

REPORT OF FINDINGS

**E010 OUR LADY OF PERPETUAL HELP
836 DEWITT AVENUE
CLOVIS, CA 93611
DIOCESE OF FRESNO**



AND

PARTNERING ACCREDITING AGENCY, IF ANY

IMPROVING STUDENT LEARNING 2012

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

MARCH 30 – APRIL 1, 2015

REPORT OF FINDINGS

for
E010 Our Lady of Perpetual Help

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PREFACE

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

The team found our three days at Our Lady of Perpetual Help professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a distinctly Catholic environment where quality education is a priority.

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

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

Chapter 1: Introduction

A. How the Self Study was Conducted

The faculty and staff of OLPH began the preparation of this self study following the last accreditation visit in March 2009. The actual writing of the self study began in October 2013. The writing team consisted of members from different grade levels and writing groups met weekly to gather information, analyze data and write the document. In 2013, with guidance from the various shareholders, the school's mission statement was reviewed and re-written to more accurately encompass the core values of the school and in more student-friendly language.

Approximately 20% of parents responded to the online surveys, and those received were insightful. The pastor and school board members, comprised of parents and other shareholders, were kept informed and updated throughout the writing process. The self study was made available to parents on the school website after review by the staff and faculty.

The self study of OLPH was produced to improve student learning and to better provide for the spiritual and academic success of their students with no significant obstacles.

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

The faculty, staff, pastor, school board, and parent club effectively worked together to provide the needed support to fulfill the mission statement and on-going work of mastering of the School Wide Learning Expectations (SLEs). The school community was kept informed of any concerns and suggestions for improvement. Information was shared through surveys, formal and informal meetings, and personal communication. Any concerns or suggestions were explored by

the appropriate agency and changes were made when beneficial to the learning environment for all students.

All shareholders were involved in the self study process through surveys and review of data including information relating to enrollment, finances and student assessments. During the 2013-14 school year, the mission statement and philosophy were reviewed and revised with student-friendly language. Students were observed reciting the mission statement during morning prayer service.

The faculty meets twice a month for ongoing review of student progress and assessment. During these meetings they discuss ways to improve curriculum; identify student needs, to set curriculum goals. Since the last accreditation visit, OLPH has responded to the action plan goals with increased enrollment, improvements to technology, and updates to the math program. All shareholders have been informed and instrumental in the accomplishment of these goals. Updates of significant accomplishments and goals for improvement are made available to shareholders through Tuesday packets, school board and parent club meetings, newsletters, School Speak announcements, and OLPH's website. Interviews with parents confirmed their involvement in the self study from the beginning of the process.

Chapter 2: Context of the School

A. School Profile

OLPH offers a strong spiritual and academic program since its founding by the Sisters of the Immaculate Conception in 1962. Observations confirm that religious life is vibrant and is personified by the sisters and pastor. Over the years, buildings have been added or modified to meet enrollment needs. Significant improvements were made in 2014 which included the addition of new landscaping, sidewalk, and the statue of their foundress, Saint Carmen Salles.

OLPH is committed to on-going review of data to enhance student achievement and learning. Data is collected, reviewed, and analyzed to identify trends in student achievement, demographics, and finances of OLPH. Data sources include standardized test results (ITBS/Iowa assessment, ACRE), classroom assessments, surveys, year-end financial summaries, and annual year end reports submitted to the Diocese of Fresno.

A licensed preschool for three, four, and five year olds opened in July 2011 due to increased demand. Its success warranted the opening of a transitional kindergarten in 2013 to better serve the needs of those students preparing for kindergarten. Overall enrollment of OLPH has been increasing, since 2011 with a gain of 62% over the past three years. Based on the self study and interviews during the visit this trend can be attributed to the following: changes in administration, outreach to the parish and CCD program, tuition assistance, and current student visibility and involvement in the 1st Sunday Mass of each month.

