



WCEA *Western Catholic
Educational Association*

IMPROVING STUDENT LEARNING



A Self Study for:

**St. Brendan Parish School
940 Laguna Honda Blvd.
San Francisco, CA 94127**

Continuous School Improvement Focused On High Achievement Of All Students

2013

Preface

As we reach the final stages of the 2013 WCEA accreditation process, the St. Brendan Parish School faculty, staff, parish, and community shareholders extend our sincere gratitude and appreciation to the 2013 Visiting Committee members who have dedicated their time, commitment, and expertise for the purpose of validating a common vision: that high achievement is an attainable goal for all students. We look forward to the outcomes and recommendations provided by the Visiting Committee, which will enable the school and parish community to reflect on our past successes and address our future challenges. Implementing these recommendations will ensure that St. Brendan Parish School continues to grow even stronger in faith, community, and academic achievement.

St. Brendan Parish School has thrived as a result of addressing past recommendations and challenges. With the same motivation, dedication, and faith, we look toward the future with optimism. The St. Brendan Parish School community will await the Visiting Committee recommendations, accept their assignments, and continue to teach our students to be Active Christians, Life-Long Learners, Problem Solvers, Effective Communicators, and Responsible Individuals.

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Personnel and Positions

Fr. Daniel Nascimento	Pastor
Carol Grewal	Principal
Jan Donovan	Vice Principal
David Major	Vice Principal
Karen Leach	Morning Kindergarten
Megan Rabbitt	Afternoon Kindergarten
Jan Donovan	Grade One
Sonia Ino	Grade Two
Michele Armanino	Grade Three
Danielle Russo	Grade Four
Chris Tenhoff	Grade Five
Michael Bolden	Grade Six; Math, Grades 6-8
David Major	Grade Seven; Math, Grades 6-8
Dave Lopez	Grade Eight; Social Studies, Grades 6-8
Renée McHugh	Reading, Grades 6-8; English, Grades 7-8
Ruth Nelson	Learning Support Specialist; Librarian
Laura Nusbaum	Counselor
Kitson Fernandes	Reading Support Specialist, Grades K-2
Amy Stecher	Science, Grades 1-5
Lynne Dowdy	Science, Grades 6-8
Beatriz Cortes	Spanish, Grades 1-3

Mary Weng	Spanish, Grades 4-8
Tiffany Proehl	Technology Coordinator/Teacher
Phyllis Ciment	Art Instructor, Grades 4-8
Mahgie Murphy	Art Instructor, Grades 1-3
Jerry Washburn	Folk Dance Instructor
Alicia Weinman	Motor Skills Instructor
Tom McQueen	Music Instructor
Linda Delahunty	Physical Education Instructor
Joann Stellini	1st Grade Classroom Aide
Nina Warda	2nd Grade Classroom Aide
MarieJean Longa	3rd Grade Classroom Aide
Nina Puccinelli	4th Grade Classroom Aide
Alicia Weinman	5th Grade Classroom Aide
Mahgie Murphy	Upper Grades Classroom Aide
Arlene Sawyer	Administrative Assistant/Office Manager
Steve Do	Office Assistant
Maureen Laval	Office Assistant
Michele Bisho	Bookkeeper
Inés Casallas	Extended Care Director
Frances Casazza	Extended Care Assistant Director
Christophe Schlueter	Extended Care Assistant
Suzanne McCarthy	Alumni/Development Director

CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

The self-study process has been ongoing since the last WCEA/WASC visit in 2007. Recommendations from that visit have been analyzed and discussed by all shareholders each year. The recommendations have been implemented.

In the fall of 2011, the leadership team attended a meeting facilitated by Sr. Marianne Vianni, SMNJ. At this meeting, the leadership team received training in the process of conducting and writing the Self Study. In January 2012 and May 2012, the team again met with Sr. Marianne to receive further training and updates on the review process. This information was presented to the faculty at faculty meetings, to members of the School Advisory Board, to parents via the weekly newsletter, and to the mothers at a Mothers' Club meeting.

As St. Brendan Parish School commenced the self-study protocol, it also initiated a strategic planning process. The two protocols were complementary. Surveys were sent to the parents, students, and faculty in the fall of 2011 as part of both the WCEA/WASC protocol and the strategic planning process. The results of the surveys were tabulated using the services of Catholic Television Media Network, and the data provided a great deal of information for reflection. Information from the surveys helped the school analyze its strengths and weaknesses and was incorporated into the self-study process.

Over a period of fourteen months, small groups comprised of both faculty and staff collaborated to create initial drafts of each section of the Self Study. Parents with specific expertise in each of the areas were asked to contribute their input. The School Advisory Board also offered their insights and ideas. All appropriate suggestions were worked into the final draft of the Self Study, which was completed in December 2012. All shareholders were actively involved in reflecting upon the strengths and areas of growth and in developing the Action Plan for the school. Throughout the process, all participants were free to express their views in meetings conducted with respect and openness. The collaborative process has further strengthened the determination of the faculty, staff, and others involved to guide children to reach their full potential.

While the St. Brendan Parish School community appreciates the value of the process employed in the self-study protocol and welcomes the resulting Action Plan, they had to overcome a number of challenges during the process. The school is blessed with a large, highly committed shareholder base that was keen to invest in the process. It was therefore a challenge to represent all ideas in the written document. In addition, since different groups were charged with writing the various chapters and subchapters, there are different writing styles throughout the document. Finally, while the discussion prompts provided interesting articulation sessions, they did not always relate well to the writing tasks.

In conclusion, undertaking the self-study process was a worthwhile endeavor, and the resulting Action Plan provides the shareholders of St. Brendan Parish School with a map for the future.

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

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.

St. Brendan Parish School is committed to maintaining a high level of shareholder involvement in the activities of the school. School personnel facilitate honest and authentic communication and dialogue among faculty, parents, and other shareholders. Shareholders are provided with many opportunities to express their observations and suggestions through “Coffee with Mrs. G” sessions, the School Advisory Board, high school surveys, and informal conversations. A strong collaborative culture permeates the school and parish community. All ideas are heard, considered, and evaluated by the school administration in a thoughtful, respectful, and meaningful way. Decisions that impact student learning and the school’s organizational structure are made after a review of both qualitative and quantitative data, and are evaluated according to the broader needs of both the students and the school.

In early 2011, St. Brendan Parish School contracted with Catholic Education Service to start a strategic planning process. Surveys were sent to parents, alumni parents, parishioners, faculty, and staff asking questions in relation to Catholic identity, the mission of the school, enrollment, parent leadership, facilities, staffing, curriculum, finance, community relations, and development. Approximately 130 people responded to the surveys.

In September 2011, a group of 61 invited people, including parents, alumni parents, parishioners, and teachers, participated in developing goals for the school. Provisional goals were formulated in the areas of Catholic identity, the mission of the school, enrollment, parent leadership, facilities, staffing, curriculum, finance, community relations, and development. The entire school community was then provided with an opportunity to agree or disagree with the goals and to provide comments via an on-line survey. The group used community input to develop specific objectives and action plans that became the basis of the strategic plan. A School Advisory Board, comprised of parents, alumni parents, parishioners and three faculty members, was created and charged with implementing the goals of the strategic plan and with advising the principal and pastor in matters pertaining to the school.

While undergoing the strategic planning process, the school community also commenced the WCEA/WASC self-study process. Surveys were distributed to teachers, parents, students, and the pastor. Since there was a strong correlation between what was asked in the self-study process and what was examined in the strategic planning process, the results from the WCEA/WASC surveys reinforced those from the strategic planning survey. Results from both surveys were analyzed and used in the self-study writing process and the creation of goals and action plans.

Small groups comprised of both instructional and non-instructional staff collaborated to create initial drafts of each section of the Self Study. Parent representatives with specific expertise in each of the study areas were asked to contribute their input. The School Advisory Board also offered their insights and ideas. All shareholders were actively involved in reflecting upon the school's strengths and areas of growth and in developing the resulting action plans.

Throughout the process, the principal kept shareholders informed via faculty meetings, *Voyages* (the school's weekly newsletter), "Coffee with Mrs. G" sessions, presentations at Mothers' Club meetings, and the School Advisory Board meetings. Shareholders in all venues were offered opportunities to comment.

The school's Mission Statement was revised as part of the strategic planning process. The main concepts reflect the goals of providing a quality Catholic education, the education of the whole child, maintaining traditions, and developing 21st century skills. All shareholders had the opportunity to offer their input in the revision of the Mission Statement. The Schoolwide Learning Expectations (SLEs) and philosophy were also reviewed during the strategic planning process; both were deemed to be still pertinent and relevant to the mission of the school and therefore did not need revision.

Since 2009, the school has sent home a semi-annual Schoolwide Learning Expectations report card to parents. From various dialogues during parent-teacher conferences, faculty meetings, and "Coffee with Mrs. G" sessions, it has become apparent that the SLEs report card needs to be reviewed and revised. This task is planned for the 2013-2014 school year.

Parents and faculty were asked to complete a Catholic identity survey in March 2012. Only 25 families responded to this survey, as compared to the 130 who completed the general survey and strategic planning surveys the previous fall. While the Catholic identity survey did not yield much information, information regarding Catholic identity was obtained from the strategic planning surveys; the affective results of the ACRE test taken by fifth and eighth grade students; conversations at the strategic planning meetings, faculty meetings, and School Advisory Board working meetings; conversations with the pastor; and conversations at "Coffee with Mrs. G". This information informed the self-study process and the resulting goals and action plans.

As the school implements the Action Plan, shareholders will be informed through *Voyages*, "Coffee with Mrs. G" sessions, Mothers' Club meetings, the school website, School Advisory Board presentations, and faculty meetings. The school administration expects that the School Advisory Board and faculty will play a significant role in monitoring the implementation of the Action Plan and keeping all shareholders apprised of the progress. Such monitoring and involvement ensures their continued cooperation concerning the direction of the school.

In summary, St. Brendan Parish School is dedicated to maintaining a high level of shareholder involvement as it continues to improve learning and to ensure a high degree of success for all students. Open communication and the involvement of alumni, parents, and parishioners in school activities fosters a strong culture of effective collaboration and ongoing review of school improvement. Decisions are based on a systematic analysis of all data - quantitative, qualitative,

and informal.

Evidence:

- WCEA/WASC survey results
- Mission Statement
- Strategic planning survey results
- High school surveys
- School Advisory Board minutes
- Faculty meeting minutes
- WCEA/WASC protocol notes
- Strategic planning process notes and minutes
- *Voyages* newsletter
- Mothers' Club minutes

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

St. Brendan School opened its doors to 241 students on September 2, 1947. The school was staffed by Dominican Sisters from Adrian, Michigan. This Order was founded to preach the Word of God, to form communities of faith, and to teach with a spirit of joy, discipline, love, and faith following the teachings of the Catholic Church. St. Brendan Parish School carries on the mission of the Adrian Dominican Sisters by educating students in a loving, supportive community that focuses on faith and character development.

In September 1965, Sister Carlanne, O.P., who later became known as Sister Diane Erbacher, O.P., was appointed St. Brendan's first full-time principal. She remained in this position for forty years, retiring in June 2005. Beginning in the mid-1970s, the ratio of religious to lay teachers began to decrease. Since 2005, the faculty has consisted entirely of lay personnel.

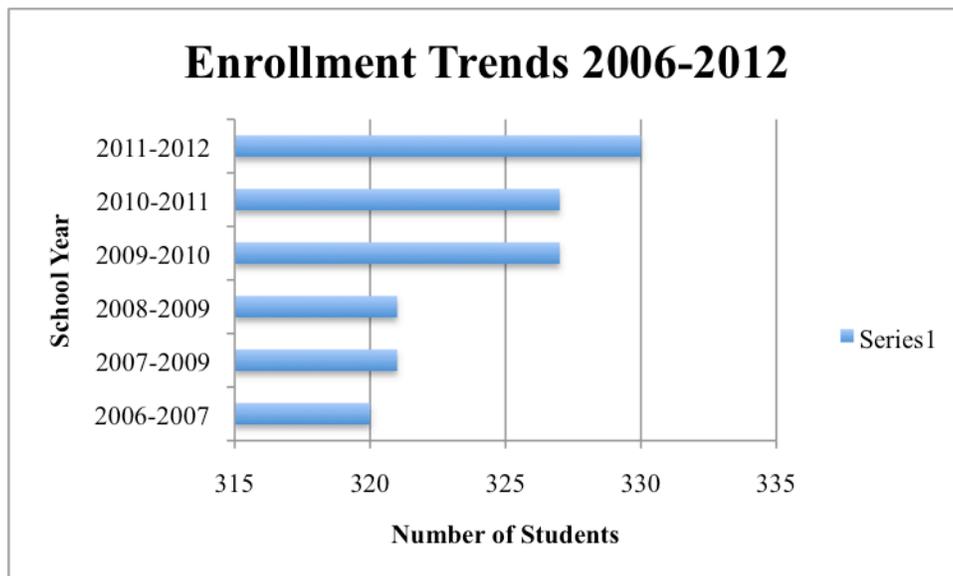
The kindergarten, which had closed in 1956, was reopened in September 1978 on the lower floor of St. Brendan Convent. The learning support and counseling offices are also located in this building. Beginning in 1989 the school library was enlarged, the original faculty room was changed into an office annex, a new faculty room was added, and the learning center was turned into a computer lab. The computer lab has become a technology center where the students broadcast morning announcements over the SBTv closed-circuit network. In 2000, the school built a parish center consisting of a gym/assembly area, a kitchen, a meeting room, an office, restrooms, and a storage area. It was formally dedicated and blessed by Archbishop William Levada in September 2001. The school administration is seeking to renovate the lower floor of the convent to include an extra kindergarten classroom and possible preschool. The pastor, Parish Advisory Board, Finance Committee, Building Committee, and the school's newly formed School Advisory Board are exploring the possibility of realizing this dream.

The current pastor, Father Daniel Nascimento, was appointed in June 2009. He has an active interest in the school and is supported by Parochial Vicars Fr. Mike Quinn and Fr. Te Van Nguyen. In August 2005, Mrs. Carol Grewal was appointed as the first lay principal of St. Brendan Parish School, succeeding Sr. Diane.

St. Brendan Parish School regularly collects, reviews, and analyzes multiple data sources to identify trends in enrollment, student achievement, and financial condition. Data-interpretation provides the foundation for discussion, deliberation, and decision-making about instructional planning, program adjustments, staffing, budgeting, and the purchase of instructional materials. Data sources include standardized test results (Iowa Test of Basic Skills and ACRE Test), classroom assessments, NCEA standard school survey information, Appendix A of the WCEA's *Improving Student Learning* protocol, Archdiocesan year-end financial summaries, local demographic data from the Private School Review website and the SFUSD website, and the 2010 census.

St. Brendan Parish School is a coeducational school with a current enrollment of 330 kindergarten through eighth grade students in ten classes. Since the last accreditation, St. Brendan Parish School has seen a 3.1% increase in enrollment. Unlike many Catholic schools in San Francisco, which have seen an average 10.4% decrease in enrollment since 2007, St. Brendan Parish School has waiting lists for most grades and more kindergarten applicants than can be accepted. A flourishing parish with a thriving “Under Five” program, a middle-class location, and an outstanding reputation are a few of the factors contributing to the school’s popularity.

The administration and School Advisory Board plan to reduce the number of students accepted into kindergarten in upcoming years to reduce class size. However, even with reduced class sizes, the administration and development director recognize the need to continue marketing the school and publicizing its successes to ensure full enrollment.



While the ethnic composition of the student body does not reflect that of the city of San Francisco, it does reflect the population of the Forest Hill, Miraloma Park, West Portal, St. Francis Wood, Mount Davidson, and Midtown Terrace districts, which surround the school. The school can be regarded as a true neighborhood school, with over 90% of the students living in the areas surrounding it. St. Brendan Parish School provides education for a predominantly Caucasian (70%) population, but the student body also includes Asian/Filipino (6%), Hispanic (2%), and multi-racial (20%) students.

Number of Students Enrolled, by Ethnicity

Fall 2007 - Fall 2011

School Year	Cauc. Non-His.	Afr. Am.	Nat. Am.	Asian	Fil.	His. Lat.	Pac. Is.	Multi- Racial	Total
2007-08	222	0	0	17	8	7	0	66	320
2008-09	222	0	0	15	11	7	0	66	321
2009-10	224	0	0	10	10	6	0	77	327
2010-11	216	0	0	12	10	5	2	82	327
2011-12	232	0	1	10	9	8	2	68	330

The student body is overwhelmingly Roman Catholic (97%), 96% of whom are members of the St. Brendan Parish community. As a Catholic school, St. Brendan Parish School strives to develop faith-filled, active Christians with a strong spiritual dimension in their lives, who volunteer their time and talents to both their parish and the surrounding community. The majority of the students' parents acknowledge the importance of faith and Christian values in their own lives and wish this for their children. Most students attend Catholic high schools upon graduating from St. Brendan Parish School. The administration and junior high teachers communicate both formally and informally with their counterparts at the local Catholic high schools to ensure that St. Brendan graduates are well-prepared for the rigors of their high school programs. Results from high school freshmen and senior surveys consistently confirm the success of St. Brendan's academic and spiritual preparation.

Number of St. Brendan Graduates Accepted by Catholic High Schools

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2007	18/17=35	18/17	18/17
2008	19/15=34	19/15	19/15
2009	18/16=34	18/16	18/16
2010	12/21=33	12/21	12/21
2011	16/19=35	16/19	16/19
2012	24/10=34	24/9	24/9

Most students come from middle- or upper-middle-class families. Parents are employed in a variety of occupations, many in medicine, education, accounting, law enforcement, construction, real estate, or law. While most parents are employed outside the home, a significant number are able to work flexible hours, which enables them to take an active role in their child's education. The school is blessed by their dynamic support.

The vast majority of students at St. Brendan Parish School are being raised in two-parent families, with only about 2% living in single-parent families. The commitment of the parents to

St. Brendan Parish School is evident in the strong support they give to teachers, their participation in school activities, and the interest they show in their children's education. Most parents say that they send their children to St. Brendan because of its academic excellence, sense of community, discipline, and Catholic values-based education. In general, the students bring to school the security and work ethic of stable, successful families; the school in turn offers all the support it can to its valued families.

St. Brendan Parish School is blessed with a strong, supportive Mothers' Club and Men's Club. All parents automatically become members when their children enroll at St. Brendan. The role of the Mothers' Club is to raise funds for the school, as well as to provide social networking and support among the mothers. The Men's Club is charged with raising money for the school's athletic program. Parents are actively involved in many aspects of school life. They serve as chaperones on field trips, science fair judges, yard duty supervisors, teacher assistants in the motor skills program, guest speakers in the classroom, volunteers for classroom projects, and coaches in the school's successful athletic program. St. Brendan Parish School is most appreciative of the dedication of its hardworking parents and recognizes the need to continually acknowledge their vital role in the life of the school community.

