revolution and creating a learning environment that fosters appropriate, necessary skills and habits for success within it, while discouraging, dissuading, and combating the new, negative behaviors that the technology allows. As such, **it has established the goal of more effectively integrating digital and media literacy into the curriculum, which will be achieved through the creation of technology standards for each grade level, focusing on technical skill development, media literacy, research skills (including an emphasis on avoiding plagiarism,) online etiquette, and online privacy/safety.**

#### **Significant Accomplishments:**

1. Revised the indicators of the school's SLEs
2. Developed a detailed SLE rubric to measure student progress towards and achievement of each SLEs.
3. Created a parallel SLE rubric with simplified language to use with students in grades K-4
4. Specific SLE objectives are therefore posted with the curriculum objectives at the beginning of each lesson
5. Implemented yearlong schedule for SLEs to help focus instruction of them
6. Schoolwide curriculum-mapping of Common Core Standards for Mathematics
7. Initiated mapping and alignment process of Common Core Standards for ELA
8. Identified ELA power standards for focus and alignment during 2013-2014 school year
9. Initiated transition to Common Core Standard for ELA in classroom
10. Subscribed to Gradelink for increased communication of student performance to parents
11. Integrated a wide variety of alternative, standards-based summative assessments
12. Created annual St. Anthony of Padua Film Festival to assess CCSS W.8.3; W.7.3;
13. Began use of a variety of digital forms of formative assessment
14. Committed to and integrated digitally based programs into curriculum (*Holt Online, Pup's Quest, and ESGI*)
15. Analyzed and disaggregated results of ITBS, COGAT, ACRE, and Catapult Benchmark and made curriculum adjustments accordingly

## **Goals:**

- 1. To further increase the integration of SLEs across the curriculum**
  - 1.1. Map and vertically align the SLEs to Common Core Standards across all grade levels.
  - 1.2. Create a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard
  - 1.3. Elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card
  - 1.4. Develop an Student SLE Portfolio System
- 2. To further increase student proficiency in all areas of English/Language Arts**
  - 2.1. Identify specific CCSS power standards in Writing and Reading Comprehension (Reading: Literature and Reading: Informational Text)
  - 2.2. Map and align the ELA curriculum across all grade levels to the Common Core Standards
  - 2.3. Development of vertically aligned rubrics for each ELA standard
  - 2.4. Develop an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to more effectively teach this population of learners.
- 3. To further develop school's ability to meet the needs of all learners**
  - 3.1. Develop an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to teach this population of learners.
  - 3.2. Complete implementation of STEP
- 4. To further increase the integration of digital technology and media literacy into the curriculum**
  - 4.1. Creation of technology standards for each grade level
    - 4.1.1. Technical skill development
    - 4.1.2. Media literacy
    - 4.1.3. Research skills (including an emphasis on avoiding plagiarism)
    - 4.1.4. Online etiquette
    - 4.1.5. Online privacy/safety
  - 4.2. Increase effective use of Gradelink by all shareholders
  - 4.3. Identify, acquire and integrate apps capable of quantifying and track student progress
  - 4.4. 3.3. Engage in professional development to further strengthen technology use in classroom

## **Evidence:**

- Mathematics curriculum maps
- Student classwork according to standards
- Common Core and State standards used in each lesson
- Weekly teacher lesson plans
- Student evidence boxes
- Integration of SLEs into classroom lessons
- Report cards
- Faculty workshop minutes
- Faculty meeting minutes
- SLE official documents
- SLE rubrics



- Grade level curriculum maps for math
- Catapult Learning documents
- Teacher lesson plans
- Student videos
- Student essays
- Student pledge recitation
- Classroom posters of SLE
- Physical presence of digital technology
- School Website
- Teacher blogs
- SLE Banners

## **F. Instructional Methodology To Support High Achievement Of All Students**

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

As a means of fulfilling its mission and ensuring the high achievement of all learners in its charge, the staff of St. Anthony of Padua School effectively applies research-based knowledge about teaching and learning throughout the instructional process, often incorporating digital technology in its application, and simultaneously infuses this process with the Catholic values and ideals the institution has declared as its mission to instill. The staff utilizes a wide variety of assessments, both formal and informal, on a consistent and frequent basis to measure student progress towards clearly defined curricular/SLE objectives, and the results of these assessments are regularly analyzed to determine the efficacy of instruction and the quality and extent of student comprehension of content and mastery of skills, respectively. In this manner, assessments are employed to guide and inform curricular planning and lesson/unit objectives.

St. Anthony of Padua has **integrated Catholic values throughout its curriculum in a highly effective manner**, providing ample and consistent expression and reinforcement of these values in daily lessons, discussions, and activities. Beyond the obvious faith-focused activities integrated into the daily experience of St. Anthony of Padua School such as the morning prayer assembly that begins each Monday through Thursday with the entire student body joining in prayer and learning the basic biography of a different Catholic saint, the weekly school masses led by a different class each Friday, and the daily Archdiocesan-standards-based Religion lessons that begin classroom instruction in all K-5 classrooms, the staff of St. Anthony of Padua school regularly utilize their academic curricular lessons to refer to and reinforce the teachings of the Catholic Church and the ever-presence of Christ, God the Father, and the Holy Spirit in the world. **Every lesson taught at St. Anthony of Padua School is aligned with specific indicators of the Schoolwide Learning Expectations (SLEs)**. In practice, this frequently requires the faculty and students to consider nominally academic material from a perspective of faith. Moreover, the faculty has identified a variety of aspects of the curricula that are particularly ripe for integration with Catholic values and teachings. For example, the duty and necessity of respecting and caring for God's creation is a commonly discussed theme in Science classes throughout the school, while the intricacy of the structure and function of natural systems and processes, as studied and analyzed in the Junior High earth, life, and physical science classes, is considered and discussed in the context of the Catholic belief in God as omnipotent Creator. Likewise, Catholic perspectives on social justice, equality, and respect for life are frequently addressed in relation to historical events covered in the California State Content Standards for Social Studies, with particular emphasis on establishing and evaluating these connections in the 5-8 grades.

Perhaps the subject at St. Anthony of Padua School that is most powerfully integrated with Catholic values and teachings is English Language Arts, due to the manner in which the Common Core Standards for this area of the curriculum define the target skills. As the CCSS standards for ELA are objectively focused on the development of particular skills, irrespective of the topic or content employed to teach or express them, the subject area allows teachers great

leeway in the introduction of materials, content, and writing topics through which the standards may be achieved. Therefore, teachers use this freedom to include materials that reflect, or lend themselves to addressing, values of the Catholic faith. For example, St. Anthony of Padua School students of all grade levels regularly read stories that pose specific moral quandaries, and teachers consistently engage Catholic values and beliefs to serve as a lens through which the actions and choices of fictional characters can be viewed, analyzed, and judged. Likewise, **students across all grade levels consistently use and develop critical ELA Reading: Informational Text (RI), Reading: Literature (RL), Writing (W), and Listening (L) skills in classroom activities and projects reflecting Catholic values and faith**, including group and class discussions, journaling, paragraph and essay writing, research projects and presentations, and art projects. Students in the Junior High, in particular, have consistently employed multiple CCSS-based ELA skills to produce a variety of content expressing Catholic values, including, but not limited to: student-generated informational/promotional teleplays as the basis for the subsequent production of video content promoting the school's SLEs; student-generated narrative screenplays serving as the basis for subsequent production of Bible stories re-imagined and set in contemporary society; student-generated narrative screenplays serving as the basis for subsequent production of videos promoting the true meaning of Christmas as interpreted from a Catholic perspective; student-generated digital photographs of Catholic iconography to illustrate personal opinion essays on the importance of faith and a Catholic education. Each of the above assignments requires both mastery of curricular standards and deep reflection on the values and teachings of the Catholic faith. St. Anthony of Padua School teachers consistently strive to imbue their lessons and assignments with this quality, in which the academic objectives of St. Anthony of Padua School clearly and effectively married to its religious mission.

Each of these lessons and assignments is designed with the intention of simultaneously improving student learning and fulfilling the mission of St. Anthony of Padua School. Therefore, in its efforts to improve student learning, ensure high achievement of all learners, and fulfill its fundamental mission as an institution, the staff of St. Anthony of Padua School employs a wide variety of research-based instructional techniques, and does so in a highly effective manner. **Differentiation is a consistent and defining attribute common among much of the instructional techniques utilized by the staff.** Recognizing that the manner in which learners of different modalities cognitively process and relate content depending on the method in which that content is presented, teachers at St. Anthony of Padua School employ a variety of formats for the presentation of content and the practice of skills. Many of the teachers [particularly K, 1, 2, 3, Junior High ELA (6), and Junior High Social Studies/Religion (8)] have permanently arranged their classrooms into separately grouped tables or desks to create **independent “stations” at which students engage with and practice, in a different manner at each station, the content and/or skills outlined in the day’s objectives.** Stations are typically focused on a different objectives-based task that effectively incorporates a specific modality/modalities. Collectively, these **different stations address each of the identified learning modalities, thereby addressing the needs of all learners.** The arrangement of the physical space of the classroom into separated groups is also conducive to a variety of research-based instructional strategies, other than stations, that benefit student learning and the achievement of all learners, including: cooperative learning, peer-centered learning; increased time-on-task (both engaged and academic learning); increased one-to-one instruction, assessment, and feedback between teacher and student; and consistent meaningful task changes

allowing multiple opportunities for movement in the classroom. Moreover, other St. Anthony of Padua School classrooms maintaining a more traditional arrangement of desks in the classroom, often rearrange this formation to suit the needs and objectives of a particular lesson or activity, including station activities and cooperative learning.