Through interviews and survey results, parents and students reported a positive and powerful sense of satisfaction with the school. Parent interviews suggested that many families joined the school for its diversity and faith-filled community. The pastor is an active supporter who teaches a weekly religion class to 8th grade. Parents value the presence of the Sisters of the Immaculate Conception on staff who further enrich the Catholic Identity of the school. The dedication to their foundress Saint Carmen Salles, was observed during their morning assembly as the community recites a prayer. Observations and discussions indicate that the community: parents, faculty, staff, and all shareholders, are committed to on-going improvement toward the SLEs and student learning.

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

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

OLPH met their previous goals from 2009 as reported in the Annual Reports to WCEA-WASC. The three goals: improve the math curriculum, modernize school technology, and increase student enrollment are directly tied into student achievement and learning. The improvement to the math curriculum was met in several ways including: the purchase of new consumables and textbooks, integration of differentiated math classes in upper grades based on achievement levels, and the addition of geometry for accelerated 8th grade math students. Observations of students engaged in IXL math and language arts online further support the efforts to differentiate instruction.

WIFI coverage was increased in addition to mounted televisions and computer stations placed in each classroom to enhance student learning. The infrastructure has been improved to accommodate a one to one iPad program, which will begin in the 2015-16 school year for junior high. Student enrollment has steadily increased since the last accreditation visit with the opening of a preschool and transitional kindergarten to meet increasing enrollment demands. In addition, students have been attracted to the school through outreach efforts of the pastor and principal.

In response to the suggested critical goal from the 2009 Accreditation report, the school's mission, philosophy, and SLEs were reviewed and revised to create more precise and accurate wording. This change was implemented by the faculty, staff, and parents with input from the school board and pastor before final changes were made. SLE rubrics were also developed since the 2009 Accreditation to better assess the student achievement of SLEs. The current mission, philosophy, and SLEs are found on report cards sent to parents, are visible in the classrooms, and on the school website.

OLPH is highly effective in their commitment to on-going assessment and progression towards the SLEs. Through data analysis, faculty meetings, grade-level meetings and monitoring by administration, OLPH strives to improve student learning. A joint parent club/school board

meeting is held yearly where shareholders can attend to discuss the Action Plan and five year goals.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

The Visiting Committee observed that OLPH is highly effective in providing opportunities for Catholic Identity, community worship, participation in the Sacraments, and promoting evangelization and service to the community at OLPH.

The OLPH mission statement, philosophy, and SLEs help instill the Roman Catholic faith into all aspects of school life. Visual and physical reminders were observed throughout the school. Faculty, staff, parents and student interviews indicate that the SLEs are an integral part of the OLPH school community. The faculty uses the diocesan curriculum as a cornerstone for planning religion classes and faith-filled experiences for the students. Prayer and celebration of the sacraments is of vital importance to OLPH. Every morning the day begins with a communal prayer service. The faculty and staff join in daily prayer before assembling with the students. OLPH celebrates all-school Masses on Friday, a monthly Rosary, Advent and Lenten Reconciliation Services, Stations of the Cross, Live Stations of the Cross, and Monthly Adoration. While the students are exposed to different types of prayers, this has been identified as a critical goal to include broader prayer forms.

To create better connections between the school and the church communities, OLPH implemented the First Sunday Mass, which includes student participation in various liturgical ministries. A student worship team was established to accomplish this goal. In addressing the area of improving the faith and formation of faculty, staff and parents, OLPH invites and encourages all members of the community to attend morning prayer, feast day prayer services, Friday Mass, Sunday Mass and sacramental class preparation. These opportunities are listed in the weekly Tuesday packets. Parents expressed appreciation for efforts made by the faculty who provide continuous faith formation opportunities for families through their weekly newsletter updates with supplements to the curriculum. Parent survey results indicate a consistent high satisfaction with all tenets of the religion curriculum.