St. Brendan Parish School is blessed with a committed professional staff. Teachers have taught at the school for a combined average of 18.5 years, and two classroom teachers have each been teaching at the school for over 30 years. School personnel include a principal, two part-time vice-principals, ten classroom teachers, a music teacher, two art teachers, two upper-grade math teachers, a P.E. teacher, a motor skills teacher, a dance instructor, a technology teacher, two learning support/reading specialists, two science teachers, six classroom assistants, an administrative assistant, two office assistants, a librarian, a counselor, a development director, an extended-care director, and two extended-care assistants. Although, as of 2005, all faculty and staff are lay personnel, St. Brendan Parish School has a strong Catholic identity because the faculty and staff are committed to the Catholic faith.

All full-time teachers have credentials, or are working towards their credential, and seven hold master's degrees in the area of education. Teachers are current in Basic Religion Certification. The entire faculty are members of the National Catholic Education Association, and all belong to other professional organizations as well. The faculty and staff's commitment to professional development is evidenced by their participation in workshops, in-services, and course work opportunities. Funding for these opportunities is made available by the administration and through Title II D monies.

The St. Brendan Parish School community strives to create a learning atmosphere that combines structure and creativity while fostering respect for oneself and others. The faculty and staff believe that parents are the primary educators of their children. The school community works in partnership with the parents to create respectful, responsible students. It is also the school's intention that discipline be fair, consistent, constructive, and instructive. Because the faculty believes that each student has the right to learn in a Christian environment, there is a set policy regarding approved disciplinary measures. This policy is explained to parents at Back-to-School Night, and school discipline policies and procedures are outlined in the Student/Parent Handbook.

St. Brendan Parish School is an urban school located in the Miraloma Park/Twin Peaks/West Portal district of San Francisco. The school buildings are well-maintained, consistently updated, in good repair, and conducive to learning. At this time the school is responsible for all major capital repairs to the main school building, while the parish is responsible for repairs to the gym and the convent, which houses the kindergarten classroom, counselor's office and two learning-support rooms. Besides the nine classrooms, the main building houses a library, a science lab, a technology lab, the principal's office, the administrative assistant's office, an office annex/teacher workspace, and a faculty room. The school is wired throughout for Internet access. St. Brendan Parish School is also blessed with a gymnasium, which is used for P.E., recess/lunch, the after-school program, CYO games, and some social events.

Every effort is made to keep the school site safe and secure. St. Brendan Parish School has a formal emergency plan including monthly fire drills to give both students and staff the skills, information, and practice they need to evacuate the building in a real emergency; quarterly lock-down drills to prepare for external threats; and quarterly earthquake drills. The school maintains a disaster kit that includes food and water for each child.

Student performance is assessed formally and informally throughout the year. Students in grades two through eight take the Iowa Test of Basic Skills (ITBS) in the fall of each year. The test results give a broad profile of student growth in various academic areas, which teachers can use to diagnose and address student needs, plan and improve instruction, and make curricular decisions. Students at St. Brendan Parish School usually perform well above national and diocesan averages on this test. This is due to the expertise of staff, the stability of the student population, and the support of the parents.

ITBS Composite Totals (Grade Equivalent Scores)

Composite	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2006	2.7	4.4	6.4	7.4	9.2	10.8	13
2007	2.6	4.3	5.5	7.6	7.8	12.1	13
2008	2.7	4.4	5.8	7.3	9.3	10.5	13
2009	2.7	4.7	6.0	7.6	9.0	12.9	13
2010	2.7	4.4	6.6	7.6	8.8	11.7	13
2011	2.6	3.8	5.4	7.7	8.8	11.2	13

Formal teacher assessment of student performance includes tests and quizzes; written class work; classroom participation; teacher observation; and homework. Individual work, group projects, and written assignments allow students additional opportunities to demonstrate their acquired knowledge of subject matter and their achievement of the Schoolwide Learning Expectations (SLEs). Subject report cards are distributed four times a year to students in all grades, while Schoolwide Learning Expectations (SLEs) report cards are distributed semi-annually. A formal individual parent-teacher conference is held in the middle of the first quarter. At the request of either the teacher or the parent,

individual conferences are held throughout the school year to keep parents informed of their student's performance.

St. Brendan Parish School maintains a friendly relationship with both the wider parish community and businesses in the neighborhood. The faculty, staff, and students participate in many programs at St. Brendan Church, including altar service, lecturing, Eucharistic ministry, and music. The children are given many opportunities to provide outreach to the community. They raise money for the Holy Childhood Association, hold a food drive at Christmas for the less fortunate, and collect toys for the San Francisco Firefighters Toy Program. The fifth and sixth graders sing seasonal songs at Halloween and Christmas to the patients at nearby Lawton Healthcare Center for seniors. Students enter many community-sponsored contests such as the Respect Life essay contest, the San Francisco Elk's Club essay contest, the National Geographic Geography Bee, the San Francisco Science Fair, and various art contests. Speakers from community organizations speak to the classes about their particular fields of expertise, and students take field trips to local performances, cultural events, museums, and outdoor venues. The teachers know that allowing the students to learn from personal experience enriches the curriculum.

The findings of the Catholic Educational Consulting Services (CECS) Study commissioned by the Council of Priests in 2008 indicated that St. Brendan Parish School is strong in the areas of Catholic spirit, leadership, and educational excellence, and stable in the area of temporal vitality. CECS stated that St. Brendan Parish School is well-positioned for the future.

A summary of the parent surveys identified the strengths of St. Brendan Parish School as a Christian environment that supports a strong Catholic values-based education; a challenging comprehensive curriculum in a safe environment; a strong sense of community; and a program that promotes leadership. Suggested improvements were the reduction of class size, improvements to the restroom facilities, and formal articulation of the P.E. program.

In early 2010, the school contracted with Catholic Educational Services LLC and Dr. Jim Brennan to develop a strategic plan during the 2011-2012 school year. A School Advisory Board was formed in February 2012 to help realize the goals and objectives of this plan and to advise the principal and pastor on issues pertaining to the school.

In the student surveys, a large majority of St. Brendan students expressed satisfaction with the school's learning environment and their ability to apply what they have learned to the challenges that they face in the future. The students overwhelmingly reported that their teachers care for them and support their holistic development, especially in the area of faith. The survey results also reflected that more than three-quarters of the students feel that the instruction they receive is age-appropriate and good preparation for life-long learning. The students indicated that they would like improved bathrooms and changes to the art and P.E. programs. They also felt that, at times, students could be nicer to each other.

A summary of the data compiled from the faculty surveys in the fall of 2011 revealed that St. Brendan Parish School is a caring and nurturing community, which supports both the students and their families. The faculty and staff feel a strong collegial relationship, and agree that the

school's faith dimension is clear, evident, and shared. They noted that the school's instructional program is challenging and that high quality work is expected of all students, but that more help and professional development is needed for students with learning differences.

St. Brendan Parish School is proud of the personal and academic success of its students, the active involvement of its parents, and the dedication of its faculty and staff. The school community looks forward with confidence to continuing its mission: to provide a quality Catholic education focused on the whole child which prepares students to be successful in the 21st century.

Evidence:

- School profile (Appendix A)
- ITBS data
- ACRE data
- Strategic plan and supporting data
- Catholic Educational Consulting Services report
- Parent, student, and faculty surveys
- Private School Review website data
- NCEA standard school survey results

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.

St. Brendan Parish School is not a static organization; the school and community share a focus on cumulative improvement. St. Brendan Parish School has improved and continues to improve learning for all students through implementation of the Action Plan and recommendations of the 2007 Visiting Committee; implementation of the recommendations of the Archdiocesan Elementary School Study commissioned by the Council of Priests; and implementation of the goals and objectives of the school's new strategic plan. The St. Brendan Parish School community has worked tirelessly to address the 2007 Action Plan and recommendations from the prior Visiting Committee's Report of Findings.

Target Goal 1: The St. Brendan Parish School community will work to achieve greater respect among the students for each other and for school personnel.

A group of parents and teachers, together with the director of the *No Bully*® program, met monthly during the 2007-2008 school year to develop a vision statement, policy, and action plan addressing how students get along with each other in school and how to deal with issues of bullying. The vision statement articulates the community's desire for a school climate of respect and empathy, "a place where people are respected for who they are, what they do, and what they believe." They developed a Respect and Relationships program which was introduced to faculty and parents in 2008. The tenets of both the anti-bullying policy and the Respect and Relationships program were explained at the opening faculty meeting and at Back-to-School Night, respectively. Teachers received training in the research-based Solutions Team approach, also known as the No Blame approach, to help direct the main parties involved in bullying to create a solution. The Solutions Team approach to incidents of bullying has proved to be very effective, although some parents have expressed a preference for a more hard-line consequence-approach to incidents of bullying.

Since 2009, students have celebrated KIDS week annually. This week reinforces St. Brendan's culture of empathy and respect, and focuses on daily themes of Kindness, Inclusiveness, Diversity, and Spirit (KIDS). Peace Families, composed of one child from each grade, come together during lunch-time to do an activity based on that day's theme. The Spirit Committee generates these activities. Most of the students appreciate coming together in their peace families, although at times, initially, some older students expressed a desire to be with their own classmates instead of with their peace families. To keep these students engaged, more exciting activities have been introduced.

Since 2009, the main bulletin board in the school has been focused on the monthly themes of Relationships, Empathy, Stand Up For Each Other, Patience, Everybody, Care, and Teamwork (RESPECT). Students, parents, and teachers are reminded daily of the inherent messages underlying each month's display.

At the start and end of the 2008-2009 and 2009-2010 school years, the *No Bully*® program administered surveys about the extent of bullying in the school. Results indicated a drop in the perception of bullying in the school each year. At the end of each year, teachers self-assess their ability to deal with incidents of conflict and how well they think they have implemented the social and emotional learning (SEL) program. The self-assessments become part of the teachers' files.

Since 2009, "bullying" has become the word *du jour* in the media. In response, some parents at St. Brendan Parish School have mistakenly labeled incidents of conflict as "bullying". The administration has made a concerted effort to educate parents on the differences between bullying and ordinary conflict, and how the school responds to each. In 2011, the administration was advised by the Archdiocesan legal department to remove the No Bully Policy from our handbook and website because of the legal implications of the word *policy*. Our No Bully Policy has since been renamed the No Bully Vision.

In 2009, St. Brendan Parish School once again contracted with The Living Arts Counseling Center's *No Bully*® program to develop and implement a social and emotional learning (SEL) curriculum, which research has shown to be the best way to create a physically and emotionally safe learning environment. Parents and teachers were involved in the process of developing this program. Since 2010 every class has held a weekly Morning Meeting. These meetings set an extremely positive tone for the week and have enabled the students to see different sides of each other. In 2011 a school counselor was hired to help teachers implement the *Second Step* program for developing social and emotional skills.

Since the last accreditation visit, parents have been invited to do yard duty and to attend quarterly "Snack with Your Child" days. Parents also have been invited to attend "Coffee with Mrs. G" informal meetings where concerns are aired and discussed. These activities have proved to be very beneficial in changing the parents' perceptions of what constitutes playground bullying versus playground conflicts.

Target Goal 2: St. Brendan School teachers will integrate problem-solving activities which involve reasoning, critical thinking, and communication skills into the math program.

Teachers have incorporated more problem-solving activities and questions into their math lessons regularly since September 2008. Problem-solving books have been made available to the teachers at all grade levels. To enhance student performance, teachers have increased the number of minutes devoted to instruction in problem-solving strategies in all math classes; encouraged the routine development and use of mathematics vocabulary in authentic situations; and promoted reading and writing in math classes. The school held a math fair in the spring of 2010

during which the children and their parents had the opportunity to explore mathematical concepts and problems in an engaging way.

Results from the problem-solving component of the Math ITBS Test have shown that the school is making good progress in this area. Once regarded as its weakest area, math problem-solving now proves to be its best. However, one area where students seem to struggle most is multi-step problem solving. From the ITBS in 2011, the Group Skills Display of student scores in multiple-step problem solving shows significant positive differentials between the national average and the school average in the middle-school grades and more modest differentials in the primary grades. These scores may indicate that with growing reading comprehension and math vocabulary development, test scores increase. The 6-Year Longitudinal Comparison of ITBS Math Scores for St. Brendan Parish School also provides evidence that reading and vocabulary comprehension are strongly tied to problem-solving ability in mathematics.

Target Goal 3: The school administration will create a written long-range plan in the areas of Facilities, Curriculum, Staffing, Financing, Enrollment, and Professional Development.

Written long-range plans were created in the areas of facilities, curriculum, staffing, financing, enrollment, and professional development between 2007 and early 2010. The findings of the Catholic Educational Consulting Services Study commissioned by the Council of Priests in 2008 were used to create the plans. In early 2010, the school administration recognized the need for a more strategic approach to long-range planning so that the school could deal effectively with future opportunities and threats. The school contracted with Catholic Educational Services LLC and Dr. Jim Brennan to develop a strategic plan during the 2011-2012 school year. Commencing in February 2011, a group of 14 people, comprised of teachers, parents, alumni parents, and members of the parish community, met monthly to review the Mission Statement of the school, to develop assumptions regarding the future of the school, to create a document which recorded the actual reality of the school, and to arrange for a planning retreat in September where five-year goals were formulated. Approximately 70 people were involved in the creation of the proposed goals. The five-year goals were presented to the entire school community, including the pastor, for comments and ratification. The school community overwhelmingly ratified the goals. In December 2011, a committee of 34 came together to write objectives based on the goals. These objectives were reviewed and prioritized by the newly created School Advisory Board and became the work of the Board.

To a significant extent, the administration, faculty, and parent community have acted upon the recommendations of the 2007 Visiting Committee, peer reviews, and outside evaluators regarding improvement in student learning and the educational environment. The school's continuing improvement is evidenced by the accomplishments enumerated above, as well as by measurable growth in student achievement.

In addition to implementing the three target goals identified by the prior Visiting Committee, the St. Brendan Parish School community has introduced an in-class Spanish program; doubled the science instruction times for the junior-high students; implemented a social and emotional learning program with the help of a newly-hired counselor; created and distributed semi-annual

SLEs report cards; and added after-school guitar and band programs. SMART Boards have been added to all classrooms. An upgraded class set of laptops has been made available for the students in grades six through eight. The increased availability of technology enriches both teaching and learning, and allows students to develop such 21st century skills as collaboration, interactive communication, higher-order thinking, and sound reasoning.

An annual progress report on the Action Plan is sent to the diocesan WCEA commissioner and reported to parents at Back-to-School Night. The principal also reports on Action Plan progress in some of her weekly newsletters and at Mothers' Club meetings. The annual report of progress is updated on the school's website.

Evidence:

- Previous Self Study and Report of Findings
- Action Plan and annual WCEA/WASC updates to WCEA commissioner
- SLEs student assessments
- Social and Emotional Learning program
- Respect and Relationships vision and program
- Results of *No Bully*® surveys
- Teacher self-assessments in relation to conflict resolution and social and emotional learning
- ITBS test results
- Long-range plan
- Strategic plan document

CHAPTER 3 – QUALITY OF THE SCHOOL PROGRAM

A. ASSESSMENT OF THE SCHOOL'S CATHOLIC IDENTITY

The school is Catholic, approved by the Local Ordinary (Canon 803), provides authentic Catholic teaching, opportunities for community worship and participation in the sacraments, and promotes evangelization and service to the community.

St. Brendan Parish School continues its legacy of having a strong Catholic identity. It continues to analyze and evaluate its program and adjust it to the needs of educating the whole child. The religion curriculum expectations are realistic and relevant to St. Brendan's mission and philosophy statements. Since the last accreditation visit, the school has adopted a new religion series and sacramental preparation program to reflect the 2003 Archdiocesan-approved religion curriculum guidelines. The faculty uses these guidelines, along with the scope-and-sequence from the text and the school's religion learning expectations, as a foundation for the curriculum in each grade. Many outside resources are also used to supplement the program: television programs, books, written media sources, Internet programs and websites, videotapes, and CTN's newly revised website.

St. Brendan Parish School has a comprehensive in-house program of religious study that includes teacher-generated diary mapping, CTN resources, lists of prayers, archdiocese regulations and recommendations, and ACRE test results. Every teacher uses this program to plan instruction for the year, thus ensuring complete continuity throughout all grade levels. The school instituted the ACRE test in 2008, and the students score significantly above average on these tests every year. The results are disaggregated and discussed annually by the administration and faculty to adjust curriculum to address any weak areas. This practice has proved highly successful.

Religion classes are held daily. The students become effective communicators of their faith by preparing written assignments, actively discussing religious concepts, and participating in daily prayer. Scripture is an integral part of the curriculum. Group work is evident in every class: kindergarten and third grade students prepare dramatizations; second graders work on group art projects in preparation for receiving the sacraments; and eighth graders prepare specific prayer services addressing the theme of the day. School-wide prayers include a daily decade of the rosary during October, reflections and prayers during Advent, and a daily prayer recited over the school's in-house television station (SBTV). These activities promote community and fulfill the commitment to communal worship.

Since the last accreditation visit, the Mission Statement has been revised. The main concepts include educating the whole child, passing along traditions, fostering 21st century skills, and offering a high-quality Catholic education. These concepts are expressed in the Weekly Events letters to teachers, weekly letters from the principal to the parents, the school handbook, the school application materials, and the school alumni newsletter, *The Voyager*. This continuing reinforcement ensures that everyone in the community is cognizant of the school's focus and goals.

Since the last accreditation visit, changes have made the school more effective at promoting Catholic identity, and the school has become more integrated into the larger community. The SLEs have been posted in every classroom and throughout the school, and incorporated into the daily broadcasts on SBTV. The school website is up-to-date and welcoming. The principal's weekly newsletter emphasizes the school's Catholic identity and promotes a weekly "powerful pause" for spiritual enrichment. The pastor and parochial vicar are much more visible on campus: visiting classrooms, the schoolyard, and the faculty room. They preside over all school liturgies and sacramental events, presenting age-appropriate homilies. The pastor and the principal meet often to discuss the spiritual life of the school. Catholic Schools Week is celebrated with an opening Sunday Mass led by the first graders. The eighth grade Spirit Committee plans and executes a special event every day of that week based on the acronym KIDS (Kindness, Inclusiveness, Diversity, and Spirit).

The main school bulletin board is devoted to depictions of RESPECT. Many statues and pictures of religious figures are displayed throughout the school. Each classroom has a prayer center, a crucifix, and a statue of Mary. The third grade has a bulletin board devoted to "Virtues" which the children are encouraged to model in their lives. The sixth grade bulletin boards and surface displays are devoted to saints, biblical and Church history, and the religions of the world. During October, the first graders are given blessed rosaries. In preparation for Christmas, Advent wreaths are distributed to each classroom, and the main hallway holds a Nativity scene. The rosaries and Advent wreaths are formally blessed on SBTV by the pastor. All these efforts and visuals contribute to a rich and vibrant Catholic environment.