Manners in which instruction is differentiated at St. Anthony of Padua School beyond station and grouping activities are many and varied. To ensure students understand the purpose of lessons and activities, teachers visually post and orally explain all lesson objectives, and refer to these objectives throughout the lesson. **Teachers consistently model all academic skills and procedures** that students are expected to master, and actively guide students through new content/skills, often employing the projection of real time activity using digital technology. Instructors regularly guide students through the process of accessing prior knowledge through KWL charts, video clips, visual clues, image brainstorming, group brainstorming, journal writing, and mixed content pre-assessments to scaffold learning and develop connections between new and previously learned content/skills,. Similarly, **teachers use numerous research-based strategies to aid learners of different modalities in accessing, processing, and organizing new curricular content.** Such methods include: practicing think-pair-share activities; drawing graphic organizers, such as Venn diagrams, circle maps, word maps, t-charts, plot maps, and cause-and-effect flow maps; providing extended time on activities/assessments for specific learners; providing instructions in Spanish for some students; repeating directions; utilizing manipulatives and drawings in math; pairing high/low, low/low, mid/mid, and high/high performers together; modifying homework assignments to meet individual needs and capabilities; providing challenge questions/extra credit opportunities on assessments; engaging different modalities through the drawing of pictures, writing of songs, making of videos, dancing, and using hand motions/gestures for answers; providing a separate list of spelling words and decodables for more advanced students; using student-generated flash cards with student-illustrated definitions and student-generated sentences for vocabulary; four-corner activities for discussions, debates, and formative assessment; employing in-class group generated responses, including digitally produced documents/collages/bulletin boards/videos that are projected and presented to the class; creating digital bulletin boards (Corkulous Pro) for quote collection and organization into character charts and theme charts; and many, many more.

In the fall of 2013, as a means of further differentiating instruction for the learners most in need, St. Anthony of Padua **School initiated the Support Team Education Program (STEP) and Minor Adjustment Program (MAP).** A faculty member has been selected as coordinator, and is actively guiding the staff through the inaugural year of its implementation. At the same time, utilizing **Title I funding and in partnership with LAUSD, St. Anthony of Padua School provides weekly supplemental remediation classes for students struggling in math and reading comprehension taught by resource/specialty teachers employed by LAUSD.** The small size of these classes provides consistent direct one-on-one targeted instruction for specific learning needs. Also through Title I funding, St. Anthony of Padua has developed an **effective working relationship with LAUSD Private School liaisons serving the members of the school's student body identified to have Special Needs and an active Individualized Education Plan (IEP.)** Though the initialization and implementation of these programs is of a huge benefit to the student population, St. Anthony of Padua School has recognized that there remains room for improvement in serving the needs of its most struggling students. Therefore it

**has identified improving its ability to meet the needs of all learners as one of its critical goals in this Self Study.**

Similarly, **the staff has identified a need for professional development in instructional strategies to more effectively teach students whose primarily language spoken at home is one other than English.** Demographic data acquired from ITBS results and St. Anthony of Padua School community surveys identified a significant portion of the student population to speak a language other than English at home. This fact has profound implications for the manner in which teachers approach instruction, particularly for ELA. Therefore, the staff seeks to **develop Specially designed academic instruction in English (SDAIE) instructional methods amongst all faculty.**

As alluded to in the description of many of the methods and activities presented above, St. Anthony of Padua School is **highly effective in its integration of technology into the teaching/learning process**; so effective, in fact, that it is currently impossible to accurately describe the teaching/learning process, as it exists at St. Anthony of Padua School, without discussing the central role that technology has taken in that process. Indicative of the extent to which technology is ingrained in the teaching/learning process at St. Anthony of Padua School, are the commitments made by the school prior to the commencement of the 2013-2014 school year **to formerly adopt the Holt Online digital textbook series for seventh and eighth grade Mathematics, which have no print editions and are only accessible online, and to participate in the inaugural cohort of Pup's Quest\*/Educational Software for Guided Instruction (ESGI) primary grade reading program, which is entirely app-based, for Kindergarten and first grade.** (The success and functionality of these programs will be highly monitored and assessed throughout the year through a variety of metrics, including various student progress assessments, test scores, teacher surveys, student surveys, and parent surveys. Pup's Quest utilizes pre- and post- standardized assessments to measure efficacy.) While this adoption of a digital textbook and an app-based reading program directly impact only a portion of the school, the moves are representative of the level of confidence the staff has in **the technological infrastructure necessary for such complete integration of digital technology into the learning/teaching process.** The strength and breadth of this infrastructure is evident in each and every grade-level classroom at St. Anthony of Padua School as well as the school's Learning Lab, all of which are equipped with a digital projector connected to an Apple TV receiver. (The seventh grade homeroom/Junior High Math/Science classroom utilizes Panasonic's interactive whiteboard system, Pana Board, which is connected to both an Elmo document camera and an Apple TV receiver, and thus accomplishes all of the following, with added capabilities, as well). This technology allows for immediate wireless transmission and projection of any content displayed on any Apple device in the classroom. As St. Anthony of Padua School has provided each teacher with an iPad, acquired 40 additional iPads and iPad minis for student use, and implemented a Bring Your Own Device (BYOD) policy in the upper grades, (not to mention that more than half of the staff currently use Apple laptops, which can therefore also project content through Apple TV), this wireless connection and projection infrastructure enables teachers to instantly broadcast nearly anything they desire for immediate viewing by the entire class. This capability has profound benefits for instruction, and **teachers effectively utilize technology to improve student learning.** Teachers regularly project lesson objectives and standards at the beginning of lessons, often posting accompanying warm-up



activities intended to aid students in accessing prior knowledge. Videos, music, and images are similarly projected to access prior knowledge as well as build anticipation for lesson content and objectives. Notes for class instruction are created using PowerPoint, Prezi, and Keynote, and are both projected in class and posted on the class blog for later viewing and personal downloading. Modeling of skills and content is consistently performed in all classrooms, and done so through a variety of apps and hardware, including Educreations digital whiteboard app; document cameras (in some classrooms), such as Elmo and TabCam; and, occasionally, teacher-generated videos using screen-capture apps for flipped classroom activities. Student work, both completed and in progress, is also consistently projected for further modeling, as well as for class discussion and formative assessment purposes. Similarly, student presentations, created for formal long-term assignments as well as informal classroom activities, frequently utilize this projection capability as well. Other material consistently projected in the classroom include: BrainPop videos and quizzes; CNN Student News; YouTube videos for health, math, science, literature, and more; film clips of adaptations of novels read in class for ELA compare-and-contrast standards; short acting and music clips; and a host of over 50 interactive educational apps for iPad used to supplement and reinforce standards-based skill development and content comprehension.

Beyond the highly effective employment of its digital projection capabilities, St. Anthony of Padua School utilizes digital technology to achieve a variety of objectives that are significantly consequential in improving student learning and ensuring the achievement of all learners. Foremost among these are: **extending the community of learning beyond the physical classroom; developing the technical and research skills, digital work habits (effective multi-tasking), and online behavior/etiquette necessary for success in twenty-first century society and its global economy; expanding meaningful interaction with, and manipulation of, standards-based content in a manner that offers immediate feedback concerning, and assessment of, student progress towards clearly defined objectives; and engaging students in the creation of standards-based, content-related products that hold real world value and demonstrate mastery of clearly defined skills and objectives.** While the former of these objectives speak to St. Anthony of Padua School commitment to providing an education, and educational environment, commensurate with the reality of the twenty-first century workplace, the latter two speak to St. Anthony of Padua School commitment to utilizing effective methods of authentic formative and summative assessments in its teacher/learning process.

In 2012, in the first of its efforts to **extend the St. Anthony of Padua School learning community beyond its physical space, St. Anthony of Padua School launched stanthonygardena.org, the school's revamped website.** The site offers parents and students access to all pertinent information regarding their school, including the parent handbook, the school mission statement and philosophy, school calendar, weekly bulletins, the school directory, and a host of other information and links, the most important of these being the teacher web log (blog) pages. All teachers regularly utilize their blog to extend their classroom, posting assignments and daily recaps of lessons. Some teachers post discussion questions, as well, encouraging students to post responses and dig deeper into the content addressed in class. Many teachers also post digital copies of notes, slides, worksheets, assignments, and rubrics to ensure students have consistent access to documents deemed necessary by the teacher.

Of equal note and importance in this extension of the learning community, in 2012 St. Anthony of Padua School inaugurated a trial program which provided all seventh and eighth grade students with an @stanthonygardena.org email account, connected to the school's web domain. This enabled the ELA teacher to begin using Google Docs as the standard platform for the submission of formal written work and major digitally-produced projects. Such work can then be reviewed online by class partners in formal peer review sessions. Students can comment directly on their peers' work, while evaluating its success in relation to the clearly defined criteria of the assignment's rubric. Similarly, the teacher can comment on and grade the work directly online and send immediate feedback to the student. These school email accounts have also enabled the students to form their own class communities on the web-based educational site Edmodo. Serving as a compliment to the function of the teacher blog, Edmodo allows teachers and students to engage in extended class discussions with greater privacy. Quizzes, surveys, assignments, documents, etc., can all be posted and exchanged on the site as well. Furthermore, this extension of the classroom into the digital sphere provides an alternative venue for students who struggle engaging in discussions under the pressure of the classroom environment, allowing them to more confidently and freely express themselves. All of these measures serve to create greater continuity between the classroom and the home for St. Anthony of Padua School students, thereby extending the learning environment of St. Anthony of Padua School far beyond its physical space and aiding in the achievement of all learners.