OLPH provides opportunities for their instructional staff for ongoing religious catechesis. The faculty seeks to improve their knowledge of faith by pursuing and maintaining certification provided by the diocese and the OLPH community. All members of the faculty have achieved



basic certification or are in process of attaining it. The standards based religion curriculum at OLPH aligns with the Roman Catholic Church teachings and meets the diocesan requirements.

OLPH's SLEs challenge students to be active Catholics with an emphasis on service to the church and community. All students participate in community outreach throughout the school year. OLPH has monthly service projects organized and led by student council members.

The ACRE test is administered every January to students in fifth and eighth grades. In six of the eight domains for this test the 8th graders scored above the national average. The lowest areas of assessment were Church History and Catholic Faith Literacy. Faculty and staff, through additions to the classroom libraries including books about the saints, faith, traditions, and church history, addressed higher achievement for this area. In addition all religion teachers are actively spending more time focusing on the history of the church and faith.

OLPH has been highly effective in identifying areas for improvement as evidenced by their use of the ACRE assessment data for improving curriculum and instruction in targeted areas and their need for broadening forms of prayer and worship that students experience.

B. Defining the School's Purpose

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

The Visiting Committee observed that OLPH is highly effective in reflecting the Catholic Identity in the school's mission and philosophy. The SLEs are posted in every classroom as well as in all common areas on campus. SLEs are also published in the Parent/Student Handbook and can be found on the school's website. During the visit, we observed student desks with copies of the SLEs to aid in class discussion. SLEs are included in teacher lesson plans. SLEs are also written on the board for students to identify what they expectation they are meeting. The language of the SLEs supports the mission and philosophy statements. They clearly define the expectations to be achieved by an OLPH graduate and affirm the school's purpose as a ministry of the Catholic Church. The SLEs are integrated into the daily life and learning of the students. Teachers use the SLE vocabulary in their discussions with students regarding desirable performance and behavior. Discussion of the ways to integrate SLEs are shared among teachers during faculty meetings.

The Visiting Committee determined that OLPH has been highly effective in developing and assessing progress toward measureable SLEs and addressing diocesan curriculum standards. Evidence of incorporating the mission statement and SLEs on a daily basis was observed by the Visiting Committee. Evidence includes observation of prayers and recitation of mission statement at the morning assembly. In addition, classrooms contain copies of SLEs and mission statement. Faculty incorporates the language of the SLEs in their planning, instruction, and

discussion. OLPH teachers use a grade appropriate SLE rubric to measure and document student progress throughout the school year.

OLPH follows the Diocese of Fresno Curriculum Guidelines. These guidelines and the SLEs assist faculty to ensure that planning and instruction is delivered to meet varied student needs. An initial step was to become familiar with the process of curriculum mapping. The goals were to differentiate each standard to meet the needs of low/average/high students.

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

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

OLPH has been highly effective in focusing the organizational structures of the school to support high achievement of all students. The administration, together with the school board and faculty, has created an environment that enables parents, students, and faculty to collaborate to meet the educational and spiritual needs of every child. The pastor is also actively involved in the day-to-day operations of the school. The positive relationship of the principal with the pastor and the pastor's presence in the classroom, at faculty meetings, and school board meetings, is a major influence on the Catholic identity of the school. The presence of the Sisters of the Immaculate Conception is another major factor contributing to the strong Catholic identity of the school. Interviews with students and parents, as well as survey results, indicate the primary reason that they have chosen OLPH for the education of their students is the warm, welcoming, and inclusive Catholic community they experience.

OLPH has been highly effective in creating and maintaining organizational structures that promote an environment focused on student learning. An important component that contributes to the learning environment is the professional development of the staff. Continuing professional development covers a wide variety of opportunities for individual faculty members to enhance their skills to meet the needs of students. Professional growth has focused on technology to enhance the ability of staff to improve differentiated instruction to better meet the needs of all students. Additionally, the faculty has been trained in communicating student progress to all shareholders by utilizing online resources including a grade-book program, which provides parents with the opportunity to monitor student achievement of standards.