The principal has instituted "Snack with Your Child" Day once a quarter. Parents are invited to the school to spend recess with their child/ren. The principal has also begun "Coffee with Mrs. G" to promote inclusiveness among the parents and between the parents and the school. Early in the year, mandatory evening informational meetings are held for parents of both the First Communion/First Reconciliation class and the Confirmation class. The pastor, principal, and classroom teacher speak at each meeting to foster a team spirit with the parents and acknowledge them as the primary educators of their children. The sacramental series used by the second grade involves the parents in the sacramental preparation process. At home the families are directed to read assigned Bible stories, research special family events, and hold prayer services. In preparation for Confirmation, eighth graders and their parents work together to choose a saint's name, an appropriate sponsor, and an age-appropriate community service project.

In the fall, the sixth, seventh, and eighth grade parents participate in the Altar Server Installation Mass by pledging to help their children meet their service commitments. Students' parents are consistently encouraged to be part of the various spiritual events of the school. All liturgical events are included on the monthly calendar, and the parents are invited regularly to these events. The parish and school administrators, the faculty, and the staff are committed to working with the parents as partners in their children's spiritual formation.

Youth Ministry, which is a parish organization, has partnered with the school to extend its outreach. The Youth Ministry team leaders now conduct a monthly meeting on campus during school hours with each of the junior high grades (sixth, seventh, and eighth.) They lead prayer,

meditation, and activities aimed at facilitating the students' spiritual growth. Many of the sixth, seventh, and eighth graders have formally joined Youth Ministry and actively participate in their weekend activities and Masses. The junior high teachers support and promote Youth Ministry within their classrooms, and each grade has one or two student liaisons to further integrate the two institutions. The involvement of Youth Ministry in the school has extended the religious instruction outside the classroom and has fostered a deeper sense of community among the students.

The faculty, staff, and students actively participate in prayers and liturgies throughout the school year. They participate as lectors, gift bearers, Eucharistic ministers, and acolytes. The students have the opportunity to sing in the school choir and/or the parish choir. All sixth, seventh, and eighth graders are trained as altar servers; altar service is a mandatory part of the curriculum. They are commissioned at the Altar Server Installation Mass, which they direct. After they receive Confirmation, all eighth graders are trained as Eucharistic Ministers. During the year, each grade prepares and performs at least two monthly school liturgies. During Lent, the faculty, staff, and students attend daily Mass together. The eighth graders rotate as altar servers, Eucharistic ministers, presenters of offertory gifts, and the leaders of their Peace Families.

Individual classes also present special Masses. The Confirmation candidates prepare and participate in a special Sunday parish Mass called the "Presentation of the Candidates", at which the students specifically ask the parish community to pray for them. The second graders prepare their First Reconciliation prayer service and their First Communion Mass. The fourth grade plans an annual classroom Mothers' Mass. The first grade prepares the Catholic Schools Week Mass. The first graders and the eighth graders reenact the Gospel story of the Nativity at the Christmas Mass. An Exposition, Adoration, and Benediction service for Easter week was introduced in 2012. The fourth graders prepare a Stations of the Cross prayer service for Holy Thursday. The entire student body participates in the annual May Crowning ceremony. Through their involvement in all these events, the students learn from a very young age the value of community participation and worship.

The students frequently demonstrate the spirit of their faith. The eighth graders perform twenty hours of community service as part of their Confirmation preparation. The seventh and eighth graders act as food servers and hosts at various parish functions. The eighth graders serve as hosts at the "Special People Worth Knowing" Mass and Brunch, which is designed to honor senior citizens or other special people in their lives. For Valentine's Day, they prepare gift packages of homemade cookies and hand deliver them to seniors and special members of the parish. The seventh graders organize and run "Almost Anything Goes Day", an end-of-the-school-year game day to raise money for the missions. The third graders hold bake sales. The entire school community recycles and composts to promote conservation of God's Earth.

Every student at St. Brendan is a member of the Holy Childhood Association (HCA), paying annual dues of \$1.25, and is inducted in a special First Friday Mass devoted to service. Each class receives HCA newsletters about issues in underdeveloped countries to heighten their awareness of the needs of others. At Christmas time, the students run a food drive for the poor and collect toys for the San Francisco Firefighters Toy Program. All classes collect money for

the missions throughout the year, and several small groups of students design and run mission projects on their own. Recently, however, the faculty has noticed a decline in such individual projects. In response to the parent survey's indication that "encouraging student service" should be a priority, the faculty has decided to investigate alternative service and fundraising projects and perhaps to formalize such projects according to grade level.

All students in grades two through eight participate in the Sacrament of Reconciliation several times a year. The whole school attends a children's Mass on First Fridays, all holy days, and every day during Lent. All these Masses are planned and carried out by the students with their teacher's guidance. The eighth graders have an off-campus retreat, the fifth grade takes a field trip to the Cathedral, and the seventh graders take their first grade partners on a tour of St. Brendan Church. The parish hosts an Altar Server Picnic for the seventh and eighth graders at the end of the school year.

Since the last accreditation visit the administration has instituted a social and emotional learning program called *Second Step* in kindergarten through fifth grades. This program is led by the counselor, Dr. Laura Nusbaum. The program encourages the children to integrate social justice and morally correct behavior into their daily lives. Dr. Nusbaum also mediates issues between children of all grade levels and helps them with conflict management. The Morning Meeting program also promotes Christian values among the students.

A school-wide program called Peace Families includes one child from each grade, led by an eighth grader. Each "family" group meets several times a year for enrichment activities, and they sit together at many school Masses. This program has been instrumental in promoting a school-wide sense of community and inclusiveness. Good Citizenship awards are given out four times a year (in conjunction with report cards) to actively encourage the practice of Christian values. At graduation, eighth graders earn awards for good citizenship and community service.

St. Brendan Parish School works continuously and actively to incorporate the parents as equal partners in their children's spiritual formation. The faculty has begun considering several ways to reinforce this concept: addressing spiritual formation in the Back-to-School Night classroom speeches; having the pastor and principal address the topic in their addresses to the whole community on the same night; including a component on this topic in the parent/teacher conferences; and redefining the "Active Christian" portion of our SLEs report card.

Technology is heavily integrated into the school's Catholic teaching. The in-house TV station (SBTV), designed and run by the eighth graders under the guidance of the technology coordinator, presents several mini-series on Christian values throughout the year. Besides the daily prayer, month of the rosary, and the Advent prayers, they also celebrate every child's birthday with a prayer and acknowledge the positive efforts of student fundraisers with a certificate and a guest appearance by the child on SBTV. The kindergarten watches an inspirational video for each chapter of their religion book. The third grade and the eighth grade produce PowerPoint presentations on saints. The eighth graders are encouraged to use video to enhance their prayer services, and the sixth and seventh graders display research presentations on

SMART Boards to reinforce Christian concepts. The graduation Mass and the end-of-the-year Mass both incorporate digital slide shows of special memories from throughout the year.

Every class at St. Brendan makes individual cards for those children who receive their First Reconciliation, First Communion, Confirmation, or graduate. Many of these cards are produced using laptops.

All homeroom teachers and other religion teachers are Catholic and up-to-date on religious certification. Most faculty and staff attend all school Masses and daily Masses during Lent. The faculty and staff participate in an opening-of-school Mass prior to the beginning of the year. They have attended various retreats together for the last several years. Every faculty meeting opens with a prayer and meditation prepared by one of the members. All faculty and staff are invited to all special sacramental services and “event” Masses. Many of the faculty are trained as Eucharistic Ministers. The principal and the Religion Coordinator bring in guest speakers for continuing religious education. On behalf of the faculty and staff, the principal purchases subscriptions to *Catholic Teacher* and *Religion Teacher’s Journal*.

Non-Catholic students are required to participate in all religion classes, Masses, sacraments (receiving a blessing), traditions, and all other aspects of the religious curriculum; non-Catholic staff members also participate in all religious functions such as Masses, rosaries, and other traditions.

At the beginning of each school year, the faculty reviews their program to determine if it is still meaningful and relevant. As the student body changes, adjustments are made to the curriculum and traditions to make sure dialogue with the parents is current and, although the core content doesn’t change, to ensure that methodology is appropriate to the students’ needs and circumstances.

Significant Accomplishments:

- Introduction of Youth Ministry into the school program
- Implementation of ACRE tests
- Adoption of new texts and sacramental preparation materials
- Active participation in Catholic Schools Week
- All teachers are current in religious certification

Goals:

- Revise the SLEs Card so that children have the opportunity to self-assess their development as Active Christians
- Add a spiritual component to Back-to-School Night and the parent/teacher conferences
- Develop a more formalized and comprehensive service program

Evidence:

- ACRE results and data analysis
- *Second Step* program
- CRTIS printouts
- Archdiocesan Curriculum Guides
- St. Brendan Parish School Religion Curriculum Guide
- Religion diary maps
- DVDs of special Masses such as May Crowning, Confirmation, First Communion, and the Altar Server Installation Mass
- Mass worship aids
- Youth Ministry write-ups from facilitators
- SLEs Report Card

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. Brendan Parish School adheres to the three-fold mission and purpose of Catholic schools as proclaimed by the United States Catholic Bishops in 1971: to proclaim the Gospel, to build community, and to serve our brothers and sisters. To do so, the school provides an excellent academic program within a faith-filled environment as defined in the Mission Statement, philosophy, and Schoolwide Learning Expectations (SLEs). The goal is to prepare each child for life in the 21st century as an active participant in his or her family, church, local, and global communities and to realize his/her full human potential as exemplified by Jesus Christ.

The St. Brendan Parish School philosophy and SLEs reflect the school's commitment to thoroughness of instruction. The school's program conforms to the curriculum guidelines of the Archdiocese of San Francisco and the State of California, and to the standards of behavior outlined in the Parent Handbook. The school uses the Archdiocesan curriculum guidelines, Archdiocesan-approved textbooks, and the newly written curriculum maps as a foundation for its instructional program.

The St. Brendan Parish School philosophy, Mission Statement, and SLEs are organic, living documents, regularly reviewed and revised with input from all the major shareholders. In the spring of 2011, Dr. Jim Brennan of Catholic Educational Services was brought in to facilitate the development of a strategic plan. A committee comprised of parents, faculty, parishioners, alumni, and alumni parents was formed to plan for the strategic planning process. As part of the process, the committee created a Mission Statement draft and submitted it to all shareholders for input. The document was presented to the larger St. Brendan community including parishioners and alumni, the faculty, and the current parent community through email solicitations, newsletters, discussion groups, formal meetings, and informal articulation. The main concepts in the Mission Statement now include educating the whole child, perpetuating traditions, teaching 21st century skills, and offering a high-quality Catholic education.

The Schoolwide Learning Expectations and philosophy were also reviewed during the strategic planning process and were deemed to be still pertinent and relevant to the mission of the school; therefore they were not revised. The Mission Statement, philosophy, and SLEs are now completely integrated with each other. These elements are on display on the school's website and in family newsletters, Weekly Events letters to teachers, the Parent Handbook, the school's application materials, and the Mothers' Club Handbook. The principal promotes the Mission Statement, philosophy, and SLEs in her monthly address to the Mothers' Club. She uses them as the foundation for her monthly "Coffee with Mrs. G" info-chats. She distributes the Principal's Report and the minutes from the School Advisory Board to the parents. Every classroom and all the halls have the SLEs posters displayed; each child in the school is provided with an individual copy to keep. The SLEs are highlighted every day on SBTV. The Opening of School Mass,

participation in Catholic Schools Week, and the annual Open House all contain specific references to the components of the SLEs. By saturating the community with this information, the administration and faculty ensure that everyone is cognizant of the school's purpose, focus, and goals; the mission is clear, and the school culture embodies that mission and vision.

Measuring student progress in achieving the SLEs requires a diverse approach with many components. Educating the whole child means addressing the formation of the child's spiritual, intellectual, physical, psychological, social, moral, aesthetic, and religious capacities. St. Brendan Parish School, therefore, strives to develop and implement academic, co-curricular, faith-formation, and service/ministry programs. Faculty members work to develop quality personal relationships with their students and to facilitate both their social-emotional and intellectual growth. Teachers make use of all available resources and seek innovative ideas to develop age-appropriate, integrative instruction that encourages students to seek wisdom and truth; social justice; the discipline to become self-learners; the capacity to recognize ethical and moral grounds for behavior; and the responsibility to live their Gospel values. The yard supervisors and their seventh grade helpers have increased their observation and interaction with the students to promote positive behavior at recess and lunch. Also, the seventh grade greeters welcome each child with a cheerful 'good morning' as they come into the school building, and they encourage a matching response. The kindergarten's motto (and only rule) is "Be a Friend"; throughout the day, the kindergarten teachers acknowledge children for being a good friend to their classmates. First graders have little cards where they can earn a stamp for good behavior. Every morning on SBTV the principal announces a "Shout-out" to students whose teachers have reported spontaneous moments of SLEs related behavior. The second grade class has a system of clothespins on a clothesline to acknowledge moments of exceptional behavior. The third grade uses a system based on Catholic virtues whereby anyone can recognize a child in the class who is exhibiting virtuous behavior. The whole student body strives to earn a Good Citizenship certificate at the end of each quarter. Many co-curricular group projects in the junior high grades are peer-graded with an emphasis on constructive criticisms and accentuating the positive. All the grades design and participate in various mission projects. All faculty members color-code their lesson plans to reflect their implementation of the SLEs.

A formal report card to measure achievement of the SLEs was instituted in 2009-2010. In developing the rubric, the faculty tried to keep it simple and physically resemble the academic report card. From various dialogues during parent-teacher conferences, faculty meetings and "Coffee with Mrs. G" sessions, it appears that the report card needs to be reviewed and revised. The school community plans to undertake this task during the 2013-2014 school year.

In order to clarify and publish the governing authority expectations for the school, a School Advisory Board was installed in February of 2012. (The prior pastor did not want such a board, but the current pastor is very supportive.) The Board draws its authority from Canon Law through the leadership of the pastor. The Board is comprised of three faculty members, current parents, alumni parents, and parishioners, and is charged with implementing the goals of the strategic plan and with advising the principal and pastor in matters pertaining to the school.

The expectations of St. Brendan Parish School are derived from the Archdiocesan Department of

Catholic Schools. The pastor and the principal form the governing authority of the school. The School Advisory Board is charged with moving the strategic plan forward and offering advice on specific concerns that the principal or pastor may have. The Parish Finance Committee assists the principal in overseeing the financial affairs of the school.

The principal and the pastor have a wonderful relationship. Their vision and leadership are synchronized, and they are extremely supportive of each other. Both pastor and principal are highly visible in the school and parish community. The pastor contributes to the school's strong Catholic identity by leading liturgies and providing guidance in the planning of liturgical celebrations. He actively collaborates with the principal to develop and implement policies and procedures that are in accordance with the directives from the Archdiocesan Department of Catholic Schools. The principal, in conjunction with the faculty, regularly evaluates and discusses policies, curriculum, and best teaching practices with the aim of providing a high quality education for every child. The principal ensures that teaching resources such as textbooks, technology, manipulatives, and other materials are available to the faculty to implement the school's mission, philosophy, and SLEs.

School policies are regularly communicated to faculty, staff, students, families, the parish, and the wider community via the school's website, the school newsletter, "Coffee with Mrs. G" chats, minutes of the School Advisory Board, and presentations at Back-to-School Night and at monthly Mothers' Club meetings. While over the past two years there has been an increased effort to educate parents on the governing expectations and reasoning behind school policies, there remains a need to investigate and implement new methods of communication to increase parental understanding of the workings of the school.

In conclusion, St. Brendan Parish School is an institution based on faith, rigor, and nurturance. It is a mission-driven, program-effective, well-managed, and responsibly-governed Catholic school. The mission is clearly communicated, embraces Catholic identity, espouses Gospel values, and is committed to the formation of active Christians and life-long learners. The school offers strong, doctrinally sound programs which are relevant, research-based, and infused with Catholic faith and traditions. The Schoolwide Learning Expectations are a lived reality within the school and are fully integrated with the mission and philosophy. The students successfully complete a challenging and coherent sequence of academic courses based on standards and rooted in Catholic values. The curriculum and instruction are geared for the 21st century to provide students with the knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators; life-long learners; problem solvers; decision makers; and socially conscious, active Christians.

Significant Accomplishments:

- Broadening the curriculum with the addition of a counselor and the social and emotional learning program
- Creation of a School Advisory Board
- Implementation of the on-line grading program (*FastDirect*) which allows for teachers' comments
- Creation of a new Mission Statement
- Inclusion of all shareholders in development of Mission Statement and review of SLEs
- Full integration of SLEs into the school community

Goals:

- Improve the SLEs report card so that students have a more active role in self-assessment and reporting
- Investigate and implement new means of communication to increase parents' understanding and perceptions of the workings of the school

Evidence:

- Mission Statement
- Schoolwide Learning Expectations (SLEs)
- San Francisco Archdiocesan Policies and Procedures
- Archdiocesan Curriculum Guidelines
- Curriculum maps
- Strategic planning process notes
- Application materials
- St. Brendan Student/Parent Handbook
- Mothers' Club Handbook
- *Voyages* newsletter
- Weekly Events
- School Advisory Board minutes

St. Brendan School's Mission Statement

St. Brendan Parish School is committed to providing the highest quality Catholic education for each student. Combining deep-rooted traditions and current best practices, we are dedicated to educating the whole child so that he or she may be successful in the 21st century. We focus on teaching the students to be active Christians, responsible individuals, life-long learners, effective communicators and problem solvers.

St. Brendan School's Philosophy

We, the faculty and staff of St. Brendan School, believe that quality education is vital to the formation of a responsible, mature Christian.

We believe that we must support, through communication and cooperation, the family's primary role in the growth, development, and education of their child.

We believe that the student has the right to learn of God's love and concern.

We believe that the student has a right to develop intellectually according to his/her potential.

We believe that the student has a right to develop a strong, healthy body in which to house a strong, healthy mind.

We believe that the student has a right to learn the methods which will enable him/her to live a worthwhile life in society.

We believe that the student has a right to a learning environment that encourages psychological well-being.

We, the faculty and staff of St. Brendan School, view education as an integral part of life, not merely as a process of gaining information.

We hope that this vision of education, as stated in this philosophy, will give students a spirit of enthusiasm for learning that will result in their becoming responsible, mature Christians.