This movement into the digital realm, though, poses significant challenges for both the staff and the students, and St. Anthony of Padua School recognizes that as an educational institution of the twenty-first century it has a responsibility to develop the technical and research skills, digital work habits, and online behavior/etiquette that will be necessary for success in twenty-first century society and its global economy. Teachers strive to model proper and effective research techniques, but are struggling against a generational tendency to cut and paste research and unwittingly, and sometimes knowingly, plagiarize. Modeling and teaching proper citation is likewise a major focus in the upper grades, especially with the ease with which iPads allow for the creation of video/photo collages of images/sounds/text found online. A goal St. Anthony of Padua School views these conditions as ripe learning opportunities and has committed to more effectively developing these essential skills. Vital technical skills are developed as well, with students learning how to use a variety of programs for the creation of projects, including Microsoft Office programs, such as PowerPoint, Word, Excel; Apple programs for film and photo editing, such as iMovie, iPhoto, and Pixelmator; and a variety of the programs included in GoogleDocs. A discussion among the staff and administration has begun concerning the addition of a computer programming/coding club/class/curriculum and its value in twenty-first century education. The investigation into the feasibility of such an addition is addressed in the school Action Plan.

The consistent use of digital technology in the classroom unfortunately creates many opportunities for students to stray from tasks, with digital devices offering a variety of easily accessible avenues for distraction. St. Anthony of Padua School's Bring Your Own Device (BYOD) and appropriate use policies clarify the school's expectations for the use of digital devices on campus, while teachers model and enforce strict adherence to them. In the upper grades, students often work in a station format, progressing on multiple tasks and projects, both short and long term, simultaneously. Therefore, students consistently engage in task

**management and prioritization, an essential skill in the new economy.** Lastly, appropriate online behavior and etiquette is an area of particular concern in educating the current generation of learners. Teachers, particularly in the Junior High, consistently utilize the indicators of the SLEs to guide discussion and instruction regarding appropriate online behavior and the potential dangers inherent in contemporary trends such as cyberbullying and sexting. St. Anthony of Padua School is committed to addressing the complex reality of the digital revolution and creating a learning environment that fosters appropriate, necessary skills and habits for success within it, while discouraging, dissuading, and combating the new, negative behaviors that the technology allows. As such, **it has established the goal of more effectively integrating digital and media literacy into the curriculum, which will be achieved through the creation of technology standards for each grade level, focusing on technical skill development, media literacy, research skills (including an emphasis on avoiding plagiarism,) online etiquette, and online privacy/safety.**

**A wide variety of traditional and alternative summative assessments are similarly employed at St. Anthony of Padua School to monitor student progress towards mastery of clearly defined objectives and inform teachers and staff of the level of success of their instruction in aiding student achievement.** 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, as well as teacher-generated traditional assessments, such as tests and formal writing assignments, to measure individual and class progress towards mastery of specific curricular/SLE objectives. Finally, **a wide variety of alternative, standards-based summative assessments are also given throughout the year, and comprise some of the greatest opportunities for students 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 boards, 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 addition of narrative screenwriting and film making in alignment with CCSS for ELA narrative writing and reading comprehension. The resulting **annual St. Anthony of Padua Film Festival, inaugurated in May of 2012, has become a signature event of Junior High.**

Furthermore, as alluded to above, St. Anthony of Padua School consistently uses a **wide variety of digital forms 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. As mentioned above, digital technology has been integrated into the assessment process in many powerful ways. 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 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. **Other programs are more comprehensive and track student mastery of content throughout student 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. The Holt Online Math Series, Pup's Quest Reading Program, and Educational Software for Guided Instruction (ESGI) provide such levels of assessment and data.** Though newly implemented, teachers of these programs are learning to access and utilize this data to differentiate the speed at which individuals or groups of learners move through the program, thereby allowing students to develop mastery of the identified skill/content at the pace most appropriate to their abilities.

Beyond the aforementioned, **teachers consistently use formative assessments, both digital and non-digital, formal and informal, to guide and inform the learning process.** Manners in which digital technology is further employed by St. Anthony of Padua School teachers as formative assessments of students include: math apps/games that supply scores and accuracy results; word/phonics/grammar/usage apps/games that supply scores and accuracy results; digital recording of student reading fluency; digital/online surveys; digital/online quizzes; online comments on blogs or Edmodo pages; digital corkboards for collection and analysis of quotes; checking for understanding through student practice and examples using digital whiteboard (Educreations); projection and correction of completed student work (digitally photographed then manipulated/corrected via digital whiteboards); Jeopardy/Who Wants to Be A Millionaire/Minute-to-Win-it review games; and many more. Formative assessments used by teachers that do not rely on digital technology include: diagnostic/pre-teaching assessments, quizzes, self and peer assessments, homework checks, chapter summaries/reports, outlines, hand motions, thumbs up/down, four corner discussions, group discussions, think-pair-share, KWL, graphic organizers, games, songs and movement, oral presentations, individual meetings, discussions, exit slips, choral response, forming the letter of the answer with body movement, flash card challenges, and many more. Teachers utilize the results/responses from these assessments to determine progress towards mastery of clearly defined objectives and adjust their instruction, planning, grouping, and/or materials accordingly.

Despite these significant accomplishments in the area of assessment and their consistent use to adjust instruction and curriculum, St. Anthony of Padua School has identified aspects that could be improved. Foremost among these is use of rubrics among the staff. While many staff members currently use rubrics for summative assessments, there is no cohesion or continuity among them from grade to grade, or class to class. This is of particular concern in ELA, in which explicit skills must be developed over multiple years. In recognition of the value such a collection would offer the staff and student body, **St. Anthony of Padua School has identified as a goal the creation of a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard. This process was initiated in September 2012.** Such rubrics will provide students and faculty more accurate and effective data from which instructional and curriculum adjustments can be made. Moreover, summative assessments are to be employed simultaneously with the rubrics with the intention of

creating a summative assessment library for specific ELA CCSS standards, as well. Another aspect that the staff has **identified as having tremendous potential is the use of iPad apps and digital software to quantify and track student progress through both formative and summative assessments.** Though the staff has developed great capabilities in utilizing apps in formative and summative assessments, there is recognition that much more could be done. The staff has set a **goal to identify, acquire, and effectively use apps and software that do this,** with the Junior High Holt Online Math Series and Kindergarten and first grade's use of ESGI and Pup's Quest being closely monitored for effectiveness, benefits, and potential negatives. To aid in this pursuit, the staff has **likewise committed to identifying and attending professional development seminars and workshops to help them become even more effective in generating and utilizing data to guide instruction/curriculum adjustments.**

In the same vein as the goals described above, the staff has recognized areas for improvement in the use of its current grading system. In 2010, in an effort to more actively and consistently inform parents of student progress, St. Anthony of Padua School began using the online grading system, Gradelink, across all grade levels. Gradelink allows teachers to record and weigh the above-mentioned assessments into cumulative grades, while providing parents and students consistent access to scores of individual assignments and overall progress. Unfortunately, Gradelink has yet to live up to its full potential, as only a fraction of the parent population regularly accesses the site, thereby leaving a gap between the school's intentions and efforts to communicate student progress to the community and the actual reality of that communication. Likewise, the staff has identified certain capabilities of the site to generate actionable data to aid in identifying struggling students that have yet to be fully utilized. As such, **improving the overall use of Gradelink within the school community** has been identified as another goal/strategy within this section of the Self Study.

### **Significant Accomplishments:**

1. Completed schoolwide curriculum-mapping of Common Core Standards for Mathematics
2. Implemented Gradelink.com to better communicate student progress to parents and students.
3. Created new school website to improve regular communication with all shareholders
4. Implemented daily/weekly blogging by teachers to better communicate on-goings in the classroom to parents, provide digital copies of classroom documents for students and parents to download, better inform parents and students of homework assignments and projects, and communicate student achievements to all shareholders
5. Acquired and consistently used of digital technology in the instruction process including:
  - a. iPads for all teachers
  - b. Digital projectors in all classroom
  - c. Apple TVs in all classrooms
  - d. 20 iPads for student use
  - e. 20 iPad minis for student use
  - f. Over 50 apps for teacher/student use
  - g. Canon Rebel t3i for student use
6. Successfully implemented Bring Your Own Device BYOD policy
7. Created and refurbished school Learning Lab



8. Integrated Google Docs in Junior High
9. Created school domain-based emails for Junior High students
10. Integrated Catholic values and teachings into academic curriculum
11. Integrated SLE-based lessons and SLE-focused instruction and activities by faculty
12. Integrated English Language Arts projects as a vehicle to showcase different SLEs as they relate to Common Core State Standards
13. Used differentiated lessons that cater to different modalities, including the use of stations, cooperative learning, interactive apps, and modeling using technology
14. Teachers consistently post and explain learning objectives
15. Implemented the STEP Program and the Title I ELA and Mathematics supplemental courses for struggling students
16. Acquired and implemented seventh and eighth grade online Mathematics books and app-based reading curriculum for Kindergarten and first grade
17. Created school e-mails for each students
18. Integrated the use GoogleDocs and Edmodo for communication in Junior High classes
19. Integrated the use of technology for formative and summative assessments
20. Integrated the addition of narrative screenwriting and film making tied to CCSS in ELA and culminating Student Film Festival