Significant efforts have been made to support both struggling and accelerated students. Students who are strong academically are provided with a variety of opportunities to participate on academic teams. Students demonstrating advanced math competency are placed in pre-algebra as sixth graders, allowing them to take algebra in the seventh grade and geometry in the eighth. To support struggling students in lower grades, a resource teacher implements a pullout program to address their needs in reading and math. Instructional aides are provided from preschool through fifth grade, allowing teachers to provide more individual and small group attention for student support. Teachers also provide after school tutoring for students in need of additional help. While all this was evident during the visit, teachers, both during interviews and in the self

study, identified the need for additional tools to support struggling students with individualized instruction that helps them achieve in the rigorous academic environment.

The school has been effective in analyzing their governance and other structures to determine how they could be improved to support student learning. Teachers collaborate both formally and informally and the faculty has determined that more frequent grade level meetings would provide opportunities for goal setting and articulation. The self study also identified the need for increased professional growth for teachers, particularly in the area of using technology and other resources for differentiated instruction.

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

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

Overall, the Visiting Committee observed that OLPH is effective in analyzing data. Data including surveys, ACRE results, and classroom assessments regarding faith formation drives instruction to strengthen Catholic Identity. Survey results suggest a thorough disaggregation regarding the degree of satisfaction parents have with the religious instruction their children are receiving.

Assessments are varied and include informal checking for understanding, observations, small group activities, formative and summative assessments, and standardized tests. The IOWA Assessments, STAR Reading Tests, Accelerated Reader, ACRE tests, and the DRA reading intervention results are formal standardized tests used to drive curriculum changes through the disaggregation and analysis of the data. The Visiting Committee observed the student and teacher use of the IXL and AR platforms for evaluating student progress and guiding instruction. This analysis of data is used to plan lessons and activities for all student achievement. Discussions with the leadership team lead to the conclusion that, while the data is being analyzed effectively, a more formal process for recording the results of the analysis would be beneficial.

Students in the junior high scoring in the 90th percentile or above on the IOWA test in math are provided the opportunity to move to the higher level. The use of the adaptive technology integrated in the IXL Math program helps students improve their math skills and is used in multiple grade levels. Faculty is learning to utilize the reporting elements of this program to inform and plan instruction.

The faculty has been highly effective in analyzing the quartile data obtained from the IOWA assessments this year. The identification of students and specific skills that are lacking in the lower quartiles for language arts and math has served as the basis for a number of recommendations for curricular change. The students in the upper quartiles for language arts and math were also identified and several changes have been implemented. The Visiting Committee

recommends all members of the faculty collaborate in a more formalized process for on-going analysis of this data to track progress toward specific goals.

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

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

OLPH is highly effective in the incorporation of Catholic values into the curriculum through the incorporation of the school's SLEs, the school's emphasis on students' faith formation, and the individual efforts of teachers and staff to incorporate and model Catholic values. The Visiting Committee observed integration of Catholic values in discussion groups with the students, in teacher lesson plans, and in learning outcome evidence reviewed.

The school is effective in the use of the use of curriculum standards that are challenging, comprehensive, and relevant for all students. The teachers use the diocesan curriculum standards to identify essential standards to be taught and each classroom has a binder to be used as a reference source to guide instruction planning. Teachers meet as a staff and in grade level groups prior to the beginning of the school year and throughout the year for the purpose of discussion and implementation of instruction. Adaptations and differentiated learning occurs for students that excel in order to challenge them. For those students requiring additional help, a resource teacher, assistance of teacher's aides in the classroom, and extra help from the teacher is provided. Although teachers articulate to the prior and following year instructors which standards have been addressed, the Visiting Committee recommends a more formal process for articulating these guidelines met for each grade.