**St. Brendan Parish School
Schoolwide Learning Expectations**

The students of St. Brendan School are

Active Christians who:

- a. Study and understand the basic foundations and teachings of the Church
- b. Participate actively in Masses and liturgical celebrations
- c. Develop a personal and spiritual relationship with God using formalized and spontaneous prayer
- d. Make moral decisions which reflect Gospel teachings and values
- e. Show respect, tolerance, and compassion for others through words and actions

Life-Long Learners who:

- a. Demonstrate a thorough understanding of the basic concepts in all subject areas
- b. Are active participants in their own learning including bringing life experiences to the classroom
- c. Use age-appropriate study skills and habits
- d. Investigate and make informed decisions, including those affecting physical and mental well-being
- e. Are well-rounded individuals who participate in extracurricular activities
- f. Transfer and apply academic information between subject areas and to real life experiences
- g. Seek out independent learning opportunities
- h. Think independently and are confident in their individuality and their ideas
- i. Respect themselves

Problem Solvers who:

- a. Evaluate their own work, recognize weaknesses, and set personal goals for progress
- b. Use effective time management skills
- c. Work independently and collaboratively to create solutions and to complete projects
- d. Resolve conflicts peacefully, respectfully, and in a timely manner
- e. Are inquisitive critical thinkers who analyze and evaluate information
- f. Cope with life's challenges using a variety of effective strategies

Effective Communicators who:

- a. Express ideas clearly and effectively in oral and written form
- b. Listen attentively, openly, and respectfully to the ideas of others
- c. Utilize technology for research, communication, and creative expression
- d. Demonstrate manners, social grace, and poise in all situations
- e. Have the confidence to speak before a group of people

Responsible Individuals who:

- a. Are aware of their rights and corresponding responsibilities, and are accountable for their actions
- b. Support and encourage their fellow students
- c. Respect and seek to understand the beliefs and traditions of other cultural and ethnic groups
- d. Exhibit concern for community, environment, and global issues
- e. Volunteer time and effort for school, parish, and community projects

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 shareholders of St. Brendan Parish School promote high student achievement and a strong sense of Catholic identity through an organizational structure based on a shared Mission Statement, philosophy, Schoolwide Learning Expectations (SLEs), and consensus building practices. The pastor, School Advisory Board, principal, faculty, and staff work in collaboration with the parents to establish, maintain, and communicate the school's Catholic identity.

The pastor is the spiritual leader of the school and an active member of the School Advisory Board and frequently visits the students and staff on site. The pastor and principal meet often to discuss school-related matters, and the pastor takes an active role in admission decisions, disciplinary problems, and school finances.

The School Advisory Board was formed in February 2012 to provide advice and assistance to the pastor and principal in establishing the goals and defining policies which govern the operation of St. Brendan Parish School. The School Advisory Board, which consists of members from the parish community, current and former parents, school administration, and faculty, meets monthly to receive reports from the pastor, principal, and working committees. Current committees include mission and faith development, facilities, public relations, finance, development, strategic planning, enrollment, and staff development. The minutes of each monthly meeting are shared with current parents and faculty to communicate progress to all shareholders.

As spiritual and academic leader, the principal facilitates discussion and consensus building among the shareholders to focus resources on the high achievement of all students. Through surveys, discussions, observations about significant data, and reports of findings, the principal communicates trends, concerns, outcomes, and the assessment of student academic performance to the pastor, School Advisory Board, parents, and faculty. The principal ensures that written policies, handbooks, and operational practices clearly support strategies to promote high student achievement. Student achievement is communicated to the school community through the principal's weekly *Voyages* newsletters; her reports at the Mothers' Club, Men's Club, School Advisory Board, and Parish Advisory Board meetings; the weekly Church Bulletin; and the school website. While the current oral and printed methods of conveying information are helpful to many, this information might be more readily accessible to all shareholders on a restructured, user-friendly school website. Information conveyed in a timely, more accessible format would result in greater collaboration between school and home to enhance student learning.

The Mothers' Club is a fundraising organization established to raise money for the school and its programs. The Men's Club is charged with raising money for the athletic programs of the school and parish. Both organizations contribute to the high achievement of all students by supporting the growth of the whole child, spiritually, academically and physically. The pastor and principal

attend the board meetings and general meetings of both the Mothers' and Men's Clubs to assure ongoing communication. The Mothers' Club also supports communication by providing access to information on *Big Tent*, an on-line customized social network for parents that lists parish and school activities and announcements.

With the input of the shareholders, the principal identifies staff development needs and makes available appropriate staff development opportunities. Administration and faculty attend Archdiocesan and other professional in-services to update and augment their instructional practices to continue promoting the high achievement of all students. Formal and informal discussion of the covered topics, such as differentiated instruction, alternative assessments, and project-based learning, allows the administration and faculty to explore more ways to merge new ideas with current classroom strategies. One result of staff development is the implementation of instruction through multiple learning modalities. These best teaching practices include cross-curricular instruction, extensive integration of technology, cross-grade activities, and exploration of Common Core State Standards in math. The St. Brendan Parish School administration and faculty recognize a need to include classroom assistants in future staff development programs.

St. Brendan shareholders collaborate to provide an environment that supports the high achievement of all students and encourages the development of the whole child. All policies and practices are written and implemented to ensure a comprehensive, secure environment for learning. Spiritual growth of the students is fostered by daily prayer, participation in and preparation of school Masses, and the middle school Youth Ministry and altar server programs. Academic instruction is enhanced through the use of relevant technology, access to an extensive school library, and enriching field trips. Social and emotional learning are supported by the addition of a school counselor, the *Second Step* curriculum, and the ongoing Peace Families program. A safe facility, an extensive athletic program, and a vibrant after-school program promote the physical well-being of the students. Within each classroom, the students are encouraged to practice the Schoolwide Learning Expectations of becoming active Christians, life-long learners, problem solvers, effective communicators, and responsible individuals. Students have access to prayer corners, the Internet, opportunities for cooperative learning activities, oral presentations including the Speech Program, and classroom jobs.

Student learning is assessed regularly by teachers and communicated to parents in a timely manner. *FastDirect*, the on-line gradebook for grades four through eight, gives parents access to their child's academic performance in the classroom. This information includes both standardized and alternative assessments. In kindergarten through fourth grades, packets of student work are sent home on a regular basis. In addition to these resources, the St. Brendan Parish School website provides parents with daily homework assignments, classroom information and policies, and access to teacher email addresses.

In analyzing the data, it is evident that communication is an integral component of St. Brendan Parish School operations. A comprehensive network of organizations and reports provides shareholders with relevant information that supports high student achievement. Minor adjustments could be made to better facilitate the dissemination of this information: the website could be updated and the training of classroom assistants could be improved.

Significant Accomplishments:

- Strong, collaborative leadership from the pastor and principal
- Extensive support from parents and parish/school organizations
- A dedicated faculty and staff who are well-trained in current educational practices
- An environment that encourages high achievement for all students
- A culture of collaboration and communication among shareholders

Goals:

- Restructure the school website to be user-friendly
- Include the classroom assistants in staff development and in-services to better meet the needs of all students

Evidence:

- St. Brendan Student/Parent Handbook
- St. Brendan Faculty Handbook
- School Advisory Board minutes
- *Voyages* newsletter
- Mothers' Club minutes
- Church bulletin
- *Big Tent*
- *Second Step* lesson plans
- *FastDirect* grading program

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.

The disaggregation and analysis of data are integral to the decision-making processes at St. Brendan Parish School. The school regularly collects, reviews, and analyzes multiple data sources to determine trends in enrollment, finances, and above all, student learning. It provides the foundation for discussion, deliberation, and decisions about instructional practices, curriculum adjustments, staffing, budgeting, and the purchase of instructional materials. Sources of data include standardized test results from the Iowa Test of Basic Skills and the ACRE test, classroom assessments, information from the National Catholic Education Association's standard school surveys, the WCEA's *Improving Student Learning* protocols, Archdiocesan year-end financial summaries, in-depth studies, high school surveys, the Private School Review website, the San Francisco Unified School District website, and the 2010 U. S. census.

One of the primary assessment tools currently used by the school to measure student achievement is the Iowa Test of Basic Skills (ITBS). This nationally normed standardized test is administered each fall to students in grades two through eight. The Cognitive Aptitude Test (CogAt) is also given at this time to students in grades three, five, and seven. Results of these assessments are returned to the school in late October or early November. These results are sent to parents and analyzed routinely by the teachers in collaboration with their peers and the administration to determine school-wide trends and individual class strengths/weaknesses. Using the interactive results manager tool (iRM), the administration and faculty also review student achievement by grade equivalent scores, proficiency level scores, and national percentile rankings for individuals and the class group. In addition, teachers analyze the specific skill levels for each individual student in their classes. They pay particular attention to each student's strengths and weaknesses to inform their curricular and instructional decisions. For students scoring below the 50th percentile or at the basic level of proficiency in a particular subject, a plan of educational support is created which may include small flexible grouping, one-to-one support, peer tutoring, and working with the school's learning support specialist. A majority (66%) of St. Brendan students score in the highest quartile, and a significant number score in the 90th percentile. These students are given enrichment assignments, which elicit more in-depth work, more writing, and more analysis. Enrichment assignments are generally project- and team-based, integrated across the curriculum, and presented using technological components such as PowerPoint. However, St. Brendan Parish School has no formalized enrichment program to meet the special needs of these high performing students. The faculty and staff recognize the need to place increased emphasis on addressing their needs.

An annual report of ITBS results is presented at a fall Mothers' Club meeting and through the family newsletter. Parents are given the opportunity to meet individually with the principal and/or teachers to discuss the results.

An analysis and interpretation of annual achievement scores from the ITBS indicate that the majority of St. Brendan students meet and/or surpass the grade-level expectation of at least one year's academic growth in each subject. St. Brendan Parish School students enter the ITBS system in the second grade. Their core grade-equivalent score averages 2.6, suggesting that they are scoring in the average range in comparison to the national norm of second graders. Each year that students remain at St. Brendan, they gain one-and-a-half to almost two years of growth. By the time the students enter eighth grade, they have surpassed the test ranges, achieving an average grade-equivalent score of 13+. A detailed analysis of the 2011-2012 ITBS results can be found in Appendix B-3. However, although it may appear that St. Brendan Parish School students score exceedingly high on the ITBS test, the results for the students in the top quartile may mask the performance of the minority in the lower quartiles. Therefore, increased differentiated instruction, the restructuring of the learning support program, and more effective allocation and training of classroom aides may be undertaken to address this discrepancy in the future. In addition, helping students gauge their authentic achievement through constructive collaboration, self-reflection, and peer review may benefit their overall academic performance.

St. Brendan Parish School uses the Assessment of Catechesis/Religious Education (ACRE) test to analyze the effectiveness of the school's curricular and instructional program in religion. The ACRE test is administered in February of each year to students in fifth and eighth grade. Test results are analyzed each year and reported to the school community through the family newsletter. Typically, eighth grade students from St. Brendan Parish School score 10 points higher than the national average, while fifth grade students score 8 points higher. Areas in which the students score less than 85% are targeted for improvement and curriculum focus.

St. Brendan Parish School annually distributes surveys to high school freshmen and seniors who previously attended the school. The surveys solicit feedback about the curriculum and the students' experience while attending St. Brendan. Results from the survey provide information for instructional and curriculum improvement. For example, the middle-school math and language arts programs have incorporated more analytical, problem-solving, and writing activities in their curricula after analyzing the data from the surveys.

In addition to standardized testing, St. Brendan Parish School uses a variety of summative and formative assessment tools. These include, but are not limited to, textbook assessments, project-based assessments, *McCall-Crabbs Standard Test Lessons in Reading*, science fair projects, Speech Program recitations, teacher and principal observations, classroom participation, and homework. Data from all these assessment formats are used to make both short- and long-term instructional and curricular decisions. Results from assessments are considered along with teacher observation to differentiate math groups in grades six through eight and to assign ad hoc instructional groups in language arts. Teachers also use the data to determine whether students understand the concepts being addressed. Any necessary adjustments can then be made to the curriculum and/or instructional strategies to ensure that all students achieve the desired standard.

St. Brendan Parish School is known for its demanding curriculum and recognized for its high standards. The school is also noted for its rigorous grading policy. High schools have reported that there is generally a 10% differential between grades awarded at St. Brendan Parish School

and those given at the four local Catholic high schools. Every effort is made to support each student in achieving learning success. Children who earn lower than a C- in a particular subject or are identified as needing improvement are given opportunities to improve and succeed. Arrangements are made for small-group or individual instruction; pullout sessions with the learning support teacher and/or reading support teacher; peer groups; or before- or after-school tutoring. Students in fifth through eighth grades also have the opportunity to participate, by invitation only, in an after-school math class. ITBS scores and report card grades are used to determine members of this class, although it is open to other students who wish to get help. The faculty and staff at St. Brendan Parish School are committed to high-quality instruction for all students, whether they need additional help, are performing at grade level, or demonstrate advanced mastery of concepts. The systematic disaggregation and analysis of data allows the provision of high quality, targeted instruction and curriculum.

Standardized achievement data and classroom assessments from 2006-2012 have prompted curriculum planning and modified staffing resources at St. Brendan Parish School. An analysis of the data within the social studies program indicated that a coherent geography program was needed. This program was developed in 2011. Analysis of data for math achievement indicated that quite a few students were struggling with it. As a result, an invitational, after-school math class was established. The school's approach to teaching math in the middle school also changed. Previously, the students were divided into two classes. These classes were divided based on ability, and there was no movement—or fluidity—between groups. This year, the school has adopted a more fluid approach to student grouping in grades six and eight. Students in these grades are generally grouped homogeneously. The two teachers and the instructional aide (in grade six) work in collaboration to move between these groups: one teacher introduces the concept of the day, and the other teacher reviews the previous day's concept while the instructional aide focuses her attention on students who benefit from more supervision, direction, and instruction. However, an individual student's concept mastery (as indicated by benchmark tests) is also taken into consideration. When warranted, individual and small group instruction occurs in grades six and eight to improve student achievement. In grade seven, the students are divided into two groups: one larger group of 28 students and a smaller group of 6 students, who benefit from small group instruction. Students in the smaller group who reach concept mastery will then join the larger group of seventh graders.

As part of the alignment of the sixth grade with the rest of the junior high program, the Prentice Hall Copper Edition series in literature was adopted in 2009. This series was chosen to counteract decreasing test scores in comprehension because it is more rigorous than the Houghton Mifflin series employed in the primary and intermediate grades. Grades four through eight have also begun to use the *McCall-Crabbs Standard Test Lessons in Reading* series in comprehension, which has resulted in an increase in the school's ITBS comprehension scores since its adoption. Because the current seventh grade class has a significant number of students (eight students) with identified learning differences, the learning support teacher has been assigned to assist in their reading/literature class for the past two years. Finally, the school adopted Sadlier's *We Believe* religion textbook series in 2010 for students in all grades because results of the ACRE test identified areas for improvement that this series addresses best.

Faculty members are encouraged to continue their professional development by attending workshops, conferences, and other meetings throughout the year. In particular, they are encouraged to attend workshops which focus on the needs highlighted by achievement data from standardized tests and classroom assessments. In the 2008-2009 school year, St. Brendan Parish School adopted the *Step Up to Writing* program, which focuses on making the writing process more structured and consistent. Teacher observation of fourth- and fifth-grade students' difficulty in writing across the curriculum prompted the science, fourth grade, and fifth grade teachers to attend a more comprehensive in-service on the *Step Up to Writing* program last year. Teachers have also attended professional development workshops in the areas of technology, differentiated instruction, social and emotional learning, special needs and learning differences, and higher-order critical thinking skills.

Administrative decision-making about staffing and expenditures is informed by enrollment trends and an analysis of the school's financial development. The administration considers tuition increases during the regular budget process by analyzing prevailing economic conditions, prior years' increases, projected enrollment, projected revenue and expenditures, and relative tuition increases among all Catholic schools within the city. St. Brendan Parish School is highly successful in providing a quality, affordable, Catholic education, while balancing the cost of education with tuition, fees, and fundraising.

In summary, St. Brendan Parish School analyzes a wide variety of data to inform the curricular, instructional, and operational procedures of the school, and to promote successful achievement for all students. Data analysis provides the foundation for discussion, deliberation, and decisions about instructional practices, curriculum adjustments, staffing, budgeting, and the purchase of instructional materials. Disaggregated data and other resources used by the instructional staff are integral to improving student achievement.

Significant Accomplishments:

- Systematic disaggregation and analysis of data to inform curriculum, instructional and operational planning
- Excellent standardized test scores
- Two-thirds of the student body score in the top quartile
- Eighth grade students consistently surpass the ITBS test range with a grade equivalent score of 13+

Goals:

- Formalize the structure of the schoolwide learning support program
- Create opportunities for students to gauge their authentic achievement through the use of constructive collaboration, self-reflection, and peer review
- Train classroom aides in differentiated instruction to improve student achievement

Evidence:

- ITBS scores from 2006-2011
- Disaggregated results from 2006-2011
- ACRE scores from 2009-2012
- High school surveys
- Appendix B including Archdiocesan data, ITBS grade equivalent report
- In-depth studies in science and social studies
- ITBS data analysis forms
- Financial data
- Enrollment data
- Report cards
- Geography curriculum
- Long range plan 2006-2010
- Strategic plan
- Teacher plan books
- *FastDirect* files
- Teacher- and publisher-generated tests

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. Brendan Parish School strives to present a curricular program that promotes academic excellence within a caring community, educating the whole child to be successful in the 21st century. The school consistently provides a well-developed standards-based curriculum to meet the students' needs. The curricular program is aligned with the State of California standards and the Archdiocese of San Francisco curriculum guidelines. Throughout the school year, the faculty uses these standards and the SLEs to create and refine grade-level syllabi, curriculum maps, lesson plans, and assessments.

Schools within the Archdiocese of San Francisco are beginning to implement the Common Core State Standards (CCSS) for Mathematics over the course of the 2012-2014 school years. Schools will commence the adoption of the Common Core State Standards for English Language Arts in 2014-2015. The Common Core State Standards provide a consistent, clear explanation of what students are expected to learn in mathematics and English language arts, so both teachers and parents know how best to help the students. The standards are designed to be strong and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers. The implementation of the Common Core State Standards and instructional practices for mathematics became a priority at St. Brendan Parish School beginning in the 2012-2013 school year.

The Schoolwide Learning Expectations (SLEs), with age-appropriate wording in two versions (upper- and lower-grades), were adopted by the school in 2005 and reviewed in early 2011 as part of the strategic planning process. Posters of the SLEs are displayed throughout the school, and components of the SLEs are cited on SBTV broadcasts, in the weekly faculty memos and parent newsletters, and during classroom interactions. Since the SLEs were designed to be a detailed description of the typical graduate of St. Brendan Parish School, they are integral to the continuum of learning for all students, and the students' achievement of them is regularly checked. In 2009, the administration and faculty developed a report card for the SLEs. Parents and students are prepared for this additional document to accompany the usual academic report card at the end of each semester. Teachers have been assessing students' mastery of the SLEs informally, primarily by observation of their behavior and participation in various learning activities. The administration and faculty have discussed additional means to monitor and measure the students' progress toward the SLEs, possibly including rubrics and student self-assessment.

To ensure a continuum of learning for all students, regular formal and informal articulation across the grade levels and subject disciplines allows homeroom teachers, departmentalized teachers, support staff, and the administration to identify and address students' needs. Analysis of the social studies and science curriculum maps yielded valuable information about the breadth, depth, and consistency in developing these subjects through the nine grades. The use of one publisher's materials for a specific subject builds continuity through the consecutive grades. Since 2007, St. Brendan Parish School has purchased updated textbook series in religion (K-8), math (K-6 and 6-8), social studies (1-8), science (6-8), and literature (6-8).

Since assessment is vital to providing learning experiences that lead to achievement for all students, it is ongoing and integrated into the teaching process. The faculty of St. Brendan Parish School uses numerous assessments to reinforce standards-based instruction. These assessments include the Iowa Test of Basic Skills (ITBS), National Catholic Educational Association Assessment of Catechesis/Religious Education (NCEA ACRE) test, formal and informal curricular assessments, textbook assessments, teacher-generated assessments, and teacher observation. Class work, homework, projects, presentations, discussions, and peer interactions enable teachers to monitor student learning and understanding.