#### **Goals:**

- 1. To further increase student proficiency in all areas of ELA**
  - 1.1. Creation of a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard
- 2. To further develop ability to meet the needs of all learners**
  - 2.1. Complete implementation of STEP
  - 2.2. Professional Development focused on instructional techniques tailored to the instruction of ELs (such as SDAIE)
- 3. To further integrate digital technology and media literacy into the curriculum.**
  - 3.1. Creation of technology standards for each grade level
    - 3.1.1. Technical skill development
    - 3.1.2. Media literacy
    - 3.1.3. Research skills (including an emphasis on avoiding plagiarism)
    - 3.1.4. Online etiquette
    - 3.1.5. Online privacy/safety
  - 3.2. Identify, acquire, and integrate apps capable of quantifying and track student progress
  - 3.3. Engage in professional development to further strengthen technology use in classroom

#### **Evidence:**

- Student classwork according to standards
- Mathematics curriculum maps
- Common Core and State standards used in each lesson
- Weekly teacher lesson plans

- Student evidence boxes
- Integration of SLEs into classroom lessons
- Report cards
- Faculty workshop minutes
- Faculty meeting minutes
- SLE official documents
- SLE rubrics
- Grade level curriculum maps for math
- Catapult Learning documents
- Teacher lesson plans
- Student videos
- Student essays
- Student pledge recitation
- Classroom posters of SLE
- Physical presence of digital technology
- School Website
- Teacher blogs

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

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

Many curricular and extra-curricular opportunities are provided at St. Anthony of Padua to support students and aid in the achievement of Schoolwide Learning Expectations, Common Core, California State, and L.A. Archdiocesan standards, and other governing authority expectations. Collectively, these programs align with the school's mission and philosophy, incorporate and utilize parental involvement when appropriate, and serve to foster the development of the whole student - spiritually, academically, physically, and personally. These programs include a strong and active community of faith, altar serving, choir, weekly curricular music classes, student council, Academic Decathlon, yearbook, The Paduan Press student newspaper, Arts Alive music and dance program, CYO sports teams for both genders, cheerleading, audio-visual team, play leaders, an early morning math tutoring program, Napier film festival, and a schoolwide discipline plan. Moreover, the use of technology, in and out of the classroom, and the supplemental one-on-one instruction presented by the Title I-funded, LAUSD-provided reading and math specialists, offer even further opportunities for students to access and achieve the school's SLEs, national, state, and Archdiocesan standards.

**Participation in the St. Anthony of Padua School community of faith**, which incorporates the administration, faculty, staff, students, parents and parishioners into a cohesive supportive unit that practices the Catholic faith together, offers students a critical opportunity to achieve St. Anthony of Padua School SLEs and Archdiocesan standards. As articulated in the school's mission statement, philosophy, and SLES, the faith formation of St. Anthony of Padua School students is of the highest priority. Each school day begins with a **morning assembly**, open to all shareholders, that gathers the St. Anthony of Padua School community together in prayer. 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**. Twice a year the school gathers as a whole to pray the Rosary, including the **annual Labyrinth Rosary ceremony** led by the student council. A canned food drive is held during the Thanksgiving holiday season. Second graders, and all older students who have completed preparation for the sacraments, complete their First Penance and First Holy Communion. Students from the fourth through eighth grades have the opportunity to serve the parish as altar servers, while students from second through eighth grade can join the school's children's choir. Faculty, staff, and parents are similarly afforded multiple opportunities to participate in the community of faith, including Eucharist ministry, catechetical formation, VIRTUS training, religious retreats, and participation in the annual Religious Education Congress. Collectively, these various opportunities provide support for all students to achieve the school's SLEs

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, such as

responsibility, accountability, multi-tasking skills, collaboration skills, leadership skills, and a commitment to service. These enrichment programs provide the students with multiple opportunities to develop in other areas outside of the core curriculum. Foremost among these programs are the **Student Council and the Academic Decathlon team**, both of which demand long-term commitments, teamwork, independent work, strategizing, and planning from the participants. Both programs are highly dependent on parent participation, and utilize the knowledge, skills, hard work, and devotion of these parents to enable the students to realize the objectives they set for themselves.

Other programs providing similar opportunities for such SLE-based character development 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..** The audiovisual team offers a select group of students the responsibility of setting up and trouble shooting all technical equipment used for assemblies, masses, Parent Committee meetings, etc., while teaching them both basic technical skills and dependability. **The Play Leader program provides all seventh and eighth graders a consistent opportunity to engage in service, develop emotional intelligence, and learn leadership skills.** Working on a three day rotating schedule, the program divides the classes into teams of two or three individuals, and each team is charged with organizing and instructing a group of kindergarten or first graders through games and activities during 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, and the annual yearbook. Students work with faculty and parent advisers to write feature stories, interview students and faculty, take pictures and use contemporary publishing software to design layouts, select fonts, and create a digital document.

St. Anthony of Padua School employs a **part-time music/theatre teacher to execute the performing arts curriculum** 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. Both showcase the skills the students acquired throughout the year. 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, leads the congregation at various Sunday masses throughout the year, sings hymns and carols at the local shopping malls during each Advent season, and performs in front of hundreds at the annual school/parish sponsored Strawberry Fiesta. The Arts Alive program, which offers classes for a variety of musical instruments and dance forms, presents two showcases each year in which each participant of the program performs 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 habit and conduct requirements, and the continued exhibition of conduct becoming of a Follower of Jesus while on the team. The program includes both individual and team sports and is enthusiastically supported by the

cheerleading program, which adheres to similar participation requirements. St. Anthony of Padua School is a member of the local CYO league for flag football, boys' and girls' volleyball, boys' and girls' basketball, and boys' and girls' track. Coaches for the teams include both parent volunteers and faculty members. The cheer team performs at all home games throughout the year. They have even created a cheer based on the school's SLEs.

**In 2012, the school enacted a revised discipline policy that is structured throughout the school with the sole purpose of identifying and modifying persistent behavior struggles through intervention and a refocusing on academic and spiritual growth to aid students in the achievement of the SLEs and national, state, and Archdiocesan standards.** Central to the plan is student recognition of the moral/ethical principle that they violated, and specific remediation demands that students reflect on the implications and consequences of their behavior beyond the immediate situations, so that the behavior is viewed in a larger context. Schoolwide Learning Expectations provide a consistent framework from which such behavior can be viewed. Student infractions are recorded and charted so that their progress through the year can be monitored and addressed appropriately, and interventions can be set in place. Students are asked to self-reflect on morality and tie it to scripture. Moreover, the discipline policy also calls for rewarding good behavior and effort at the end of each trimester with the Citizenship Award, created in 2012 to honor all students who receive an A in both Behavior and Work Habits.

**The consistent inclusion and use of technology 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; real-time interactive activities, such as white board work, mock quizzes, surveys, etc., as well as student work-in-progress, allowing for informal formative assessment of individuals and the class as a whole; and supplemental content reflecting daily standards-aligned objectives that has been selected to present material in an alternative fashion and reach learners of different modalities. 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.

St. Anthony of Padua School staff and faculty work together with parents to prepare students to live in and contribute to the world we live in today and the world of tomorrow. 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 sport teams 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.

Through the process of completing the Self Study it became apparent that one of our newest resources was not being utilized to its greatest potential. Therefore the school has identified as a **goal for this section to more effectively utilize the Learning Lab and all of its technological capabilities, particularly for extra-curricular or supplemental academic activities.**

### **Significant Accomplishments:**

1. Strengthened school community of faith through consistent and varied opportunities for communal prayer and celebration of sacraments
2. Diversified music program to include acting and music theatre
3. Instituted the Play Leader program to develop leadership and service skills among Junior High students
4. Developed strong academic-based extra curricular activities including Academic Decathlon, Yearbook, Paduan Press and Hi STAR Astronomy programs
5. Enacted positive Discipline Policy across grade levels
6. Created Citizenship Award to encourage positive behavior and work habits
7. The consistent inclusion and use of technology in the classroom, learning lab, and at home provides students with multiple opportunities to access curricular objectives, content, and assignments.

### **Goals:**

- 1. To further integrate digital technology and media literacy into the curriculum.**
  - 1.1. To more effectively utilize the Learning Lab and all of its technological capabilities
    - 1.1.1. Creation and implementation of effective extra-curricular and supplemental academic activities based in the Learning Lab.

### **Evidence**

- Daily prayer assembly
- All grade levels participating in liturgy as choir members/lectors/altar servers
- Annual Spring musical bulletin/flyer
- Play leader schedule
- Triannual newspaper, yearbook, cheerleading, Arts Alive flyers
- Schoolwide discipline policy
- Citizenship and honors awards
- Classroom observation and integration of technology in the classroom
- Early morning math tutoring log

- Friday student body mass
- VIRTUS training records
- List of student council and decathlon team
- School website including teacher blogs
- Lesson plans
- SLEs
- List of Altar servers

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

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

The Pastor, Principal and finance committee for St. Anthony's parish develop, implement, and monitor all resources and plans at their disposal to effectively and efficiently sustain the quality of education provided at St. Anthony of Padua School and ensure the high achievement of all students. As of the fall of 2013, the overall financial condition of the school, as determined by the pastor, the principal, and the principal's Archdiocesan supervisor, is decidedly manageable and sustainable, but in need of improvement for long-term viability. Respective allocation of funds to the various resources necessary to effectively run the school is based on the availability of funds as defined in the yearly budget of the school. St. Anthony of Padua School's mission statement, philosophy, and School Wide Learning Expectation are the driving factors in determining the appropriate allocation of these funds to ensure the continued maintenance of such essential resources as the staff, instructional materials, and the physical plant.