The school is highly effective in measuring student achievement of the SLEs. The school asks students to review their own performance twice a year relative to the SLEs and has devised student friendly rubrics both for upper and lower grades to assist in this process. The students explained this process in discussions held with the Visiting Committee. The school's measurement of achievement of curriculum standards is effective through the use of the diocesan Essential Standards compiled in a ready reference source for each classroom. Assessments are varied and include informal checking for understanding, observations, small group activities, formative and summative assessments, and standardized tests. Additionally, curriculum standard achievement is assessed through IOWA Assessments and ACRE testing.

OLPH School is highly effective in its integration of technology into the learning process. Each classroom contains at least ten computers allowing students to employ technology across subjects. The Visiting Committee observed students efficiently using these computers as a reinforcement tool. In discussions with students and parents it was apparent that the students enjoy the opportunity to use technology. For example the IXL Program and AR Reading, allows students to practice and test on concepts learned. All classrooms are equipped with resources such as projectors and screens to be able to project from a computer. The school is also in the

process of incorporating the use of technology for individual students in junior high through the use of iPads. The parents are supportive of this endeavor and expressed this in the meeting with the Visiting Committee.

OLPH School is effective in ensuring that all students achieve acceptable progress toward achievement of SLEs and curriculum standards by early identification of students struggling as assessed by the teacher. Teachers employ the use of informal and curriculum based assessment to determine which students are in need of extra support. Remediation is provided in the form of extra support from the teacher, aides, and their credentialed resource teacher. Discussion with faculty revealed a deep concern for student success and various strategies for supporting learners. The Visiting Committee observed aides engaged in working directly with students in several classrooms visited.

OLPH School is effective in assessing programs used to support disaggregate groups and ensure acceptable progress for all students. Through the use of curriculum based assessment, informal assessment, and standardized assessment, they identify the need for assistance for students that are struggling with skills or content. Students in the discussion group spoke highly about the support they received from teachers. Student work observed in classrooms, such as the Fourth Grade Missions, and creative expressions on English Language Arts, Science, Religion, and Social Studies allow different learning styles to demonstrate a positive learning outcome.

F. Instructional Methodology to Support High Achievement of All Students

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

The Visiting Committee observed that the school is highly effective at modeling Catholic values in many ways. The classrooms all have a clearly identified patron saint and sacred art and projects displayed in the classrooms. The preschoolers sang songs about faith and the Transitional Kindergarten teacher commended a student about doing an everyday task in a way that would please Jesus. The pastor, Father Robert is visible at the school and teaches a class to 8th grade. School staff and faculty regularly model and engage in prayer throughout the day.

The Visiting Committee found that the OLPH is effective in implementing research-based instructional methodology to enhance student learning. All teachers follow the Diocesan standards and school prescribed curriculum is consistent with these standards. Teachers attend in-service opportunities to further advance and update their skills and techniques to find methods and strategies that will reach all learners. Faculty uses knowledge gained from the book, Understanding By Design, methods for differentiated learning.

The Visiting Committee found that OLPH is highly effective in using assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards. Evidence demonstrated a variety of formal and informal assessments used by teachers to assess learning.

The computer based individual AR and IXL assessments give students immediate practice and feedback and teachers an immediate view of where students have succeeded. Students in 5th and 8th grades take the ACRE Test that assesses familiarity with Catholic values, areas with lower score are evaluated and teaching in place to ensure content is presented and mastered. The Visiting Committee observed that teachers identify lessons with the corresponding SLE.

OLPH has been effective in its integration of technology into the teaching/learning process. Teachers direct students to use programs such as Accelerated Reading and IXL and monitor their progress toward attaining standard. It was evident by observations of students in the classroom, that they had received instruction on the responsible use of technology and were familiar with the applications required of them. Additionally, all rooms have the ability to project educational material. In order to continue to integrate more technology into learning, the junior high teachers will receive professional development on the use of iPads for instruction.

The Visiting Committee observed that OLPH has been highly effective in developing curriculum maps to improve instruction. The staff plans to continue mapping for the balance of the core subject areas to align with Diocesan Curriculum Guidelines. Continued review of assessments will allow further identification of students in need of intervention.