Students also have opportunities for self-assessment. Teachers hold individual conferences in which each student can discuss his/her own learning. Students are encouraged to review evaluations and scores compiled by their teachers and to be actively involved in evaluating their own learning. In some subject areas, students correct their own homework or class work, which lets them clarify immediately any concept that has given them trouble. In the upper grades, students are encouraged to discuss their expectations and progress with their teachers. Student self-assessment, combined with the teacher's evaluation, supports the schoolwide learning expectation of developing problem solvers who evaluate their own work.

St. Brendan Parish School identifies students who are not making acceptable progress by several means. Formative and summative assessments document student performance. ITBS scores identify students whose performance places them in the lowest quartile, thus alerting the faculty to their particular learning needs. Teacher observations, articulation by teachers across grade-levels and subjects/disciplines, and conferences with parents generate more details about individual students' strengths and weaknesses. If necessary a student may be referred to an outside professional for assessment of learning differences and/or impairments. Occasionally, parents of an individual student may bring to the school's attention a formal report and diagnosis from a medical and/or educational/psychological professional evaluation.

Students who are not making acceptable progress toward grade-level standards are given opportunities to succeed at St. Brendan. Since 2010, the learning support teacher has provided each homeroom teacher with a binder of pertinent information about the specific learning differences and recommendations for any student in his or her class who has a formal diagnosis or is considered at risk. Each teacher uses this information differently to design suitable lesson adjustments and to implement the recommended interventions. For example, arrangements can be made in the weekly schedule for small-group instruction, pull-out sessions, peer group study, partner-sharing, individual help, and before- and after-school tutoring. Such arrangements may

incorporate the services of other teachers, classroom aides, the reading specialist, and the learning support teacher. However, each teacher interprets the role of learning support program differently. The lack of a clearly defined vision about whom the program serves and how it can best support the needs of children at risk dilutes the program's effectiveness. In addition, while the faculty makes every attempt to support the learning needs of each child, instructional approaches, accommodations and/or interventions for individual children at risk are not consistent from year to year. Also, records of interventions employed have been sporadic, though in the past two years, efforts have been made to better document the interventions for each child at risk, so that the information can be passed on with the child from grade level to grade level. The faculty recognizes that the lack of a consistent paper trail highlights that the learning support program is currently amorphous and needs better definition and structure.

In addition to these efforts to ensure that students are making acceptable progress at St. Brendan Parish School, the administration and faculty have attended Archdiocesan in-services to update and increase their pedagogical expertise. Workshops in differentiated instruction, alternative assessments, project-based learning, integrated technology, and other topics have provided theoretical background and practical ideas for addressing the increasingly diverse educational needs of 21st century students. The administration and faculty continually hold formal and informal discussions to explore ways to merge these ideas with their current classroom strategies.

The administration and faculty of St. Brendan Parish School constantly observe and examine student performance to assess the effectiveness of the plans implemented for students who are not making acceptable progress. They evaluate student grades/scores on assignments and assessments; performance rubrics; direct feedback from students themselves; teacher observation of student interactions; articulation among the administration, faculty, and staff; and conferences with the parents. The school strives to maintain a strong partnership with parents to ensure the consistency of the mutual efforts.

To increase acceptable progress by all students, St. Brendan Parish School has greatly expanded the use of technology, including SMART Boards, laptop and desktop computers, document cameras, interactive learning websites, on-line lecture notes and assignment lists, and PowerPoint presentations. Teachers incorporate projects, often cross-curricular, which foster personal creativity and the use of different technological components. They guide the students through the use of technology while monitoring the pacing and support needed by individuals. The school's on-line system for grades allows parents and students to check for missing assignments or access scores that might suggest a need for extra help.

St. Brendan Parish School ensures that the curriculum standards are challenging, comprehensive, and relevant for all the students in a variety of ways. Students receive instruction through multiple learning modalities, working in pairs, small groups, or as a whole class. Field trips, school assemblies, and guest speakers enrich classroom lessons. Cross-curricular instruction, current-events discussions, cross-grade activities, and numerous forms of integrating technology into the classroom broaden the learning experience. All students have regular and frequent access to the school's library and computer lab. In 2009, a Spanish language program was added to the curriculum for grades one through eight. A part-time counselor was hired in 2011; she also

teaches the *Second Step* program to students in grades kindergarten through five. The *Second Step* curriculum includes lessons from four categories: Skills for Learning, Empathy, Emotion Management, and Problem Solving.

In analyzing data, St. Brendan Parish School has discovered that its programs have helped many students reach their individual potential. The vast majority of graduating students are accepted into the Catholic high schools of their choice. Most students consistently score in the upper quartiles of standardized tests. In seeking areas for improvement, the administration, faculty, and staff recognize the need to expand the implementation of differentiated instruction as well as to further refine the learning support program.

Significant Accomplishments:

- Integration of technology across curriculum and grades
- Provision of a rigorous, well-developed standards-based curriculum that meets the needs of the student population
- Completion of curriculum maps for social studies and science
- Increased learning support strategies for struggling students
- Addition of a Spanish program
- Broadening the curriculum with a counselor and the social-emotional learning program

Goals:

- Formalize the structure of the school-wide learning support program
- Implement the Common Core State Standards in math and English language arts
- Continue to increase proficiency in differentiated instruction across all grades and subjects to address the learning needs of all students
- Design and implement a way for students to self-assess their progress toward achievement of the SLEs

Evidence:

- Displayed student group work, projects, and written work throughout hallways and classrooms
- SLEs
- ITBS and NCEA ACRE scores
- *Second Step* curriculum
- Learning support binders
- Parent surveys
- Faculty meeting minutes
- Lesson plans
- Curriculum maps
- Back-to-School Night packets
- Student Progress Reports and Report Cards

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.

St. Brendan Parish School provides a challenging, rigorous and relevant curriculum, rooted in Catholic faith, which supports the success of all students and strives to educate the whole child. Lessons are developed focusing on the Archdiocesan curriculum standards, the California state standards, and the Schoolwide Learning Expectations (SLEs). The administration, faculty, and other shareholders strive to encourage the students to be active Christians, responsible individuals, life-long learners, effective communicators and problem solvers.

St. Brendan Parish School teachers are highly trained professionals with a wide range of academic accomplishments and professional expertise. In an ongoing effort to meet the needs of their students, the administration, faculty, and staff participate in professional development workshops in multiple subject areas, which keep them abreast of current educational trends and research-based practices. Having attended workshops on the *Step Up To Writing* program, many teachers are incorporating facets of the program across the curriculum. Teachers take advantage of in-service opportunities to meet with grade-level teachers from other schools to share and develop project ideas, assessment tools, and instructional strategies that have been successful in the classroom. The faculty recently created curriculum maps in social studies and science to help articulate curriculum standards from one grade level to the next; this effort has allowed the implementation of a cohesive standards-based curriculum. This practice of communication and collaboration ensures that by the time the eighth grade students graduate, they have not only met, but have exceeded, both the Archdiocesan and California state standards. The faculty plans to complete curriculum maps in math, reading, and language arts according to the schedule outlined by the Department of Catholic Schools. Faculty members regularly attend religious certification and re-certification workshops offered by the Archdiocese of San Francisco. Strategies and best practices from these courses are incorporated into lesson planning and instruction.

St. Brendan Parish School faculty strives to identify and meet the different learning styles of its students. Teachers use a variety of techniques, including direct instruction, small-group instruction, peer and partner groups, and break-out sessions with learning/reading specialists and classroom aides. Using multiple instructional methods, teachers are better able to accommodate different learning styles and to individualize instruction for the students.

Students who are not making acceptable progress toward grade-level standards are given opportunities to succeed at St. Brendan Parish School. Teachers strive to implement the strategies recommended in the psycho-educational reports of those students who have a documented learning difference. Recommended strategies might include preferential seating or extended time on tests. To improve the learning for any students who are struggling to make progress, but who do not have a formal diagnosis, arrangements are made for small-group instruction, pull-out sessions with the learning support teacher and/or reading support teacher,

peer groups, and before- and after-school tutoring. Teachers and parents indicated in the strategic plan survey that there was a need to reevaluate and formalize the structure of the school's learning support program.

Teachers incorporate technology into their planned lessons to reach a variety of learning styles, as well as to provide a challenge for high-achieving students and support for struggling students. Examples include PowerPoint presentations, creating videos, Excel graphs, Microsoft Word projects, KidPix, streaming videos, interactive SMART Board activities, and web quests. Students are encouraged to take advantage of on-line resources such as Mathletics and Free Rice, and to conduct Internet research using a variety of search engines.

Teachers recognize that education for the 21st century is important. They are increasingly trying to provide opportunities for students to collaborate, communicate, and think critically. Students have opportunities to work in pairs or teams on projects in science, language arts, and technology. They sometimes work together to solve problems in math. Results from the student survey indicate that the students really appreciate these opportunities. Students at St. Brendan Parish School are encouraged to become effective oral and written communicators. Some examples of the opportunities provided include *Author of the Week* presentations in fourth grade, prayer services and *Faith in Action* reports in eighth grade, book reports in all grades, show-and-tell activities in the primary grades, and the Speech Program in grades one through eight.

Students are also encouraged to become critical thinkers and problem solvers, two skills essential for the 21st century. Teachers ask questions which encourage the students to evaluate, hypothesize, synthesize, and analyze. Although many students are successful critical thinkers during oral discussions, some struggle to demonstrate this skill in their written work, especially in the areas of science and social studies. They may have difficulty in writing responses to questions that require them to infer, analyze, or make connections; some may struggle to comprehend what a given question is asking. Teachers recognize the need for more explicit teaching and modeling of written responses that require higher order thinking.

In order to support the different learning styles of students and to help them make connections across the curriculum, teachers are developing cross-curricular activities and projects that incorporate writing, reading comprehension, art, and math. Examples of these activities include the eighth grade roller coaster project, the fifth grade Revolutionary War project, and the first grade weather project. The roller coaster project is a collaborative effort between the science, technology, and language arts classes in which students do research to learn the science of amusement park rides and use their findings to construct a working model of a roller coaster. The students then write a final process and analysis report. The Revolutionary War project involves researching events that led up to the war, writing a play about them, and then acting it out for the class. The first grade weather project is a month-long study of weather in various U.S. state capitals. This project includes the use of science concepts, geography, technology, on-line research, graphing, critical thinking, and writing skills. Since the last accreditation visit, there has been an increase in teaching and assessing through cross-curricular projects, but teachers would still like to utilize this approach more often in their instructional practices.

As students progress through the grades, they develop grade-appropriate note taking and record-keeping skills. Similarly, more formal grade-appropriate research and writing skills are incorporated into the curriculum as the students mature. Activities include everything from Native American reports in the primary grades, to short-answer and essay questions on tests at all levels, to the upper grades' written evaluations of scientific findings in the news media. In grades six through eight, the students' research, writing, math, and technology skills are all employed in completing their science fair projects and reports. However, the science teachers' observations and assessment of data have indicated the need for further development of skills required in reading for content, interpreting what a question is asking, and producing a thoughtful written answer using scientific terminology appropriately. An analysis of the data from the in-depth study in social studies, completed in 2010, indicates a similar finding.

Assessment is vital to the goal of providing educational experiences that lead to achievement for all learners. It is consistently integrated into the teaching-learning process. Teachers use a variety of methods to assess student learning in all areas of the curriculum, including book- and teacher-generated tests and quizzes, standardized tests, class work, homework assignments, board work, teacher observation, individual and group projects, art assignments, written essays, and short answer responses. Responses and participation in classroom discussions, peer interactions, and written work reflect the students' understanding of subject matter. The combination of all of these methods enables teachers to develop lesson plans, monitor student learning and understanding, modify activities when needed, and promote student self-reflection. The faculty meets both formally and informally to analyze the results of the Iowa Test of Basic Skills (ITBS) and ACRE test to discuss ways to improve both individual student and class learning.

Students also have opportunities to be involved in self-assessment. Each student has an opportunity to discuss with the teacher his/her own learning during formal teacher-student conferences. Students are encouraged to review evaluations and scores compiled by their teachers and to be actively involved in evaluating their own learning. In some subject areas, students correct their own homework or class work, which lets them clarify immediately any concept that has given them trouble. In the upper grades, students are encouraged to discuss their expectations and progress with their teachers. Student self-assessment combined with the teacher's evaluation supports the school's schoolwide learning expectation of developing problem solvers who evaluate their own work.

With the needs of a diverse learning population in mind, teachers may modify traditional forms of assessment when necessary. Progress of students with special learning needs may be assessed by alternative methods consistent with extended time allotments, reduced workload, adjusted assignments, and utilization of classroom aides to guide individual students through the steps of a lesson, problem, or test. Cross-curricular and cross-grade-level articulation allows teachers to identify content areas that may need further review before continuing to new concepts. This articulation allows teachers to modify their current curriculum from their previous year's experiences.

Schoolwide Learning Expectations (SLEs) and Catholic values are evident throughout the curriculum and the instructional methodologies employed at St. Brendan Parish School. Ninety

percent of parents responding to the parent survey indicated that they believe the school is “providing an atmosphere in which Catholic values and attitudes are emphasized and practiced.” Catholic values and teachings are integrated into all areas of instruction. Students are taught about the relationships among science, technology, and Catholic ethics in such areas as heredity and reproduction. They discuss the science of evolution in the context of Catholic teaching about the origin of life. The Catholic value of stewardship and care of God’s creation is introduced in simple terms in the primary grades and developed through the intermediate grades in the social studies curriculum. Students learn about the global effects of war and the influence of industrialization and technological developments, including human modification of the landscape; they are encouraged to think of these developments in terms of the Catholic social principle of caring for God’s Earth. When learning about slavery and the Civil War, students are encouraged to think about the dignity of the human person. Teachers consciously impart Catholic values and appreciation of individual and multicultural diversity through language and literature activities.

Through regular religion classes, weekly liturgies, and student-led prayer, the values shared at St. Brendan Parish School are interwoven into all aspects of the curriculum. The school day begins with a morning prayer and announcements on SBTV. Formal and spontaneous prayer opportunities are offered throughout the day in every classroom. Students are encouraged to participate actively in community service projects, such as mission projects, disaster-relief fundraising, and community outreach programs. In honoring the traditions of St. Brendan Parish School, students plan and attend monthly Masses as well as special liturgical celebrations. Some of these celebrations include daily recitation of the rosary during the month of October, the re-enactment of the Christmas Gospel, daily Lenten Mass attendance, the re-enactment of the Stations of the Cross, and the May Crowning ceremony. Students take an active role in these celebrations by preparing the liturgies, serving as lectors and altar servers, and performing as singers and musicians in the choir. This variety of activities promotes confidence and provides opportunities for all types of learners to succeed and appreciate their God-given strengths and talents.

St. Brendan Parish School fosters the feeling of community through Peace Families, comprised of students across grade levels who meet and participate in activities designed by the eighth grade class. Peace Family activities encourage students to become more Christ-centered individuals and to consider others above themselves. The Catholic identity of the school is also evident in extra-curricular activities. At the beginning of each sport season, student athletes take a pledge to show good Christian values through sportsmanship and teamwork. Each game begins with a joint prayer between both teams to promote Catholic community. In band and guitar classes, students are encouraged to work cooperatively and respect each other’s roles and abilities. The core values of trustworthiness, loyalty, helpfulness, consideration, kindness, obedience, courage, and self-control espoused by the school/parish’s scouting movement reinforce values of the Catholic faith.

Analysis of the data shows that while St. Brendan Parish School students have met or exceeded both Archdiocesan and California state educational standards, they need more explicit instruction and modeling of written responses that require higher-order thinking to develop the skills

required to read for content, interpret what a question is asking, and synthesize a thoughtful written answer.

Significant Accomplishments:

- Incorporation of Catholic values into instructional delivery
- Increased collaboration between classroom teachers and technology teacher to support 21st century learners; integration of technology across the curriculum
- Use of a wide variety of research-based instructional strategies to ensure that students meet or exceed both the Archdiocesan and California state standards
- Adoption of a variety of assessment opportunities for students
- Faculty and staff have a strong commitment to professional development and implementing what they have learned

Goals:

- Formalize the structure of the school-wide learning support program
- Explicitly teach students how to respond to questions/activities that require higher-order thinking skills
- Develop curriculum maps in all subject areas to ensure continuity of instruction and learning

Evidence:

- School-wide surveys
- Student/Parent Handbook
- Lesson plans
- Student work
- Faculty meeting minutes
- Curriculum maps in social studies and science
- ITBS and ACRE scores
- Yearly teacher goals
- Faculty Handbook
- Archdiocesan curriculum guides
- Summative and formative assessment results
- SLEs/WCEA portfolios

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.

St. Brendan Parish School is committed to its legacy as a strong Catholic community of faith. In keeping with the school philosophy, the administration, faculty, and staff strive to foster a partnership with the parents, encouraging mutual support of all efforts toward the spiritual, personal, and academic growth of each student. The school offers the students numerous services and activities to help them profit from the curricular and co-curricular programs in a safe and stable learning environment.

In guiding the students to achieve the schoolwide learning expectation of becoming active Christians, St. Brendan Parish School focuses on faith formation with daily religion lessons and prayers, regular attendance at school Masses and prayer services, seasonal traditions such as Advent Wreath ceremonies and May Crowning, and religious displays throughout the school. The students have opportunities to act as lectors, gift-bearers, and choir members at school Masses. Eighth graders are trained as Eucharistic ministers after they receive Confirmation. The students in grades six, seven, and eight are trained as altar servers for both school and parish liturgies. These students also participate in monthly parish Youth Ministry activities. Partnering with the school to extend its outreach, the Youth Ministry team leaders now conduct monthly meetings with each of the junior high classes. They conduct prayer, meditation, and other activities aimed at facilitating the students' spiritual growth.

Recognizing that parents are the primary educators, St. Brendan Parish School works continuously and actively with parents to assist in their children's spiritual formation. The parents take an active role in the sacramental preparation of the second- and eighth-graders, and they assist the students in honoring their altar-serving commitments and performing their various mission and community service projects. Data from the strategic planning and WCEA surveys indicate that parents might need more guidance in this area. As a result, the faculty and pastor have begun discussions on how best to achieve this goal.

St. Brendan Parish School utilizes federal funds to support high achievement of all its students. The school has received money from the following funds: Title II, Part A - Teacher and Principal Training and Recruiting Fund, and Title II, Part D - Enhancing Education Through Technology. Since 2010-2011, however, there has been no further funding from the Title II, Part D program. Based on the review of the school's WCEA Action Plan, data from ITBS scores, and recommendations from the Department of Catholic Schools, a plan is submitted each spring to San Francisco Unified School District. These plans become the basis for guiding teacher professional development. Teachers then implement the practices identified, which have included the *Step Up to Writing* program, curriculum mapping, differentiated instruction, and assessment.