In its efforts to effectively utilize its resources to fulfill its mission and ensure high achievement of all students, St. Anthony of Padua School **employs sound accounting and bookkeeping practices that are in direct accordance with the policies of the Archdiocese of Los Angeles Department of Catholic Schools.** These practices include: the creation and submission of the annual report; an annual budgetary review by the administration, pastor, and finance council each January; a proposed/projected budget produced each spring; and the final, adjusted budget submitted in the fall of each school year. The principal, in direct partnership and coordination with the pastor and parish finance council, is responsible for seeing this process through to fruition. The most significant aspects of the budget in determining the flexibility of funds for the following school year are: enrollment numbers and corresponding tuition expectations from families; salaries/wages and benefits for the staff; necessary instructional supplies; physical plant maintenance; tuition assistance that is needed by families and supplied by the Catholic Education Foundation. The budget is furthermore supplemented by, but not dependent upon, a variety of consistent, yet fluctuating, sources, including: funds donated by parishioners and alumni; a percentage of the proceeds generated by the yearly parish-organized "Fiesta"; a percentage or portion of funds allocated from, or generated by, the St. Anthony of Padua School endowment that was created by alumni in 2005; various fundraising efforts including "candy-drives" organized throughout the school year.

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. 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 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 for St. Anthony of Padua School and has enabled the school to expand its enrollment numbers by an increase of over 17% by 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.** Due to the strength of the relationship between St. Anthony of Padua School and the St. Anthony Day Nursery, the consistent strength of enrollment at St. Anthony Day Nursery, and the effective recruiting structures now in place to attract students and families from the program, St. Anthony of Padua School has been able to confidently project a continual flow of incoming Kindergarten classes at full capacity. Confident in its current ability to retain families once in its enrollment, St. Anthony of Padua School projects an exponential increase in the financial stability of the school in the coming years. In recognition of their shared mission, purpose, and destiny, St. Anthony of Padua School continues to work closely with the nursery school to develop a continuity of curriculum from pre-school age through eighth grade, thus maximizing the educational and spiritual benefits for the students.

Each January, after reviewing the submitted budget for the school year, work on the projected budget for the following school year begins. Returning and new student enrollment is done in early spring of each year in order to produce a projection of enrollment and tuition for the following school year. By early May, the principal submits the projected budget to the pastor and finance council in order to begin making plans and decisions regarding staffing, updating educational resources and plant maintenance plans for the following school year. After shareholders such as the principal, pastor, and finance council have carefully reviewed, evaluated, and compared the previous year's budget with the following year's projected budget, a tuition cost per pupil is determined and the tuition rates for the following year are communicated to all other shareholders of the school, the parents and families of its students foremost among them.

St. Anthony of Padua School strives to enable those families who desire a Catholic education to receive one. The **school works to keep its tuition at an affordable rate, and also offers internal scholarships to families that qualify.** Utilizing the same application process as the Catholic Education Foundation, families submit pertinent financial information for review by the principal and pastor review, and assistance, depending on availability, is allocated according to the identified needs of the family. St. Anthony of Padua School also works through this process to **give special consideration to families who have multiple children in Catholic schools at the same time,** including St. Anthony of Padua School itself, as well as the St. Anthony Day Nursery and the multiple Catholic high schools in the area.

In order to ensure proper collection and management of tuition funds, St. Anthony of Padua School **utilizes FACTS Tuition System to collect automatic monthly payments from families.** It is mandatory for each family at St. Anthony of Padua School to employ this system, barring any extreme obstacle, in which case the family can opt out of the FACTS system with the consent of the principal. Regular FACTS tuition reports are generated monthly and reviewed by the principal to ensure regularity of payments and to ensure that the budgeted amount of income from tuition is being realized. In order to efficiently and effectively manage the payroll for employees at St. Anthony of Padua School, the principal uses an outside payroll company to

distribute payroll accordingly under the principal's direct approval and regular payroll input to the system.

In the spring of 2012, it was determined that the budget for the 2012/2013 school year would not be able to include a computer resource teacher due to the **addition of the Kindergarten teacher. For the 2013/2014, school year the decision was made to focus investment in the hiring of two Kindergarten Aides, due to the size of the class and the importance of the success of the Kindergarten program to the viability of the school.** Likewise, funds were allocated to reinforce the newly completed Mathematics curriculum maps through the acquisition of a new consumable "Go Math" series that effectively aligned with the maps and provided a cohesive, scaffolded K-5 program. The school is also in the process of looking to invest in a K-8 English Language Arts (ELA) book series that will align better with the Common Core standards as the school begins mapping out ELA. More importantly, as St. Anthony of Padua School's technological resources and student enrollment continue to grow, the need for additional staff has become apparent, though not yet financially viable. As such, the school has identified **the hiring of additional classroom aides and resource staff to be a goal for this section of the Self Study.**

In order to help offset the cost of tuition and to help the children of the families of this community afford to attend St. Anthony of Padua School, the school holds multiple mandatory fundraising events to give parents and families the opportunity to earn money outside of their own personal finances. Such fundraising events include the annual "Hawaiian Raffle" where parents and students are asked to sell upwards of three hundred dollars in raffle ticket sales to parishioners, family, friends, and relatives. St. Anthony of Padua School also hosts multiple candy and chocolate sale drives as well as a "Casino Night" in the spring. St. Anthony of Padua School also utilizes the SCRIP program, which many parents utilize as a means of alleviating some of the cost of their tuition. In recognition of the fact that there remained a large segment of the school community that were not effectively utilizing SCRIP, St. Anthony of Padua School instituted a program in which the most effective SCRIP users in the school train other families in how to incorporate the program into their daily shopping activities so that they receive the added benefit of tuition reduction, as well.

Perhaps the most reliable source of income not directly generated by its own internal fundraising efforts is the annual parish Fiesta. Though not under its own domain, **St. Anthony of Padua School works very closely with the parish in the coordination and production of the annual Fiesta.** Proceeds from this event, as allocated by the parish, help to sustain the quality of education at St. Anthony of Padua School and ensure its financial viability.

As a means of securing further third-party sources of funding, and in fulfillment of its previous Action Plan, St. Anthony of Padua School established a Development Board in the fall of 2012. The intention of this Development Board was to involve alumni and parishioners who do not currently have children attending St. Anthony of Padua School in the process of identifying potential development opportunities, establishing partnership with various foundations, and more effectively involving the overall parish with the school. Over the course of the 2012/2013 school year, the Development Board, which consisted of the Pastor, Principal, and four other active parishioners, met on four occasions. Due to unforeseen circumstances, three of the six members



were unable to continue on the board and it was therefore put on hiatus in the spring of 2013. Subsequent developments have led the **principal to seek members for a new Development Board, with a hopeful commencement of meetings to begin in fall of 2014, appropriate personnel permitting.**

In realizing the importance of a well-qualified staff, St. Anthony of Padua School budgets according to ability **to hire and retain well-qualified educators that ensure the overall quality of education at the school.** St. Anthony of Padua School follows very closely the diocesan guidelines for hiring teachers and pays them according to the recommended pay scale for teachers. Funds are also budgeted each year for professional development, and teachers are encouraged to seek out their own professional growth opportunities, with the school financially supporting such efforts when appropriate and feasible. The principal and staff work together to find professional growth opportunities that align with and support the mission of the Schoolwide Learning Expectations (SLEs).

St. Anthony of Padua School also supports staff in their classroom educational needs and allocates funds each year for educational products that support student learning. In the fall of 2012, St. Anthony of Padua School was able to **purchase an iPad, projector, and Apple TV for each teacher, transforming each classroom into a 21st century learning environment.** Furthermore the **school acquired 20 iPads and 20 iPad minis for student use,** supplementing these major purchases with subsequent **acquisition of numerous educational apps,** as well. Parents continue to assist in this ongoing venture as well, providing apple iTunes gift cards and fulfilling teacher “wish lists” for the purpose of purchasing new educational apps.

As stated in its mission, St. Anthony of Padua School recognizes parents as the primary educators in life, and it has tirelessly sought to increase opportunities for parents to participate in the overall school and learning environment. During the last accreditation process in 2010, it was decided to form a Parent Teacher Organization, which took the name of Parent Leadership Committee (PLC). Since the **establishment of the PLC in the fall of 2010,** members have worked with the principal on such things as fundraising events, extra-curricular activities, and helped play an advisory role as well in a limited capacity. In 2012, the PLC underwent a number of member changes, resulting in a re-evaluation of its role and structure. Ultimately, the PLC evolved into a new, more inclusive format that incorporates all parents and families of the school. In the **fall of 2013, fourteen separate Parent Committees were established and members of each of the 167 families of the school must participate on one or more of them.** Each committee is initially led by the principal and/or Vice-Principal, and parent “Chairs” and “Secretaries” are chosen from among the parent members. The committees are to meet approximately four times per year, address any pertinent task or issue related to its charge, and fulfill any actions decided upon by its members. For instance, the fundraising committee will assign various parents to direct the number of fundraisers that occur each year, while other parents will be charged with finding new forms of fundraising. Minutes are taken at all meetings and relayed to other parents on the committee. The school has had determined that **nurturing the development and success of these Parent Committees is an important goal for this section of the Self Study.**

Tri-annually, general parent meetings are held to communicate updates on the ongoing developments at the school. Beginning in 2013, individual Parent Committees will participate in these general meetings to provide similar updates of their activities and decisions. The principal and vice-principal lead these general assemblies and use them as an opportunity to clearly communicate the progress and challenges facing the school. These general parent meetings are mandatory for each family to attend.