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

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

OLPH has been highly effective in basing their support for students' spiritual, personal, and academic growth in Catholic values and encouraging them to "...follow Jesus' examples of prayer, service, and love." The faculty and staff of OLPH strive to educate the whole child as stated in their mission statement, through a wide variety of faith-based opportunities, a rigorous curriculum, sports, and extracurricular activities.

OLPH offers students many opportunities to participate in activities to grow and explore their strengths and talents. Many students participate in a music program, including weekly Masses, monthly Sunday liturgies, and school and parish related events throughout the year. Participation in both the Parochial Athletic League and the Central Valley Athletic League promotes positive sportsmanship and develops leadership and teamwork. Academic development is supported through various activities such as Academic Decathlon and the Non-Public School Spelling Bee. Interviews with students determined their excitement and appreciation for these opportunities. The extended day program also supports academic preparation and organizational skills for students in a structured environment of both study and recreation.

OLPH, in accordance with state and diocesan policies, conducts regular drills for fire, earthquake, and lock-down procedures. These drills teach the children proper actions in the case of an emergency situation and are held regularly throughout the school year. The strategic use of Title II funds has provided a highly effective staff development platform for implementation of a reading assessment program and an inservice for using tablets in the classroom. Classroom instructional aides and a school-wide resource specialist support student growth through the 5th grade, however, this is an area the school has identified as in need of continual improvement. During interviews with teachers and the principal, they identified the increasingly wide range of student aptitude for learning, which requires on-going attention. OLPH has been effective in identifying the areas of need for assisting students, particularly those who transfer from other school settings. The school has identified the need for teachers to be provided with the tools and support necessary for assisting students, especially those with special needs.

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

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

The Visiting Committee observed that the pastor, administration and school board of OLPH are highly effective in practicing responsible stewardship of the school's financial resources. The school board and the parish finance council review the budget before the pastor gives the final approval. There is a strong emphasis on supporting the Catholic identity of the school by providing the budgetary resources to accomplish the goals of the faculty and staff.

OLPH uses the on-line QuickBooks platform for their accounting, as mandated by the Diocese of Fresno. They have been responsible in managing their fiscal resources, leading to an educational program where the students achieve success. The school is financially sound. While tuition only covers 84% of expenses, the parish, fundraising by the parent club, extended day care income and significant donations cover the remaining portion. The shareholders are kept abreast of the school's financial status through monthly reports, proposed budgets, and annual reports. Interviews with the pastor, principal and school board members all indicate that the school has been highly effective in making the transition to the diocesan accounting system and in providing updated financial information for decision-making and planning purposes.

OLPH has been highly effective in developing and implementing an ongoing five-year strategic plan. In planning for the future, OLPH began a Transitional Kindergarten bringing more students to the school. Plans for future technology are in place with the junior high teachers being provided with iPads and each classroom is outfitted with at least 10 computers. The school is in process of upgrading the wireless network to allow for campus-wide, high-speed access. Plans are in place to initiate a one-to-one iPad Program at the beginning of next year for the 7th and

8th grades. Teacher training for the implementation of the iPad program is included in the budget.

Enrollment has been continually increasing, and interviews with parents and the pastor indicate that this is attributed to an intentional outreach, specifically to members of the parish, by both the principal and the pastor. A successful curriculum produces high achieving students who are prepared for high school and beyond. Parents expressed confidence, both in interviews and in surveys, that this preparation is one of the most highly ranked contributing factors to the reasons they chose the school.