To develop life-long learners, St. Brendan Parish School provides numerous educational enrichment opportunities. Weekly after-school lessons are available to first- through eighth-graders in guitar and band. Fifth- through eighth-graders are offered informal math tutoring after school. Students are also given the opportunity to participate in a school-wide talent show coordinated by the parents. In addition, girls in all grades have the opportunity to participate in the girl scout program, while boys in first through eighth grade have the opportunity to participate in the boy scout program. The annual Speech Program is an excellent vehicle for encouraging poise and the mastery of public speaking for students in grades one through eight. As a result of conversations with parents and comments from the strategic planning survey, the school administration is exploring other after-school opportunities in the area of the arts.

The school also supports life-long learning through field trips to theatrical performances, museums, state parks, fire stations, factories, and other sites. Overnight field trips to the Marin Headlands and CYO Camp in Sonoma provide the fifth- and seventh-graders both science enrichment and team building opportunities. Individual classes have taken advantage of industry-supported programs from NorCal Waste Systems, the Dairy Council, and others. Qualified parent volunteers present workshops to the eighth graders on first aid, CPR, and drug awareness.

Students with documented or suspected learning differences are aided by the staff learning support specialist and reading specialist. These specialists observe and screen students for potential learning differences and maintain up-to-date lists of testing services, tutors, educational therapists, and other outside agencies, including the San Francisco Unified School District. The support specialists and administration also maintain a referral list of private-practice psychologists trained in children's mental health and emotional problems. Within the school setting, the reading specialist works with individuals or small groups of students in the primary grades, on both scheduled and as-needed bases. The learning support specialist helps students in all grades, individually or in groups, in all subject areas, as needed. She also coordinates the school's testing services, which include the schoolwide standardized tests in the fall and individual screenings as necessary throughout the year. Teachers and parents indicated in the strategic plan survey that the learning support program should be refined.

Support for the students' physical well-being is part of the school's curriculum, which includes twice-weekly motor skills sessions for the primary grades, weekly folk dancing for all grades, and weekly physical education for grades one through eight. Additionally, St. Brendan Parish School offers vision and hearing screening for all kindergarteners, second-, fifth-, and eighth-graders, as well as new students and any students who have been identified as having suspected problems. Seventh- and eighth-grade students are also screened for scoliosis. All students in grades three through eight are encouraged to participate in team sports sponsored by the CYO and the Parish Baseball Sports League. Parents and alumni often serve as the coaches for these teams. An annual Sports Awards assembly stresses the importance of teamwork and physical activity.

Parents are actively involved in the school's curricular and co-curricular programs. They serve as

motor skills assistants, team coaches, and field-trip drivers. The hearing, vision, and scoliosis testings are conducted by volunteer parent nurses. Parent nurses, police officers, and firefighters provide first aid training, CPR training, and drug awareness education for the eighth graders. Parents occasionally help out in the classroom with such activities as poetry writing and art projects. In addition, parents are often invited into the classrooms to make presentations about their professions or their culture. The school's hot lunch program is coordinated by a volunteer parent. St. Brendan Parish School is blessed with dedicated, supportive parents who partner with the faculty and staff to provide an education that allows for all students to achieve their potential.

For an additional fee, St. Brendan's on-site extended-care program provides a loving, safe environment for children who must be picked up later than regular dismissal time. It is structured to support the SLEs by helping students learn to manage their time and develop age-appropriate study skills and habits. When their homework has been completed, the children are encouraged to participate in outdoor physical activities, such as informal basketball games, or in indoor seasonal crafts.

In order to support students' psychological and emotional well-being, the school has taken three specific steps: participation in the non-profit *No Bully* program; implementation of a social-emotional learning curriculum called *Second Step*; and development of a formal school counseling program.

For the past several years, the school has officially followed the *No Bully*® intervention model when incidents of peer bullying behavior have occurred. *No Bully*® provides a clear, step-by-step intervention model (Solutions Team approach) that involves the group/community and emphasizes empathy, compassion, and pro-social behavior. These messages of inclusiveness and connection are also incorporated throughout the curriculum, via daily SBTV announcements, school bulletin boards, and Peace Family activities.

The school adopted and started implementing the *Second Step* curriculum in 2011. The school community believes that over time *Second Step* will help increase academic success, enhance school connectedness for students, and foster a safe and respectful school climate. The kindergarten through fifth grade curricula include four categories of lessons: Skills for Learning, Empathy, Emotion Management, and Problem Solving. These lessons help students learn how to stay focused and regulated to be effective learners; feel or understand what another person is feeling to manage their own strong feelings; and calm down, cope, and solve peer conflicts to avoid aggressive behaviors and get along with peers.

The school has a counselor on staff. One of her primary responsibilities is to support students and parents in dealing with psychological and mental health issues that affect students' performance and experience at school. The counselor meets with individual students and parents to assess the issues, provide immediate support and recommendations, and make longer-term referrals as needed. The counselor also meets with groups of students to explore serious issues affecting the school community, identify solutions, and foster deeper empathy and connections among students. The counselor and school administration have provided videos, professional speakers, and discussion forums to help parents recognize, understand, and respond to issues

related to academics, school life, and psychological development. The counselor is also responsible for implementing *Second Step* in kindergarten through fifth grade.

Future expansion plans for these programs include identifying relevant areas of need for sixth-through eighth-graders and developing an appropriate support program for them (either by modifying *Second Step* lessons or using additional materials). The school administration would also like to develop a more formal parent program that would provide both education about common and important psychological topics and a forum for discussion, problem-solving support, and connections between parents and school personnel. Finally, school personnel would like to extend the content and ideas found in *No Bully*®, *Second Step*, and other school counseling activities more holistically throughout the school, so that teachers, schoolyard monitors, and administration are all using the same tools and concepts to reinforce the key concepts of the aforementioned programs.

Technology integration and use is a routine part of the children's everyday learning experience at St. Brendan Parish School. In the main building, which houses grades one through eight, all homerooms and the computer lab have SMART Boards and document cameras to illustrate concepts, demonstrate processes, and offer additional modalities of learning for all students. The school is a member of the Catholic Telemedia Network (CTN), which provides many web resources as well as a multitude of programs available for streaming and viewing at scheduled times.

Each grade receives thirty minutes of formalized computer class per week where students learn the workings of the computer, terminology, and skills within a variety of programs. Internet safety, netiquette, Internet research, and typing skills are also covered throughout the year. At the beginning of each year, the proper use of all technology at St. Brendan Parish School is reviewed, and both parents and students sign an Acceptable Use Policy contract. The technology teacher works with all classroom teachers to design projects with an academic basis, to teach program skills as well as enhance the students' knowledge and understanding of the particular topic of study. Students work on computer projects in all individual subjects, and often complete cross-curricular projects covering two or more subject areas. For example, a science project may involve both math skills and creative writing; it would be graded in those subjects and for computer class as well.

A full class set of laptops is available for junior high students to use in the classroom to continue work on projects started in computer class, to conduct Internet research, and to enhance instruction through web quests, interactive websites, and educational videos. Additionally, grades one and two have a set of seven laptops in the classroom that children can use to practice and reinforce a variety of math, science, phonics, and reading skills. Both teachers and students have access to digital cameras and flip video cameras to create various multi-media projects for the classroom and the school throughout the year. This allows student activities in one grade to be shared with the whole school, to enhance the sense of community among the students.

To support the classroom teachers and provide additional aid to students in need, all junior high grades have a student tech crew who are trained by the technology coordinator at the beginning

of the year. These tech crews ensure that all equipment is kept in top working condition, help students with questions and basic troubleshooting, and assist teachers with technology equipment in the classroom. They act as a liaison with the technology coordinator regarding any problems.

It is evident from the data that St. Brendan Parish School has many support systems in place to facilitate the development of the whole child. The school also provides a significant number of supplementary opportunities for students, to help them access the curricular and co-curricular programs designed to promote the Schoolwide Learning Expectations. A strong faith program, athletic program, and social and emotional program support students in becoming active Christians, problem solvers, and responsible citizens. School personnel recognize the need to expand the social and emotional learning curriculum in sixth through eighth grades and to refine/further develop the learning support program.

Significant Accomplishments:

- Addition of a school counselor to the staff
- School-wide emphasis on an atmosphere of inclusiveness and respect for all
- Increased use of technology to enhance learning across the curriculum
- Increased after-school enrichment offerings such as band and guitar

Goals:

- To define and refine the learning support program
- To expand the social and emotional learning program to cover topics pertinent to students in grades six through eight
- To increase parental involvement in the students' faith formation activities

Evidence:

- Sacramental preparation programs
- Newsletters
- *Second Step* program
- Social and emotional learning program
- *No Bully*® program
- Field trip permission slips
- School website
- SLEs in each classroom
- Student/Parent Handbook
- Photographs of student activities
- Student work

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.

St. Brendan Parish School allocates finances in a manner that supports the school's philosophy, mission, and Schoolwide Learning Expectations (SLEs). The allocation of finances also reflects sound financial practices and responsible stewardship. The school administration complies with the business and accounting practices mandated by the Archdiocese of San Francisco and has established and maintains all accounts (such as tuition, fees, and salaries) as required by the San Francisco Archdiocesan Manual of Financial Procedures for Pastors and Principals.

In conjunction with the bookkeeper, the principal prepares an annual budget which focuses on the tenets of the school's philosophy, mission, and SLEs. The budget is approved by the pastor and the Parish Finance Committee, which is made up of financial and accounting professionals. On a monthly basis, the school's principal and bookkeeper monitor actual income and expenses as they compare with the budget projection. Financial statements are reviewed on a quarterly basis by the pastor and the Parish Finance Committee, and the school's complete financial report is presented to the entire school and parish community every year.

An outside audit of school finances is undertaken each time there is a change of principal or pastor. Such audits were performed in 2005 and 2009; they indicated that the school is in compliance with all standard accounting practices.

Over the past five years, tuition has covered between 79% and 94% of the actual cost to educate each student. Currently it is set to cover 88% of the actual cost. The difference is made up by the Annual Fund, the parent club fundraisers, and the parish First Sunday Collection. Tuition collection is handled by F.A.C.T.S., and delinquency has not been a significant problem.

Data analysis of financial trends is based on the school budget, tuition, monthly church collections, Mothers' and Men's Club fundraising, the Annual Fund, and other donations. At present levels, these sources of income are adequate to meet the current and future operating expenses of the school. The majority of St. Brendan students come from middle class, two-parent families. Parents are employed as nurses, office workers, clerks, managers, supervisors, doctors, accountants, police officers and administrators, teachers, real estate agents, attorneys, and contractors. The recession of 2008-2012 has affected all members of the St. Brendan Parish School community and has caused the vast majority of families and the school itself to spend money more frugally. However, many parents and school fundraising organizations, especially the Mothers' Club and the Men's Club, continue to contribute generously to the school and its athletic programs.

In a typical year the Mothers' Club raises well over \$190,000 through its fundraisers, and the Men's Club completely funds the athletic programs. This money is in addition to the funds the families and parishioners contribute through the First Sunday Collection at church and through the school's Annual Fund. One of the goals of the strategic plan is to develop and implement a financial plan that is coordinated among all relevant groups and that prioritizes financial sustainability.

The Annual Fund, which has been in place since 2002, typically generates in excess of \$165,000 per year. Donors to the Annual Fund include current school families, current school grandparents, alumni, alumni parents, parishioners, and friends of the school. The parish also supports the school through the First Sunday Collection, which contributes approximately \$37,000 per year. Thanks to the strong support of the parents, parishioners, and alumni, St. Brendan Parish School is in a strong financial position and has not needed to approach either the parish or the Archdiocese for financial subsidy.

In addition to their impressive financial contributions, the parents donate extraordinary amounts of time through their participation in the wide variety of activities sponsored by the parent clubs. They also generously volunteer for school activities such as the science fair, motor skills program, class field trips, and coaching sports teams. There are no minimum requirements of volunteer hours, scrip purchases, or dollars donated by the parents; the voluntary system serves this school best. The parents participate because they want to, not because they are required to, and this creates a sense of ownership and camaraderie among the families. The St. Brendan Parish School community is extremely close and supportive, both of the school and of each other. As a result, the parents are an invaluable resource for the school.

In order to ease the burden of those families who are suffering financial hardship, the Erbacher Tuition Assistance Fund was established in 2010. In addition to earmarked gifts made to this fund via the Annual Fund, two percent of income from the Annual Fund, the Mothers' Club, and the parish First Sunday Collection is also deposited to this account. A major challenge is growing this fund while at the same time financing those families who are in need of tuition assistance. The school maintains a reserve account equal to 6.1 months' operating budget.

St. Brendan Parish School's philosophy, mission, SLEs and the results of assessment of student learning are the basis for the distribution of resources. Resources are allocated to all aspects of school life ranging from general operation to salaries, textbooks, educational materials, sacramental programs, physical education, music program, technology, fine arts, extended care, and staff development.

The school follows the Archdiocesan Salary Scale guidelines and directives to recruit and maintain a well-qualified staff. Salaries are budgeted for the principal, classroom teachers, one additional junior high math teacher, a technology coordinator, part-time classroom assistants for grades one through four, and two classroom assistants shared between grades five through eight. Part-time teachers are employed in the following disciplines: music, art, science, library, dance, motor skills, and P.E. Salaries are also budgeted for an extended care director and personnel, and for secretarial and support staff. Two resource specialists provide extra support to children

identified with special learning needs in reading and/or math. Both specialists assist classroom teachers in differentiating instruction for students with learning differences, and they also provide guidance for parents.

The school's mission is to produce students of the highest quality who will exemplify Christian leadership for the 21st century. Therefore, the school provides its teachers with funds to continue their professional development and enrichment. In recent years, the school's professional development plan has focused on assessment, writing across the curriculum, differentiated instruction, curriculum mapping, and classroom management.

The budget also reflects financing for curricular improvements. The curriculum is evaluated and updated regularly. After reviewing standardized test results and other measures of student strengths and weaknesses, the faculty examines the selected curriculum area and, in conjunction with the Archdiocesan Curriculum Standards and the standards for the State of California, begins the process of evaluating textbook series from an approved list. The merits of a new series are considered in light of student needs and in keeping with the SLEs. Opportunities for professional development are also considered in light of the findings of each in-depth study.

Maintaining a safe and efficient facility is a priority at St. Brendan Parish School. The school roof, plumbing systems, and fire extinguishers are inspected annually; annual asbestos inspections are also performed. In addition to the day-to-day upkeep of the plant itself, emergency measures are in place to protect the students and staff in the event of a catastrophe. To be prepared for a major disaster, the school has an evacuation and accountability plan in place, which is practiced regularly by the entire community. Emergency supplies such as food, water, and first-aid kits are kept in a secure location.

A 61-member Strategic Planning Committee comprised of school parents, teachers, and members of the parish developed a five-year plan to move the school forward into the 21st century. A School Advisory Board has been created to implement the strategic planning goals, and advise the pastor and principal in the areas of mission and philosophy; curriculum; staff; enrollment; community relations; finances; facilities; development; and parent leadership.

Curriculum integration is key to the success of the technology program, and the technology coordinator works directly with the teachers to ensure that the technology meets their anticipated needs. Students have regular computer classes and access to laptop computers in their classrooms. The budget provides for regular updating and maintenance of hardware, software, and licensing. This commitment to technology makes it a valuable and convenient tool to support student learning throughout the curriculum while at the same time educating the whole child to be successful in the 21st century.

One of the best marketing tools for any school is the success of its graduates, and St. Brendan Parish School graduates continue on to the best Catholic high schools in San Francisco. The majority continue on to excellent colleges and universities. The list of high schools and colleges attended by St. Brendan graduates is published each year in the school newsletter and *The Voyager*. *The Voyager* is distributed to all parishioners, current school families, current

grandparents, alumni, and alumni parents and contains articles about current school programs as well as an alumni news section. It is an important tool for highlighting the school's strengths and successes.

Although the school is blessed to have full enrollment, with waiting lists in all grades and more kindergarten applicants than can be accepted, continual outreach to the community is an important part of the overall development plan. Each fall, information packets are distributed to local preschools to give those parents information about St. Brendan Parish School's kindergarten application process. Parishioners are invited to the school's annual Open House and receive information about all school activities through the St. Brendan Church Sunday Bulletin as well as the school newsletter.

A development program has been in place at St. Brendan Parish School since 1993, and an important focus for the development director has been to keep alumni, alumni parents, and parishioners involved in the school community through *The Voyager* and invitational activities and events on the school campus. Every year the school hosts a High School Seniors' Brunch for St. Brendan graduates at the end of their high school careers. This gives them the opportunity to reconnect with each other and the school and to report their college choices to the development office.

The resources of the development office are made available to those alumni planning to organize a class reunion, and special invitations to the annual school auction are sent to the classes who are celebrating significant graduation anniversaries. Each year alumni mothers (whose last child has graduated from the school) are invited to be the honored guests at the November meeting of the Mothers' Club and are invited to a special Alumni Mothers' Lunch in February. Both these lunches are very well-attended, indicating a strong continuing commitment to the school community. Alumni mothers are also invited to events of interest such as the school's annual Christmas Boutique and the spring auction. The goal is to keep both current and former families interested and involved in the school's activities.

In summary, the resources available to the school are sufficient to sustain the school program, reflect sound financial practices and responsible stewardship, and are used to carry out the school's mission, philosophy, and Schoolwide Learning Expectations.

Significant Accomplishments:

- School parents are extremely supportive of the school in terms of both time and financial donations, as evidenced by the well-attended and financially successful parent club events.
- The Development Office uses tools such as *The Voyager*, luncheons, and reunions to keep alumni and their families connected to the school.
- The parish is kept apprised of school activities through *The Voyager* newsletter, invitations to school events, the annual Open House, and notices in the Sunday parish bulletin. Parishioners reciprocate with strong financial support.
- St. Brendan School has a well-maintained site and is fiscally sound, thanks to careful management.
- St. Brendan School's Annual Fund has become an important component of the school's financial stability.

Goals:

- Increase available tuition assistance through additional contributions to the Erbacher Tuition Assistance Fund.
- Create a 3-year financial plan to reflect the school's financial priorities and incorporate them into the fundraising plans.