The overall school plant is updated and maintained on a general and “needed” basis. Beginning in **2012, renovations began in the school library and computer lab to turn it into a “Learning Lab”** that teachers and students can utilize for technological project based assignments using the iPads purchased by the school, as well as tablets and PC’s brought to school using the school’s Bring Your Own Device (BYOD) policy. As of the Fall of 2013, though renovations and improvements are planned to continue, the Learning Lab is functional and utilized by all grades on a regularly scheduled basis. **Plans for a new playground and overall beautification project also began in the fall of 2012.** In absence of specific funds within the budget, St. Anthony of Padua School, under the guidance of the principal, organized various parent committees in order to reach out to the parish and city community to start gathering donations, materials, and labor to complete the various aspects of the project. As of Fall 2013, **the community has donated and installed: a new sprinkler system to help restore the school’s soccer field; tile, granite, plants and statues to beautify the campus; a mural and exterior paint project pronouncing the school name and SLEs; new bathroom sinks, a fence to surround the perimeter of the proposed site of the new playground; \$2500 to begin work on the playground; and updated computers, projectors, and a document camera for the Learning Lab.** These efforts were partly coordinated with the development board during the 2012/2013 school year. **Considering the principle objectives of the Learning Lab and playground development have only been partially met, the school is identifying the completion of these projects to be a goal for this section of the Self Study. Also, to reiterate: in recognition of the valuable role such a Board could play in the development and execution of these plans, the school has clearly established its intent to rebuild the Development Board to aid in the creation of a long-term strategic plan for the school.**

In the meantime, without a formal development board in place at St. Anthony of Padua School the principal **has worked closely with Archdiocesan supervisors as well as the pastor in order to formulate a long-term plan to increase enrollment** annually towards the target goal of 300 students. The most critical aspect of this plan is **strengthening and nurturing the direct relationship between St. Anthony of Padua School and St. Anthony’s Day Nursery School.** Serving as St. Anthony of Padua School principle feeder school, enrollment trends from the nursery school since 2007 have been an average of 24 students each fall. Following the transfer of the Kindergarten class to St. Anthony of Padua School however, enrollment leaped to 33 in the fall of 2013, with a waiting list of an additional 10 families. Therefore, through coordinated efforts of the principals of both schools, St. Anthony of Padua School expects to continually enroll its Kindergarten classes at full capacity, with similar growth in the subsequent grade levels as the classes progress through the school.

The final significant aspect of the school’s long term viability **is the school’s endowment fund,** which was established in 2005. This endowment fund serves as a safety net for the school in the

event of a significant financial crisis and is otherwise untouched. Since 2010, portions of the accrued interest were used to help financially support the school. Since the fall of 2012, no monies earned in the interest of the endowment fund have been taken out of the fund, while the school's current financial situation will not require any withdrawals from the fund during the 2013/2014 school year.

### **Significant Accomplishments**

1. Sound accounting practices and planning implemented by the principal according to the guidelines of the Los Angeles Archdiocese in order to support student learning and fulfillment of the Schoolwide Learning Expectations
2. Close adherence to the budget and fiscally responsible decisions made in conjunction between the principal, pastor, and parish finance council
3. Outreach to the local community and parish in order to offset costs of maintenance and school development projects
4. Utilization of FACTS and ADP payroll system to effectively and efficiently collect and distribute funds
5. Successful addition of a Kindergarten to help increase enrollment numbers
6. Completed numerous beautification projects throughout school
7. Support and partnership with the Catholic Education Foundation
8. Close working relationship with the pastor, parish finance council, and larger parish
9. Acquisition and consistent use of digital technology in the instruction process including:
  - a. iPads for all teachers
  - b. Digital projectors in all classroom
  - c. Apple TVs in all classrooms
  - d. 20 iPads for student use
  - e. 20 iPad minis for student use
  - f. Over 50 apps for teacher/student use
  - g. Canon Rebel t3i for student use
10. Hired and maintained well-qualified faculty
11. Reliable financial record keeping
12. Formulated a long-term enrollment plan
13. Existence and use of the schools endowment fund

### **Goals:**

- 1. To further increase the participation of parents and other shareholders**
  - 1.1. Re-establish the Development Board
  - 1.2. Nurture development and effectiveness of Parent Committees
- 2. To further ensure long-term viability of school**
  - 2.1. Continue to strengthen and nurture relationship with St. Anthony of Padua Day School
  - 2.2. Expand budget through increased enrollment
  - 2.3. Re-establish the Development Board

## 2.4. Hire additional classroom aides and resource staff

### **Evidence:**

- Annual budget reports
- Year-end reports submitted by the principal
- Development board meeting minutes
- Finance council meeting minutes
- Financial Aid documents
- FACTS financial statements
- Endowment fund statements
- Enrollment plan
- Physical grounds of campus
- Learning Lab
- Learning Lab schedule
- Lesson Plans
- iPad carts

## CHAPTER 4 –ACTION PLAN

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

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

### SIGNIFICANT ACCOMPLISHMENTS

#### 3A Significant Accomplishments:

- Revised both the school's Mission statement and its Schoolwide Learning Expectations (SLEs.)
- Created SLE rubric for greater assessment of SLEs.
- Updated Religion curriculum to reflect changes in the Liturgy.
- Integrated many aspects of the curriculum with Catholic values and teachings.
- Increased awareness of the importance and sanctity of the Mass through addition of formal Mass attire.
- Increased in the consistency and variety of opportunities provided for worship, prayer, and participation in the sacraments
- Made numerous significant additions to the visible expressions of the school's Catholic Identity and its commitment to the formation of faith
- Increased the consistency and variety of opportunities for students to act in service to others
- Strengthened vital relationships with Poor Clare Missionary Sisters, the Juan Diego House Seminarians, Pastor, parish priests, parish ministry program, and local area high schools through significant outreach effort.
- Integrated the use of a newly created SLE rubric to determine the effectiveness of the school's efforts at improving faith formation and reinforcing its Catholic Identity.
- Confirmed the strength of the school's Catholic Identity as it is perceived by the overwhelming majority of families and students.
- Consistently and successfully encouraged and aided the majority of its students to continue their Catholic education in area Catholic High Schools.

#### 3B Significant Accomplishments:

- Clarified a singular vision for the mission of St. Anthony of Padua School through the revision of the school's mission statement and its subsequent publication in a variety of formats
- Created new parent-centered committees requiring mandatory participation, resulting in new forum for dialogue and feedback from parent community.



- Revised SLE indicators, which have clarified the specific qualities of each Schoolwide Learning Expectation, allowing for more refined, targeted, and substantive lesson development in accordance with them and the school's stated mission.
- Created new SLE rubric, allowing for more refined, targeted, and substantive assessment of St. Anthony of Padua School and offers parents yet another tool to evaluate student progress in accordance with the school's stated mission.
- Aligned all lessons to the new SLE indicators
- Created "Paduan Pledge" for daily recitation by students, parents, and staff as a means of consistently promoting and reinforcing the centrality of SLEs to the school's mission and identity.
- Utilized variety of media, including print, paint, posters, videos, and html content, to publish and promote newly revised/created documents, and communicate the mission and purpose of the school
- Created constant accessibility of all essential documents through new school website

### **3C Significant Accomplishments:**

- Direct involvement of pastor to review and pass out report cards to create an environment focused on high achievement
- Addition of a kindergarten class to increase enrollment and provide greater continuity of instruction and retention of students
- Addition of Vice Principal
- Effective delegation of duties amongst staff
- Schoolwide curriculum-mapping of Common Core Standards for Mathematics
- Effective professional development opportunities focused on high achievement of all students
- Implementation of Gradelink.com to better communicate student progress to parents and students.
- Utilization of weekly faculty meetings are utilized by the staff and administration for curriculum development, professional development, and professional support.
- Designation of one faculty meeting a month for curriculum mapping and development
- Creation of school website to improve regular communication with all shareholders
- Implemented daily/weekly blogging by teachers to better communicate on-goings in the classroom to parents, provide digital copies of classroom documents for students and parents to download, better inform parents students of homework assignments and projects, and communicate student achievements to all shareholders
- Began implementation of STEP
- Added two Title I funded part-time specialty teachers
- Created PLC/Parent Committees to provide advisory and consultative services to the administration