Chapter 4: The Action Plan

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

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

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

Schoolwide Lists of Significant Accomplishments and Critical Goals

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

1. Quality and frequency of parent involvement and commitment to the school
2. Fiscally sound budget and well-maintained facility
3. Development of a strong relationship between the parish and school and the opening of a preschool and facility reorganization
4. New SLE rubrics with teacher and student self assessments
5. Differentiated math groups in grades 6-8
6. Increased focus on meeting the individual needs of struggling students
7. Implementation of online and interactive programs such as IXL, STAR, and AR
8. Ongoing self-reflection fostering strong Catholic Identity among the school community

Critical Goals (identified by school)

1. Increase math proficiency in all students (3D)
2. Using broader forms of prayer in our curriculum (3A)
3. More professional growth opportunities for faculty and staff (3C)
4. Continue with the iPad 1:1 program including sending teachers for training on the device (3E)



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Enrollment has been continually increasing, and interviews with parents and the pastor indicate that this is attributed to an intentional outreach, specifically to members of the parish, by both the principal and the pastor. A successful curriculum produces high achieving students who are prepared for high school and beyond. Parents expressed confidence, both in interviews and in surveys, that this preparation is one of the most highly ranked contributing factors to the reasons they chose the school.

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5. Continue curriculum mapping across all core subjects to align with and include Common Core Standards (3F)

OLPH used an effective process to identify goals that would be most beneficial to student learning. They used the data gathered for the self study to assess which areas to focus on for the next three years. There were five areas that the staff, administration, parents and students identified as *critical* needs. The self study process prioritized the few areas that would most benefit student achievement. The Action Plan was written to be in direct alignment with the critical goals. The strategies and activities appear reasonable and congruent with the desired results. The baseline and ongoing assessments should assist the administration and faculty with moving the plans forward and focusing on accomplishing goals in the target areas. The Visiting Committee is confident that the pastor, administration, faculty, staff and parents will address subsequent goals as those currently being acted upon are completed.

OPTION A: *Modification of a critical goal:*

N/A

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

N/A

B. Capacity to Implement and Monitor the Action Plan

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

The Visiting Committee is confident that the pastor, administration, faculty, staff, school board and parents will work together to address all of their goals, with their critical goals as their first priority. As noted in their previous Action Plan from the prior Accreditation visit, OLPH successfully completed their Action Plan goals. The Visiting Committee considers the collaborative efforts of all shareholders to be highly effective in demonstrating their willingness and ability to implement and monitor an Action Plan focused on high achievement for all students.

Strategies identified in each of the Action Plan are well developed with appropriate resources and measuring tools identified. The time frame for the accomplishment of the goals is realistic.

Target Area One, to continue with the iPad one to one program with iPad training for teachers will be monitored through teacher meetings, discussion, evaluation and review. Full implementation of the program will begin in the fall of 2015.



Target Area Two, the goal to increase math proficiency in all students will be measured by the continued use of the IXL math program with more training for teachers on data disaggregation and interpretation, particularly with the IOWA/ITBS assessments. A process for monitoring is in place through monthly staff development and faculty meetings.

Target Area Three, the goal to include standards for social studies curriculum mapping, using updated materials at each grade level to increase understanding by all students, will allow teachers an opportunity to better align with standards. The process is in place to review and share curriculum maps at faculty meetings.

The Visiting Committee saw no impediments that would affect the accomplishment of the school wide Action Plan. The Visiting Committee is confident, based on observations, and review of evidence and interviews, that the Action Plan and goals from the report will be as thoroughly executed as was the preparation of the self study document.

Visiting Committee Summary Thoughts:

The Visiting Committee observed a strong, faith-filled community at OLPH throughout our visit. We felt very welcomed and comfortable in all of our interactions with students, staff, faculty, and parents. The SLEs are embodied in all aspects of the school community and are alive in the conversations and actions of students and staff alike. It is obvious that the presence of the Sisters of the Immaculate Conception, the principal and the pastor are well respected and cherished. Parents and students also expressed their fondness for the loving and caring staff. Through rich and varied curriculum offerings, students are afforded many opportunities, supporting the education of the whole child. We are grateful that our experience at OLPH was professionally rich and personally rewarding. We pray the good work you have done, and the plans you have made for the future will help you realize your hopes and dreams and continue to grow the OLPH community.