Evidence:

- Five years of budgets, financial reports, tuition schedules
- Strategic plan for the school
- *The Voyager* newsletters
- Alumni Mothers' Luncheon programs
- Examples from Alumni Reunions such as nametags and Golden Diplomas
- Mothers' Club Handbook

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

- Introduction of the Youth Ministry program into the school curriculum
- Implementation of the ACRE Tests
- Adoption of new textbooks and sacramental preparation materials in the religion curriculum
- Active participation in Catholic Schools Week
- All teachers are current in religious certification
- Broadening of the curriculum with the addition of a counselor and the social and emotional learning program
- Creation of a School Advisory Board
- Implementation of the on-line grading program (*FastDirect*) which allows for teachers’ comments
- Creation of a new Mission Statement
- Inclusion of all shareholders in development of Mission Statement and review of SLEs
- Full integration of SLEs into the school community
- Strong, collaborative leadership style of the pastor and principal
- Extensive support from parents and parish/school organizations
- A highly qualified and dedicated faculty and staff who are well-trained in current educational practices
- An environment that encourages high achievement for all students
- A culture of collaboration and communication among shareholders
- Systematic disaggregation and analysis of data to inform curriculum, instructional and operational planning
- Excellent standardized test scores as evidenced by the fact that two-thirds of the student population score in the top quartile, and eighth grade students consistently surpass the ITBS test range with a grade-equivalent score of 13+
- Integration of technology across curriculum and grades
- Provision of a rigorous, well-developed standards-based curriculum that meets the needs of the student population
- Creation of curriculum maps for social studies and science
- Increased learning support strategies for struggling students
- Provision of additional specialty programs: Spanish and social/emotional learning
- Incorporation of Catholic values into instructional delivery

- Increased collaboration between classroom teachers and technology teacher to support 21st century learners and the integration of technology across the curriculum
- Implementation of a wide variety of research-based instructional strategies to ensure that students meet or exceed both the Archdiocesan and California state standards
- Provision of varied assessment opportunities for students
- Strong commitment of faculty and staff to professional development and implementation of new ideas
- Schoolwide emphasis on inclusiveness and respect for all
- Increased after-school enrichment offerings such as band and guitar
- Extremely supportive school parents who donate significant time, talent, and money
- A successful and supportive alumni program that is connected to the school through such tools as *The Voyager*, luncheons, and reunions
- A strong supportive parish that is kept involved in school activities through *The Voyager* newsletter, invitations to school events, the annual Open House, and notices in the Sunday parish bulletin
- A clean, well-maintained site
- Careful fiscal management that ensures fiscally sound operations
- A strong Annual Fund that is an important component of the school's financial stability

Significant Goals

- Add a spiritual component to Back-to-School Night presentations and parent/teacher conferences
- Develop a more formalized and comprehensive service program
- Improve the SLEs report card so that students have a more active role in self-assessment and reporting
- Investigate and implement new means of communication to increase parents' understanding and perceptions of the workings of the school
- Restructure the school website to be more user-friendly
- Include the classroom assistants in staff development and in-services to better meet the needs of all students
- Formalize the structure of the schoolwide learning support program
- Create opportunities for students to gauge their authentic achievement through constructive collaboration, self-reflection, and peer review
- Train classroom aides in differentiated instruction to improve student achievement
- Address the learning needs of all students by increasing proficiency in differentiated instruction across all grades and subjects
- Design and implement a way for students to self-assess and report their progress toward achievement of the SLEs
- Implement the Common Core State Standards in math and English language arts
- Provide more inquiry and open-ended activities in science so students develop skills for applying scientific concepts and effectively communicating their results and conclusions
- Integrate other disciplines with science to improve student performance and help bring together information cohesively

- Further develop student skills in analyzing information, synthesizing concepts, and expressing scientific ideas in writing
- Explicitly teach students how to respond to questions/activities that require higher-order thinking skills
- Develop curriculum maps in all subject areas to ensure continuity of instruction and learning
- Expand the social and emotional learning program to cover topics pertinent to students the junior high classes
- Increase parental involvement in the students' faith formation activities
- Increase available tuition assistance through additional contributions to the Erbacher Tuition Assistance Fund.
- Create a 3-year financial plan to reflect the school's financial priorities and incorporate them into the fundraising plans

Critical Goals

Critical Goal 1

Formalize the structure of the school-wide learning support program

A thorough analysis of all pertinent data, including parent surveys, strategic planning surveys, standardized test scores, student assessments, and observations by the teaching staff suggests a lack of definition for the learning support program. This does not serve the student population in the most effective and efficient way; the program needs to be re-evaluated and formalized in order to improve overall student academic success.

Critical Goal 2

Implement the Common Core State Standards in math and English language arts

The implementation of Common Core State Standards in math and English language arts will articulate the curriculum from kindergarten through grade eight. This will foster a better understanding and practical application of mathematical concepts, heightened mathematical procedural skills, and fluency among our students. It will also develop a better understanding and practical application of English language arts (ELA) concepts and stronger skills in grammar, punctuation, usage, spelling, and writing fluency among students at all grade levels. In addition, the implementation of CCSS in math and English will improve the performance data on student achievement.

Critical Goal 3

Integrate other disciplines with science to improve student performance and help bring together information in a cohesive and comprehensive way

Students at St. Brendan Parish School need to further develop the skills required to read for content, to interpret what a question is asking, and to compose a thoughtful written answer using appropriate scientific terminology. The students who score in the bottom 25th percentile on the ITBS test in science generally also score in the bottom quartile in reading comprehension, social

studies, reference materials, and math. They also struggle with interpreting what questions are asking, data analysis, and critical thinking. Based on analysis of ITBS data, classroom assessments, and feedback from alumni students and parents, science needs to be better integrated with other disciplines to improve the students' abilities to think critically, synthesize concepts, analyze information, and successfully organize ideas and express them in written form.

Critical Goal 4

Include the classroom assistants in staff development and in-services to better meet the needs of all students

Larger-than-average class sizes and the varied learning needs of the students at St. Brendan Parish School necessitate the use of classroom assistants. Analysis of the data from the school's strategic planning survey and the findings from task records of classroom assistants indicate that classroom assistants need to be utilized in a more effective way, especially as differentiated instruction continues to be implemented across all grades and subjects. As classroom assistants are increasingly assigned to instruct small flexible groups of students, it is important that they be included in staff-development and in-service opportunities.

Critical Goal 5

Develop a new and improved Schoolwide Learning Expectations (SLEs) report card that allows for students to have a more active role in self-assessment and reporting

Since 2009, St. Brendan Parish School has reported student progress toward the Schoolwide Learning Expectations (SLEs) via a report card. However, parents have found the report card limiting in the information it presents. An improved Schoolwide Learning Expectations (SLEs) report card will provide students with the opportunity to self-assess and self-report, and will allow for more authentic assessment and meaningful information. It will also enhance self-efficacy and increase intrinsic motivation. When students self-evaluate their performance, they are encouraged to set higher goals and work harder to attain them. The combination of goals and effort equals achievement. Student self-assessment, along with teacher evaluation, supports the schoolwide learning expectation of developing problem-solvers who evaluate their own work and progress.

ACTION PLAN FOR ST. BRENDAN PARISH SCHOOL

Goal #1: (from Chapter 3 - D, E, F, G)

Formalize the structure of the school-wide learning support program

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

A thorough analysis of all pertinent data, including parent surveys, strategic planning surveys, standardized test scores, student assessments, and observations by the teaching staff suggests a lack of definition for the learning support program. This does not serve the student population in the most effective and efficient way; the program needs to be re-evaluated and formalized in order to improve overall student academic success.

Alignment with mission, philosophy, SLEs:

Formalizing the structure of the school-wide learning support program supports the self-study goal of addressing the learning needs of all students and continuing to increase proficiency in instruction across all subjects and grade levels.

Strategy #1	Define the Learning Support Program
Activity #1	<ol style="list-style-type: none"> 1. Employ a facilitator to help the faculty determine the purpose of the learning support program 2. Review programs in other schools to get ideas 3. Make selections of components to incorporate into the program 4. Compose a formal description of the Learning Support Program that clearly articulates whom the program serves, how the program works, and the expectations of the program
Cost or Resources & Sources	<ul style="list-style-type: none"> • \$500 for facilitator • Other schools' programs - St. Matthew, Our Lady Of Mount Carmel, St. Thomas the Apostle, St. Cecilia, St. Vincent De Paul, and Notre Dame Des Victoires
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Learning support personnel • Classroom teachers
Process For Monitoring	<ul style="list-style-type: none"> • Facilitator's notes • Descriptions of other schools' programs • Reports to School Advisory Board and faculty to ensure gathering of information
Baseline Assessment	<ul style="list-style-type: none"> • August 2013 to February 2014 to gather information • February 2014 to August 2014 to formalize and articulate the definition of program
Ongoing Assessment	<ul style="list-style-type: none"> • Quarterly review through review of notes and written drafts of Learning Support Program's mission statement and description
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2013 through August 2014
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Reports at faculty meetings • Reports at School Advisory Board meetings • Professional development meetings • Updates to parents via <i>Voyages</i> and School Advisory Board minutes

Strategy #2	Administration and faculty present the completed program to other shareholders to ensure a common understanding of the program
Activity #2	<ol style="list-style-type: none"> 1. Educate all shareholders about the components of the Learning Support Program via newsletters, Back-to-School Night presentations, Mothers' Club presentations, and a description on the school website 2. Educate the classroom assistants about their role in the Learning Support Program
Cost or Resources & Sources	<ul style="list-style-type: none"> • Time for presentations to various shareholders • St. Brendan Parish School website
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Learning support personnel • Teachers • Classroom aides
Process For Monitoring	<ul style="list-style-type: none"> • Articulation meetings amongst instructional personnel • Articulation among parents of identified students, instructional personnel, and administration
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2014 through 2015, and thereafter as new families enter the school
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Reports at faculty meetings • Reports at School Advisory Board meetings • Professional development meetings • Updates to parents via <i>Voyages</i> and School Advisory Board minutes

Strategy #3	Implement the Learning Support Program
Activity #3	<ol style="list-style-type: none"> 1. Provide teachers with lists of pre-referral intervention strategies 2. Provide professional development opportunities to teachers using resources identified by the Archdiocesan Resource Teachers group and such organizations as PEN and TEN, to foster a better understanding of how to work with children with specific learning needs 3. Provide parent education and support via the PEN organization and speakers recommended by other schools in the Archdiocese 4. Make regular evaluations and adjust program accordingly
Cost or Resources & Sources	<ul style="list-style-type: none"> • Ongoing professional development workshops: \$1800 per annum • Parent education component: \$1000 per annum • <u>Pre-referral Intervention Manual Third Edition</u> - Stephen B McCarney for each teacher: \$500
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Teachers • Classroom aides • Learning support personnel
Process For Monitoring	<ul style="list-style-type: none"> • Formal and informal articulation among all shareholders • Formal and informal assessment using notes from Student Success Teams and observations
Baseline Assessment	<ul style="list-style-type: none"> • Feedback from all shareholders through surveys, email, and informal articulation • Faculty and small-group meetings
Ongoing Assessment	<ul style="list-style-type: none"> • Feedback from all shareholders through surveys, email, and informal articulation • Faculty and small-group meetings
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2015 and ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Reports at faculty meetings • Reports at School Advisory Board meetings • Professional development meetings • Updates to parents via <i>Voyages</i> and school website

Strategy #4	Implement ongoing documentation of progress of students identified either formally or informally with learning differences
Activity #4	<ol style="list-style-type: none"> 1. Institute a timeline for ongoing formal articulation between the learning support personnel and teachers 2. Institute more formal use of the RTI forms
Cost or Resources & Sources	<ul style="list-style-type: none"> • Student Success Team protocol • Response to Intervention forms • Learning support binders that are passed from grade to grade
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Teachers • Learning support personnel
Process For Monitoring	<ul style="list-style-type: none"> • Principal and teacher articulation and observation
Baseline Assessment	<ul style="list-style-type: none"> • Results from entrance assessments • Application information
Ongoing Assessment	<ul style="list-style-type: none"> • Ongoing documentation of identified students' progress and performance
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2014 and ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Faculty meetings • Professional development meetings with follow-up articulation • Updates to parents via the <i>Voyages</i> weekly newsletter and website • Communication to potential incoming families

ACTION PLAN FOR ST. BRENDAN PARISH SCHOOL

Goal # 2: (from Chapter 3 - E)

Implement the Common Core State Standards in Mathematics and English Language Arts

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?)

The implementation of Common Core State Standards in math and English language arts will articulate the curriculum from kindergarten through grade eight. This will foster a better understanding and practical application of mathematical concepts, heightened mathematical procedural skills, and fluency among our students. It will also develop a better understanding and practical application of English language arts (ELA) concepts and stronger skills in grammar, punctuation, usage, spelling, and writing fluency among students at all grade levels. In addition, the implementation of CCSS in math and English will improve the performance data on student achievement.

Alignment with mission, philosophy, SLEs:

The implementation of CCSS in mathematics and English language arts supports the school mission and philosophy of encouraging students to become critical thinkers, problem-solvers, and life-long learners.

Strategy #1	Learn about the Common Core State Standards in Mathematics via attendance at professional development workshops, webinars, and literature
Activity #1	<ol style="list-style-type: none"> 1. Attend Archdiocesan-sponsored workshops on the Common Core State Standards in math 2. Participate in webinars such as those provided by Catapult Learning, ReThink Mathematics, NCEA, and ASCD 3. Read articles and books regarding the Common Core State Standards in math
Cost or Resources & Sources	<ul style="list-style-type: none"> • \$5000 - School funds and Title II funds
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Workshop attendance sheets • Faculty reports and debriefings of workshops and readings
Ongoing Assessment	<ul style="list-style-type: none"> • Benchmark tests to gauge student achievement • Quarterly review of teacher lesson plans and curriculum maps • Teacher and principal observations
Timeline Start/Stop	<ul style="list-style-type: none"> • November 2012 through December 2013
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Presentations to the faculty • Updates to parents via <i>Voyages</i> • Presentations to the Mothers' Club and School Advisory Board

Strategy #2	Create curriculum maps at all grade-levels based on the CCSS in mathematics and instructional practices.
Activity #2	<ol style="list-style-type: none"> 1. Use the Archdiocesan curriculum map template to create grade-level curriculum maps 2. Employ vertical articulation with the curriculum maps 3. Revise maps based on results from vertical articulation 4. Apply grade-level curriculum maps to unit instruction 5. Revise curriculum maps based on assessment of all available data about student performance
Cost or Resources & Sources	<ul style="list-style-type: none"> • Curriculum map templates • Copies of curriculum maps from Catapult, the Archdiocese of Philadelphia, and the Diocese of Phoenix
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • On-going benchmark tests • IOWA scores • Principal and teacher observations to gauge student achievement based on the implementation of curriculum maps • Reports to the superintendent for curriculum and instruction
Baseline Assessment	<ul style="list-style-type: none"> • Benchmark and IOWA scores • Current lesson plans
Ongoing Assessment	<ul style="list-style-type: none"> • Quarterly review of teacher lesson plans and curriculum maps • Teacher and principal observations • Reports to the Assistant Superintendent of Curriculum and Instruction and Archdiocesan curriculum coaches
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2013 through June 2014
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Providing access to curriculum maps via the school website and the school server • Back-to-School Night presentations

Strategy #3	Align current textbooks with CCSS in mathematics
Activity #3	<ol style="list-style-type: none"> 1. Review current textbook using criteria from Archdiocesan and state mathematics curriculum guidelines aligned with the CCSS 2. Delineate CCSS in the current textbooks to determine needs for additional resources to supplement standards not found in current textbooks
Cost or Resources & Sources	<ul style="list-style-type: none"> • Archdiocesan mathematics guidelines and outcomes • ReThink Mathematics® alignment charts
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Ongoing grade-level work and principal observations
Baseline Assessment	<ul style="list-style-type: none"> • Review CCSS and Archdiocesan mathematics guidelines and compare with current textbook standards
Ongoing Assessment	<ul style="list-style-type: none"> • Ongoing grade-level work, teacher curriculum maps (and lesson plans), and principal observations
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2013 through June 2014
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Updates to parents via the <i>Voyages</i> weekly newsletter and website • Bi-monthly presentations to School Advisory Board • Reports to Archdiocesan Department of Catholic Schools

Strategy #4	Identify and obtain appropriate and necessary supplemental instructional materials aligned with the CCSS in mathematics to be used with current textbooks
Activity #4	<ol style="list-style-type: none"> 1. Research Archdiocesan, CCSS, and Internet resources to identify supplemental materials 2. Attend workshops for training and obtaining supplemental materials 3. Teachers share lists of supplemental materials with colleagues
Cost or Resources & Sources	<ul style="list-style-type: none"> • Internet • Catalogs • Teachers from other schools • Math kits from up-to-date textbook series
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Ongoing grade-level work • Faculty meetings • Teacher curriculum maps and lesson plans • Principal observations
Baseline Assessment	<ul style="list-style-type: none"> • Grade-level lists of appropriate and necessary supplemental materials to enhance instruction
Ongoing Assessment	<ul style="list-style-type: none"> • Ongoing grade-level work • Teacher curriculum maps and lesson plans • Principal observations • Student performance based on supplemental materials and assessed by benchmark tests
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2013 through June 2015
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Lists of supplemental materials shared among teachers

Strategy #5	Adopt a new textbook series (a single-provider, comprehensive K-8 series) in alignment with Archdiocesan and CCSS in mathematics.
Activity #5	<ol style="list-style-type: none"> 1. Complete an in-depth study of mathematics 2. Review textbook samples 3. Select a single-provider, comprehensive K-8 textbook series based on CCSS and approved by the Archdiocese of San Francisco and the State of California Department of Education
Cost or Resources & Sources	<ul style="list-style-type: none"> • \$20,000
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Ongoing grade-level articulation meetings • Year-end grade-level articulation meetings • Faculty meetings • Principal observations
Baseline Assessment	<ul style="list-style-type: none"> • CCSS in mathematics and Archdiocesan curriculum guidelines
Ongoing Assessment	<ul style="list-style-type: none"> • Periodic faculty meetings and textbook adoption meetings (site and Archdiocesan)
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2015 through June 2016
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Provide the School Advisory Board with textbook selection criteria • Inform parents of the books selected via the <i>Voyages</i> newsletter • Archdiocesan Textbook Survey

Strategy #6	Learn about the Common Core State Standards in English Language Arts via attendance at professional development workshops, webinars, and literature
Activity #6	<ol style="list-style-type: none"> 1. Attend Archdiocesan-sponsored workshops on the Common Core State Standards in English Language Arts 2. Participate in webinars such as those provided by Catapult Learning, NCEA, and ASCD 3. Read articles and books regarding the Common Core State Standards in English Language Arts
Cost or Resources & Sources	<ul style="list-style-type: none"> • \$4000 - School funds and Title II funds
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Workshop attendance sheets • Faculty reports and debriefings of workshops and readings
Timeline Start/Stop	<ul style="list-style-type: none"> • November 2013 through December 2014
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Presentations to the faculty by other faculty members • Updates to parents via the <i>Voyages</i> weekly newsletter • Presentations to the Mothers' Club and School Advisory Board

Strategy #7	Create curriculum maps at all grade-levels based on the CCSS in English language arts and instructional practices
Activity #7	<ol style="list-style-type: none"> 1. Use the Archdiocesan curriculum map template to create grade-level curriculum maps 2. Employ vertical articulation with the curriculum maps 3. Revise maps based on results from vertical articulation 4. Apply grade-level curriculum maps to unit instruction. 5. Revise curriculum maps based on assessment of all available data about student performance
Cost or Resources & Sources	<ul style="list-style-type: none"> • Curriculum map templates • Copies of curriculum maps from Catapult, the Archdiocese of Philadelphia and the Diocese of Phoenix
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Principal and teacher observations to gauge student achievement based on the implementation of curriculum maps • Reports to the superintendent for curriculum and instruction
Baseline Assessment	<ul style="list-style-type: none"> • Current lesson plans
Ongoing Assessment	<ul style="list-style-type: none"> • Quarterly review of teacher lesson plans and curriculum maps • Teacher and principal observations • Reports to the Assistant Superintendent of Curriculum and Instruction and Archdiocesan curriculum coaches
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2015 through June 2016 • Ongoing yearly review and revision of curriculum maps commencing 2016
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Providing access to curriculum maps via the school website and the school server • Back-to-School Night presentations