### **3D Significant Accomplishments:**

- Parent/teacher/student surveys verified a strong Catholic identity
- Employed diverse instructional strategies
- Verified that 90% of parents are satisfied with academic demands
- Implemented Mathematics Curriculum Maps aligned to Common Core Standards
- Engaged in partnership with Catapult Learning for professional development and benchmark assessments
- Partnered with LAUSD to identify and meet the needs of learners with special needs
- Administered and disaggregated tri-annual Benchmark assessments
- Scores reflected increased mathematics in the Catapult testing
- Teacher-led blogging with high amounts of student interaction
- Regular meetings between teachers and administration to strategize pedagogical and learning goals based on student data, particularly ITBS and Benchmark data
- Implementation of a cohesive K-8 Mathematics series as well as move to a digital textbook and online mathematics program
- Administered and analyzed ITBS scores and effectively shared information among administration/teachers/parents/students
- Use of Demographic data in order to utilize title I funding
- Reached significant areas of student academic growth according to ITBS data
- Used formal data as justification to begin mapping process for mathematics
- Began mapping process for ELA

### **3E Significant Accomplishments:**

- Revised the indicators of the school's SLEs
- Developed a detailed SLE rubric to measure student progress towards and achievement of each SLEs.
- Created a parallel SLE rubric with simplified language to use with students in grades K-4
- Specific SLE objectives are therefore posted with the curriculum objectives at the beginning of each lesson
- Implemented yearlong schedule for SLEs to focus instruction
- Schoolwide curriculum-mapping of Common Core Standards for Mathematics
- Initiated mapping and alignment process of Common Core Standards for ELA
- Identified ELA power standards for focus and alignment during 2013-2014 school year
- Initiated transition to Common Core Standard for ELA in classroom
- Subscribed to Gradelink for increased communication of student performance to parents
- Integrated a wide variety of alternative, standards-based summative assessments
- Created annual St. Anthony of Padua Film Festival to assess CCSS W.8.3; W.7.3;
- Began use of a variety of digital forms of formative assessment
- Committed to and integrated digitally based programs into curriculum (*Holt Online, Pup's Quest, and ESGI*)

- Analyzed and disaggregated results of ITBS, COGAT, ACRE, and Catapult Benchmark and made curriculum adjustments accordingly

### **3F Significant Accomplishments:**

- Completed schoolwide curriculum-mapping of Common Core Standards for Mathematics
- Implemented Gradelink.com to better communicate student progress to parents and students.
- Created new school website to improve regular communication with all shareholders
- Implemented daily/weekly blogging by teachers to better communicate on-goings in the classroom to parents, provide digital copies of classroom documents for students and parents to download, better inform parents and students of homework assignments and projects, and communicate student achievements to all shareholders
- Acquired and consistently used of digital technology in the instruction process including:
  - iPads for all teachers
  - Digital projectors in all classroom
  - Apple TVs in all classrooms
  - 20 iPads for student use
  - 20 iPad minis for student use
  - Over 50 apps for teacher/student use
  - Canon Rebel t3i for student use
- Successfully implemented Bring Your Own Device BYOD policy
- Created and refurbished school Learning Lab
- Integrated Google Docs in Junior High
- Created school domain-based emails for Junior High students
- Integrated Catholic values and teachings into academic curriculum
- Integrated SLE-based lessons and SLE-focused instruction and activities by faculty
- Integrated English Language Arts projects as a vehicle to showcase different SLEs as they relate to Common Core State Standards
- Used differentiated lessons that cater to different modalities, including the use of stations, cooperative learning, interactive apps, and modeling using technology
- Teachers consistently post and explain learning objectives
- Implemented the STEP Program and the Title I ELA and Mathematics supplemental courses for struggling students
- Acquired and implemented seventh and eighth grade online Mathematics books and app-based reading curriculum for Kindergarten and first grade
- Created school e-mails for each students
- Integrated the use GoogleDocs and Edmodo for communication in Junior High classes
- Integrated the use of technology for formative and summative assessments
- Integrated the addition of narrative screenwriting and film making tied to CCSS in ELA and culminating Student Film Festival

### **3G Significant Accomplishments:**

- Strengthened school community of faith through consistent and varied opportunities for communal prayer and celebration of sacraments
- Diversified music program to include acting and music theatre
- Instituted the Play Leader program to develop leadership and service skills among Junior High students
- Developed strong academic-based extra curricular activities including Academic Decathlon, Yearbook, Paduan Press and Hi STAR Astronomy programs
- Enacted positive Discipline Policy across grade levels
- Created Citizenship Award to encourage positive behavior and work habits
- The consistent inclusion and use of technology in the classroom, learning lab, and at home provides students with multiple opportunities to access curricular objectives, content, and assignments.

### **3H Significant Accomplishments:**

- Sound accounting practices and planning implemented by the principal according to the guidelines of the Los Angeles Archdiocese in order to support student learning and fulfillment of the Schoolwide Learning Expectations
- Close adherence to the budget and fiscally responsible decisions made in conjunction between the principal, pastor, and parish finance council
- Outreach to the local community and parish in order to offset costs of maintenance and school development projects
- Utilization of FACTS and ADP payroll system to effectively and efficiently collect and distribute funds
- Successful addition of a Kindergarten to help increase enrollment numbers
- Completed numerous beautification projects throughout school
- Support and partnership with the Catholic Education Foundation
- Close working relationship with the pastor, parish finance council, and larger parish
- Acquisition and consistent use of digital technology in the instruction process including:
  - iPads for all teachers
  - Digital projectors in all classroom
  - Apple TVs in all classrooms
  - 20 iPads for student use
  - 20 iPad minis for student use
  - Over 50 apps for teacher/student use
  - Canon Rebel t3i for student use
- Hired and maintained well-qualified faculty
- Reliable financial record keeping
- Formulated a long-term enrollment plan
- Existence and use of the schools endowment fund

## **GOALS**

### **3A Goals:**

- 1. To further increase opportunities for students and school community to engage in meaningful service.**
  - Create and implement grade-level-specific service standards
  - Provide greater and more varied use of the new SLE rubric
  - Increase the number and types of schoolwide Religion and service projects throughout the school year.
  - Align SLE indicators to Common Core standards for total and complete integration into curriculum
- 2. To further increase the participation of parents and other shareholders**
  - Create school email accounts for all school families through school website to increase consistency, access, participation, and collection of survey data from students, staff, and parents.

### **3B Goals:**

- 3. To further increase the participation of parents and other shareholders**
  - To further develop venues and methods for the effective collection of feedback and data from all shareholders.
  - Foster the development and success of parent committees
  - Create school email accounts, tied to the school @stanthonygardena.org domain, for all school families.
- 4. To further increase the integration of SLEs across the curriculum**
  - Map and vertically align the SLEs to Common Core Standards across all grade levels.
  - Create a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard
  - Elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card
  - Develop an Student SLE Portfolio System

### **3C Goals:**

- 5. To further strengthen professional development opportunities for staff**
  - Implement consistent grade-level meetings
- 6. To further increase the participation of parents and other shareholders**
  - Re-establish the Development Board
  - Nurture development and effectiveness of Parent Committees

### **3D Goals:**

- 7. To further increase student proficiency in all areas of ELA**
  - Development of rubric library for Common Core Standards



- 8. To further strengthen professional development opportunities for staff**
  - Schedule teacher grade level meetings thus forming a broader learning community
  - Identify and attend professional development seminars and workshops focused on generating and utilizing data to guide instruction/curriculum adjustments
- 9. To further develop St. Anthony of Padua School's ability to meet the needs of all students.**
  - Identify, acquire and integrate apps/software capable of quantifying and track student progress
- 10. To further increase the participation of parents and other shareholders**
  - Involve parents in disaggregation of student data such as ITBS and Benchmark testing
  - Increase parental use of the school's website and Gradelink

### **3E Goals:**

- 11. To further increase the integration of SLEs across the curriculum**
  - Map and vertically align the SLEs to Common Core Standards across all grade levels.
  - Create a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard
  - Elevate the status of the SLE report card within the community to one of even greater significance than the standard academic report card
  - Develop an Student SLE Portfolio System
- 12. To further increase student proficiency in all areas of English/Language Arts**
  - Identify specific CCSS power standards in Writing and Reading Comprehension (Reading: Literature and Reading: Informational Text)
  - Map and align the ELA curriculum across all grade levels to the Common Core Standards
  - Development of vertically aligned rubrics for each ELA standard
  - Develop an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to more effectively teach this population of learners.
- 13. To further develop St. Anthony of Padua School's ability to meet the needs of all learners**
  - Develop an arsenal of Specially Designed Academic Instruction in English (SDAIE) instructional techniques to teach this population of learners.
  - Complete implementation of STEP
- 14. To ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology.**
  - Creation of technology standards for each grade level
    - Technical skill development
    - Media literacy
    - Research skills (including an emphasis on avoiding plagiarism)
    - Online etiquette
    - Online privacy/safety

- Increase effective use of Gradelink by all shareholders
- Identify, acquire and integrate apps capable of quantifying and track student progress
- Engage in professional development to improve efficiency and efficacy of technology use in classroom

### **3F Goals:**

#### **15. To further increase student proficiency in all areas of ELA**

- Create of a scaffolded ELA rubric library generated by the staff that clarifies the definition and levels of mastery for any given CCSS standard

#### **16. To further develop St. Anthony of Padua School's ability to meet the needs of all learners**

- Complete implementation of STEP
- Engage in professional development focused on instructional techniques tailored to the instruction of ELs (such as SDAIE)

#### **17. To ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology.**

- Creation of technology standards for each grade level
  - Technical skill development
  - Media literacy
  - Research skills (including an emphasis on avoiding plagiarism)
  - Online etiquette
  - Online privacy/safety
- Identify, acquire, and integrate apps capable of quantifying and track student progress
- Engage in professional development to further strengthen technology use in classroom

### **3G Goal:**

#### **18. To ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology.**

- To more effectively utilize the Learning Lab and all of its technological capabilities
  - Creation and implementation of effective extra-curricular and supplemental academic activities based in the Learning Lab.

### **3H Goals:**

#### **19. To further increase the participation of parents and other shareholders**

- Re-establish the Development Board
- Nurture development and effectiveness of Parent Committees

#### **20. To further ensure the long-term viability of school**

- Continue to strengthen and nurture relationship with St. Anthony of Padua Day School
- Expand budget through increased enrollment

- Re-establish the Development Board
- Hire additional classroom aides and resource staff

## **CRITICAL GOALS**

In its efforts to improve student learning and increase achievement of all students, St. Anthony of Padua school has committed itself:

### **1. To further increase student proficiency in all areas of English Language Arts.**

Throughout the Self Study process, the issue of student proficiency in English Language Arts was repeatedly identified as an area particularly appropriate for the level of attention and effort that identifying it as a critical goal would bring. Due to the foundational nature of the skills involved in the content area, any deficiencies in ELA have the potential to affect achievement in all other content areas. Standardized test scores, student classroom performance, and teacher assessments across the grade levels reflected this effect. Therefore, the faculty and administration identifies increased student proficiency in ELA as the foremost goal of St. Anthony of Padua School's action plan. Increased student proficiency in all areas of English Language Arts has great potential lead to the commensurate increase of student proficiency in other content areas as well, especially those fundamentally based in reading comprehension, such as Social Studies and Science. Additionally, the strategies employed to achieve this goal will strengthen the entirety of SAPS's curriculum, particularly its SLEs. Beyond simply fulfilling the Archdiocesan mandate to adopt and implement the CCSS in California in 2014, the creation, implementation, and eventual refinement of schoolwide curriculum maps for ELA, aligned to both the CCSS and the SLEs, will serve to ensure, over the course of a student's career at St. Anthony of Padua School, the systematic, progressive development of academic skills, cognitive skills, character traits, and content knowledge articulated in the CCSS and St. Anthony of Padua School's SLEs. The process of creating the maps will allow the faculty and administration to collectively identify specific standards, skills, and aspects of the curriculum worthy of particular emphasis, and subsequently construct a formal, multi-year plan, based on the principle of scaffolding, to progressively develop and assess mastery of each. Moreover, integral to the process is the collective creation by the faculty and administration of schoolwide formal assessments, rubrics, and student portfolio formats, all of which will be aligned to both CCSS and SLEs. These collectively generated assessment tools will provide baseline uniformity in the qualitative and quantitative metrics used across grade levels to assess individual and class progress towards mastery of said skills and content. Such uniformity in metrics will provide more accurate and effective data from which formal evaluations of the efficacy of a variety of aspects of the curriculum, including content, methodology, and the maps themselves, can be made. Thus, all adjustments and refinements made to the curriculum maps, or resulting from their implementation, will be based upon consistent, reliable data.

### **2. To further develop St. Anthony of Padua School's ability to meet the needs of all students.**

St. Anthony of Padua School is committed to guiding and supporting the high achievement of all

learners in its charge. St. Anthony of Padua School's goal to further develop its ability to meet the needs of all students is a reinforcement of this commitment and will serve to improve student learning in all classes throughout the school. By strengthening its ability to identify and support struggling students, St. Anthony of Padua will be able to provide more appropriate adjustments in instruction, assistance, and assessment to the students in need of them most. Moreover, the plan further supports the mission of the school in a variety of ways, from "*guiding its students to the fulfillment of their highest potential,*" to "*to foster(ing) a lifelong commitment to learning and high achievement in each student*" and "*providing a safe, nurturing environment that promotes cooperation and mutual respect among all.*" The particulars of the plan to accomplish this goal, including the implementation of the Support Team Education Plan (STEP) program on campus, faculty-wide professional development, the acquisition and employment of digital technology and software proven to aid students with disabilities, and the creation of a schoolwide campaign to inform the community and student body of facts about disabilities, will collectively enhance St. Anthony of Padua School's ability to improve student learning, regardless of the difficulties facing an individual student in its charge.

### **3. To further increase opportunities for students and the school community to engage in meaningful service.**

St. Anthony of Padua School has been committed to utilizing the Self Study process to identify goals that will positively affect numerous aspects of the institution. In evaluating the school program, it was determined that the creation and integration of consistent well-organized community service opportunities for students and shareholders will further develop and strengthen three of St. Anthony of Padua School's core elements. First, it will further aid in the fulfillment of its mission, specifically "*the transmission of the ideas and values of Catholic doctrine and Christian culture,*" through active participation in work of Social Justice. Secondly, it will reinforce the school's Catholic Identity by further deepening the alignment of St. Anthony of Padua School's academic program with its religious program; and it will increase student achievement of the Schoolwide Learning Expectations, specifically: F.1) Is knowledgeable of the traditions and practices of the Catholic Faith, F.2) Actively seeks opportunities to serve others, F.4) Is guided by a sense of respectful for oneself and others, S.4) Is aware of the impact of his/her choices, both as an individual consumer and a member of society at large, on the ecological health of our planet Earth, and S.5) Actively seeks to advance the social agenda of the Church, with particular emphasis on the Social Gospel. Meanwhile, the development of student-generated service projects, awareness campaigns, and alternative summative assessments to evaluate student progress will similarly align with fundamental Common Core Standards and likewise increase student achievement of the more academic focused SLEs: A.1) Is an effective communicator through a variety of media, A.3) Demonstrates a strong work ethic and a commitment to quality, A.4) Is highly organized and capable of prioritizing and successfully completing multiple tasks within a given time frame, and A.5) Strives to synthesize information and materials to create original content with real world applications. Therefore, St. Anthony of Padua School is confident that the accomplishment of this goal will broadly serve to improve student learning in a variety of ways.

#### **4. To ensure that St. Anthony of Padua School remains consistently current and effective in its use of technology.**

St. Anthony of Padua School is highly cognizant of the impact that digital technology is having on all aspects of modern life: socially, economically, and educationally. In recognition of the complex and difficult task of teaching in the midst of this digital revolution, the school is committed to creating a learning environment that fosters the appropriate, necessary skills and habits for success in the twenty-first century, while discouraging, dissuading, and combating the new, negative behaviors that this new technology allows. As such, St. Anthony of Padua is utilizing the structure of the action plan to further integrate technology into the curriculum, while providing appropriate guidance in its practical use. It will achieve this through the creation of technology standards for each grade level, focusing on technical skill development, media literacy, research skills (including an emphasis on avoiding plagiarism,) online etiquette, and online privacy/safety; the employment of effective digital assessment and assistance tools to aid in improving student learning; and the development of technology-centered extra-curricular activities that utilize the refurbished Learning Lab. Through such measures, St. Anthony of Padua School will ensure that it remains consistently current and effective in its use of technology.

#### **5. To further increase the participation of parents and other shareholders**

Throughout the Self Study, the staff recognized various manners in which parents and shareholders could more actively participate in the school. As such, it has declared the goal to increase the participation of parent and other shareholders in the school, and has recognized a variety of areas that are particularly appropriate on which to focus its efforts. First, it will nurture and develop the effectiveness of the newly created Parent Committees, which seeks to employ the talents of the parent population to the greatest benefit of the school and its mission. Second, the school will continue its efforts to re-establish the Development Board to aid in the long-term viability of the school. Third, it will create school email accounts for all families to aid in more effective methods of communication. The email accounts also offer a new venue for the effective collection of feedback and data, specifically through online surveys. Lastly, the school seeks to increase parental use of the school's website and Gradelink, to ensure student progress is effectively communicated to all shareholders.

## **B. CAPACITY TO IMPLEMENT AND MONITOR THE ACTION PLAN**

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

St. Anthony of Padua School has the capacity to implement and monitor an Action Plan that supports high achievement of the Schoolwide Learning Expectations and curriculum standards for all students. As evidenced throughout the document, St. Anthony of Padua School has fully committed itself to 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. 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 fifth Critical Goal, as well (see description above,) though a formal plan was not devised.

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 in the school, as well as the confidence the school has in projected enrollment increases in the coming years. 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.

The Action Plan has a clearly-defined monitoring and evaluation process to ensure that implementation is progressing successfully and that the strategies and activities are organized in a manner in which the necessary resources are best utilized. The development of an Action Plan timeline will help ensure that St. Anthony of Padua School can successfully complete this process and support high achievement of all students. Shareholders' roles have been outlined in the Action Plan, and time has been allocated to support, review, and complete goals.

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.

In addition, the administration, Leadership Team, and faculty will review annually the critical goal not addressed in this Action Plan and further develop strategies and activities to achieve it. With ongoing analysis of the efforts made to complete this Action Plan, the staff will remain vigilant as it continues to self-asses and identify any new areas worthy of attention and improvement.



After careful analysis of the Action Plan, the shareholders believe that the established goals will be accomplished. However, external constraints may impede completion of the Action Plan. These factors may include logistical difficulties in the implementation of the service plan, financial constraints on the acquisition of new technologies, or limits to the level of disability the school could successfully accommodate. Regardless, the staff is committed to accomplishing the Critical Goals it has set for itself, and is confident that its Action Plan will ensure it does.