Strategy #8	Identify and obtain appropriate and necessary supplemental instructional materials aligned with the CCSS in English language arts
Activity #8	<ol style="list-style-type: none"> 1. Research Archdiocesan, CCSS, and Internet resources to identify supplemental materials 2. Attend workshops for training and obtaining supplemental materials 3. Teachers share lists of supplemental materials with colleagues
Cost or Resources & Sources	<ul style="list-style-type: none"> • Internet • Catalogs • Teachers from other schools
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • On-going grade-level work • Faculty meetings • Teacher curriculum maps and lesson plans • Principal observations
Baseline Assessment	<ul style="list-style-type: none"> • Grade-level lists of appropriate and necessary supplemental materials to enhance instruction
Ongoing Assessment	<ul style="list-style-type: none"> • Ongoing grade-level work • Teacher curriculum plans and lesson plans • Principal observations
Timeline Start/Stop	<ul style="list-style-type: none"> • December 2014 through June 2015
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Lists of supplemental materials shared among teachers

Strategy #9	Adopt a new textbook series (a single-provider, comprehensive K-8 series) in alignment with Archdiocesan and CCSS in reading
Activity #9	<ol style="list-style-type: none"> 1. Complete an in-depth study of English language arts 2. Review reading/literature textbook samples 3. Select a comprehensive K-8 reading textbook series based on CCSS and approved by the Archdiocese of San Francisco and the State of California Department of Education
Cost or Resources & Sources	<ul style="list-style-type: none"> • \$30,000
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Principal and faculty
Process For Monitoring	<ul style="list-style-type: none"> • Ongoing grade-level articulation meetings • Year-end grade-level articulation meetings • Faculty meetings • Principal observations
Baseline Assessment	<ul style="list-style-type: none"> • CCSS in English language arts and Archdiocesan curriculum guidelines
Ongoing Assessment	<ul style="list-style-type: none"> • Periodic faculty meetings and textbook adoption meetings (site and Archdiocesan)
Timeline Start/Stop	<ul style="list-style-type: none"> • August 2016 through August 2017
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Provide the School Advisory Board with textbook selection criteria • Inform parents of the books selected via the <i>Voyages</i> newsletter • Archdiocesan Textbook Survey

ACTION PLAN FOR ST. BRENDAN PARISH SCHOOL

Goal #3: (WCEA In-depth Study in Science)

Integrate other disciplines with science to improve student performance and help bring together information in a cohesive and comprehensive way

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?):

Students at St. Brendan Parish School need to further develop the skills required to read for content, to interpret what a question is asking, and to compose a thoughtful written answer using appropriate scientific terminology. The students who score in the bottom 25th percentile on the ITBS test in science generally also score in the bottom quartile in reading comprehension, social studies, reference materials and math. They also struggle with interpreting what questions are asking, data analysis, and critical thinking. Based on analysis of ITBS data, classroom assessments, and feedback from alumni students and parents, science needs to be better integrated with other disciplines to improve the students' abilities to think critically, synthesize concepts, analyze information, and successfully organize ideas and express them in written form.

Alignment with mission, philosophy, SLEs:

Better integration with other disciplines will help the students become life-long learners, problem solvers, effective communicators, and effective collaborators.

Strategy #1	Collaborate with other teachers in developing skills to read for content and comprehension
Activity #1	<ol style="list-style-type: none"> 1. Work with other disciplines to improve identification of main ideas and supporting facts 2. Develop a standardized methodology for note-taking and outlining 3. Provide more regular opportunities for exposure to nonfiction and nonfiction science reading materials to allow for simultaneous reading skill instruction in language arts and science 4. Develop cross-curricular strategies for approaching new vocabulary
Cost or Resources & Sources	<ul style="list-style-type: none"> • Subscriptions to science magazines and other reading materials • Use of class time and prep time for collaborating with other teachers
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Science teachers, classroom teachers, and middle school dedicated teachers in language arts
Process For Monitoring	<ul style="list-style-type: none"> • Assessments by involved teachers in each discipline
Baseline Assessment	<ul style="list-style-type: none"> • ITBS scores • Current observations in the classroom and in-class assessments
Ongoing Assessment	<ul style="list-style-type: none"> • Formative and summative assessments in the classroom • ITBS scores in science and reading comprehension
Timeline Start/Stop	<ul style="list-style-type: none"> • September 2012 through June 2015
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Report cards • ITBS test results shared with parents • Faculty-wide sharing of ITBS results and general observations

Strategy #2	Collaborate with other teachers in developing strategies to synthesize concepts and organize ideas to write effectively
Activity #2	<ol style="list-style-type: none"> 1. Develop science-themed cross-curricular formal writing projects for assessment 2. Grade-level and school-wide articulation of writing goals across the disciplines
Cost or Resources & Sources	<ul style="list-style-type: none"> • <i>Step Up to Writing</i> program • Use of class time and prep time for collaborating with other teachers • Use of word processing, data analysis, and presentation software programs
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Science teachers, classroom teachers, and middle school dedicated teachers in the disciplines of writing and technology
Process For Monitoring	<ul style="list-style-type: none"> • Standardized grade-level writing rubrics for assessment by involved teachers from different disciplines • Vertical articulation of writing standards from grade to grade
Baseline Assessment	<ul style="list-style-type: none"> • Current observations in the classroom and discussion with teachers in other disciplines
Ongoing Assessment	<ul style="list-style-type: none"> • Formative and summative assessments
Timeline Start/Stop	<ul style="list-style-type: none"> • September 2012 through June 2015
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Report cards • Faculty-wide sharing of general observations

Strategy #3	Collaborate with the technology teacher in the use of technological resources for the science program
Activity #3	<ol style="list-style-type: none"> 1. Develop more cross-curricular projects between science and technology 2. Incorporate on-line resources for analysis of information and presentation of data 3. Use of word processing, data analysis, and presentation software programs 4. Evaluation and identification of useful and credible sources of information
Cost or Resources & Sources	<ul style="list-style-type: none"> • Using Internet searches • Use of class time and prep time for collaborating with technology teacher
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Science and technology teachers
Process For Monitoring	<ul style="list-style-type: none"> • Collaborative assessments by teachers involved • Principal
Baseline Assessment	<ul style="list-style-type: none"> • Current observations in the classroom
Ongoing Assessment	<ul style="list-style-type: none"> • Formative and summative assessments in the classroom • Project-based assignments and assessments
Timeline Start/Stop	<ul style="list-style-type: none"> • September 2012 through June 2015
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Report cards • Faculty-wide sharing of general observations • Displays of projects at Open House

Strategy #4	Collaborate with math teachers in applying math concepts in science
Activity #4	<ol style="list-style-type: none"> 1. Grade-level articulation of math concepts as they are used in science 2. Work with math teachers to develop strategies for teaching common core math skills in the science curriculum
Cost or Resources & Sources	<ul style="list-style-type: none"> • Use of class time and prep time for collaborating with other teachers
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Science and math teachers
Process For Monitoring	<ul style="list-style-type: none"> • Collaborative assessments by teachers involved • Principal
Baseline Assessment	<ul style="list-style-type: none"> • Current observations in the classroom • IOWA scores in math and science data analysis
Ongoing Assessment	<ul style="list-style-type: none"> • Formative and summative assessments in the classroom • Analysis of IOWA scores in science and math
Timeline Start/Stop	<ul style="list-style-type: none"> • September 2016 (after the Common Core Math curriculum is established in the school) and ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Access to curriculum maps and benchmark tests • Back-to-School Night presentations and packets

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. Brendan Parish School is not a static organization. School improvement, especially improving student learning, is seen as an ongoing obligation. The school is continuously striving to help the students reach their potential in their academic, personal, and spiritual development. There is a shared collaborative focus and culture of ongoing systemic improvement. St. Brendan Parish School has improved and continues to improve learning for all students by implementing the Action Plan and recommendations from the 2007 Visiting Committee; applying the recommendations of the Archdiocesan Elementary School Study commissioned by the Council of Priests; and implementing the goals and objectives of the school's new strategic plan.

In addition to implementing the three target goals identified by the prior Visiting Committee, the St. Brendan Parish School community has introduced an in-school Spanish program; doubled the number of minutes of science instruction for the junior high students; implemented a social and emotional learning program with the help of a newly-hired counselor; created and distributed semi-annual SLEs report cards; and added after-school guitar and band programs. These additions have enriched the students' development as active Christians, life-long learners, responsible individuals, problem-solvers, and effective communicators. SMART Boards have been installed in all classrooms. An upgraded class set of laptops has been made available for the students in grades six through eight, and iPod touches have been made available to students in the lower grades. This greater availability of technology enriches teaching and learning, and allows students to utilize such 21st century skills as collaboration, interactive communication, and higher order thinking and reasoning. With each step forward, the faculty and staff evaluate its impact and plan the next steps that could benefit the students.

The school's faculty and staff, the pastor, and the parents all have a strong commitment to helping the students achieve their highest potential. The shareholders have demonstrated a belief in the school's improvement process through their responses to the surveys and their participation in the School and Parish Advisory Boards. Four of the school's faculty members serve on the current Archdiocesan Committee charged with the implementation of the Common Core State Standards in Mathematics, and thus are uniquely positioned to guide the school as it proceeds with the self-improvement process.

The Action Plan lays out a specific timeline for the implementations to take place. A year-long faculty meeting agenda schedule will help to keep the plans on target. The impact of the Action Plan on student achievement will be assessed through the regular review of data: report cards, ITBS results, classroom assessments, intervention records, and teacher articulation. Information from this regular review will help monitor progress toward the goals and provide opportunities to modify the Action Plan as needed.

The parents will be kept informed of progress with respect to the Action Plan through *Voyages*, Back-to-School Night presentations, and by posting, on the school website, the annual progress reports that are submitted to the WCEA Commissioner. Quarterly presentations to the School Advisory Board will allow for oversight of the Plan as well as the solicitation of advice and support. Articles in the alumni newsletter, *The Voyager*, will keep the wider community aware of ongoing progress.

The identification of priorities and future actions will be based on the success of each Action Plan item. Those that are less successful or need more time to implement will be scheduled for additional time. Items will be further prioritized based on faculty input and assessment of student learning. Shareholder advice, particularly from the pastor and School Advisory Board, will also be considered when appropriate.

Because of the strong academic and financial support of the parents, the school has the resources necessary to implement the Action Plan. Parents have demonstrated their commitment to the school through their involvement in parent club activities and their donations to the school, through both parent fundraisers and the school's Annual Fund. Thanks to this generosity, the administration has the capability to provide the programs and personnel necessary to implement the Action Plan goals.

While the Plan is ambitious, the shared vision of the leadership-administration team, the School Advisory Board, the parents, and the pastor ensures that the success of the Plan is not dependent on any one group of shareholders. The school community is confident it will be able to accomplish the goal of meeting the needs of students with a broad range of abilities and learning styles by formalizing the learning support program; implementing the Common Core State Standards in math and English language arts; and furthering the integration of the science program with other subjects.

The only possible impediment to the success of the Action Plan would be personnel change. Changes to a faculty bring a change of dynamics and a possible change of direction regarding the achievement of the goals. However, because the success of the Plan does not depend on any one individual or any specific group of shareholders, and because of the culture of collaboration and shared accountability, the administration, faculty, and staff believe that they will be able to achieve the primary goal of ensuring the high achievement of all students, while teaching them to be active Christians, life-long learners, problem solvers, effective communicators, and responsible individuals.

Improving Student Learning for Catholic Schools

Appendix A-1 School Profile – Basic Information

ST. BRENDAN PARISH SCHOOL	K-8	(415) 731-2665
School Name	Grades	School Phone

940 Laguna Honda Blvd.	San Francisco	CA	94127
Address	City	State	Zip

Mrs. Carol Grewal	cgrewal@stbrendansf.com	(415) 759-8117
Principal	E-mail address	Home Phone

Rev. Daniel Nascimento	San Francisco Unified School District
Pastor	Public School District

Mrs. Reneé McHugh	N/A
Director of Education for Religious Community in School	Religious Community

940 Laguna Honda Blvd.	San Francisco	CA	94127
Address	City	State	Zip

Does your school have a school board? Yes ___ No
 If yes, is it an advisory body or a governing body? Advisory ___ Governing

Who is the chair/president? **Mrs. Rosaleen Adams**

Do you have a Preschool Program? ___ Yes No

What are the hours of operation? _____

Do you have an Extended Day Program? Yes ___ No

What are the hours of operation? **3:00-6:00PM or early dismissal**

What are the fees? **\$100 registration and \$200 per month for full time**

How many families participate? **92**

For which grades do you have waiting lists? **All Grades**

Do you have an approved Technology Plan? Yes ___ No

Improving Student Learning for Catholic Schools

Appendix A-2

School Profile – Current Enrollment Information

	Male	Female	Total
Preschool	0	0	0
Pre-K	0	0	0
K	18	20	38
1	20	21	41
2	17	22	39
3	21	18	39
4	17	19	36
5	21	15	36
6	17	20	37
7	18	18	36
8	11	19	30
Total	166	164	332

	Catholic	Non-Catholic	Total
Black	0	0	0
Hispanic	8	0	8
Asian	18	1	19
Hawai'ian / Pacific Islander	0	0	0
Native American / Native Alaskan	1	0	1
White	225	9	234
Other	77	1	78
Total	319	11	332

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2007	35	31	31
2008	35	30	30
2009	34	29	29
2010	33	29	29
Current Year 2011	35	30	30

Improving Student Learning for Catholic Schools

Appendix A-3

Adhere to Diocesan Policy in publishing this appendix
School Profile – Instructional (Teaching) Staff

Name	Grade Subj.	Catholic / Non-Cath.	Highest Degree	Teacher License	Catechist Cert.	Total Yrs. Exp.	Exp. this school	Ethnicity	M/F
Armanino, Michelle	3	Catholic	Masters	CA	Yes	12	8	White	F
Bolden, Michael	6	Catholic	B.A.	CA	Yes	30	4	White	M
Donovan, Janice	1	Catholic	B.A.	CA	Yes	33	33	White	F
Grewal, Carol	Principal	Catholic	Masters	CA	Yes	25	6	White	F
Ino, Sonia	2	Catholic	BA	In progress	Yes	26	1	Hispanic	F
Leach, Karen	KAM	Catholic	Masters	CA	Yes	20	15	White	F
Lopez, David	8	Catholic	B.A.	CA	Yes	31	30	White	M
Major, David	7	Catholic	Masters	CA	Yes	16	1	White	M
McHugh, Renée	Literature/ English	Catholic	B.A.	CA	Yes	24	19	White	F
Nelson, Ruth	Learning Support/ Librarian	Catholic	B.A.	CA	Yes	27	6	White	F
Proehl, Tiffany	Computer	Non-Catholic	Masters	CA		5	5	White	F
Rabbitt, Margaret	KPM	Catholic	Masters	CA/	Yes	7	5	White	F
Russo, Danielle	4	Catholic	Masters	CA	Yes	5	4	White	F
Tenhoff, Christina	5	Catholic	B.A	CA	Yes	4	4	White	F

Improving Student Learning for Catholic Schools

Appendix A-4

Adhere to Diocesan Policy in publishing this appendix
School Profile – Support (non-teaching) Staff

Name	Assignment	Hours per day Worked	Days per year worked	Years Worked at this school	Qualifications (degree, certification, etc.)
Bisho, Michelle	Bookkeeper	15	144	12	B.A.
Casallas, Inés	Extended Care Director	20	178	25	N.A
Casazza, Frances	Extended Care Associate	18-1/2	178	20	N.A
Do, Steve L.	Staff Associate	35	180	18	N.A
Laval, Maureen	Staff Associate	23	108	23	N.A
Longa, MarieJean	Classroom Aide	25	180	8	N.A
McCarthy, Suzanne	Development Director	20	180	17	B.A.
Nusbaum, Laura	Counselor	12	108	1	PHD
Puccinelli, Nina	Classroom Aide	20	144	9	N.A
Sawyer, Arlene	Administrative Assistant	35	180	39	N.A
Schlueter, Christophe	Extended Care Associate	17	178	8	B.A.
Stellini, Joann	Classroom Aide	27	144	10	N.A
Warda, Antonina	Classroom Aide	25	180	8	A.A.

Improving Student Learning for Catholic Schools

Appendix A-5 School Profile – Participation in IDEA

Under the Individuals with Disabilities Education Act (IDEA), Local Education Agencies (LEAs) are responsible for locating, identifying, evaluating (“child find”) and developing an individual education program (IEP) for any child living within the district’s boundaries, including children enrolled in private and religious schools, who may have a disability (e.g., hearing, speech, sight, physical and mental impairments; emotional disturbances and learning disabilities, etc.) at no cost to the child’s parents.

Child find is a component of IDEA that requires states to identify, locate, and evaluate all children with disabilities, aged birth to 21, who are in need of early intervention or special education services.

1. Has your LEA carried out this “child find” requirement in your school? Yes ___ No
2. If yes, how many children were actually identified as having a disability? 12
3. If No, have you ever requested the LEA to do a “child find?” and had that request denied? ___ Yes No
4. Of those children identified with a disability, how many have had a formal Instructional Service Plan (ISP) developed by the LEA? None
5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
NO specified services N/A SOME specified services N/A All Specified services N/A
6. Of those children with disabilities currently enrolled in your school, how many are receiving the specified services in your school? 0
7. How many are receiving those services at a public school or neutral site? 0
8. For those receiving services at a public school or a neutral site, is transportation being provided at no cost to the child’s parents? ___ Yes N/A No
9. How many of the children identified as eligible for services through ‘child find’ transferred to the public school? 0
10. How many of the children identified eligible for services through ‘child find’ chose to remain in your school and forego receiving the specified services? 12
11. How many children with disabilities, who applied to your school within the past three years, were unable to attend because your school does not offer services that meet their specific needs? 0

California schools only: note that California Ed Code 48203 (SB 1327) lists specific reporting requirements of California schools to the County/District Superintendent regarding issue addressed in question #11.

Improving Student Learning for Catholic Schools

Appendix A-6 School Profile – Participation in Federal Programs

Title I, Part A – Improving the Academic Achievement of the Disadvantaged

1. How many students are eligible for Title IA services? N/A
2. How many students are receiving Title IA services? N/A
3. What services are being offered at your school for Title IA students? N/A

Title II, Part A – Teacher and Principal Training and Recruiting Fund

1. What is your per-pupil allocation for Title IIA services? **\$13 per child.**
2. What is your total Title IIA allocation for School Year 2011-2012? **\$4288.95**
3. Have you developed/filed an approved Title IIA Staff Development plan? X Yes ___ No
4. Attach a copy of your staff development plan to this section.
5. If you don't have a staff development plan, describe the staff development in-services you will be requesting.

Title II, Part D – Enhancing Education Through Technology

1. What is your per-pupil allocation for Title IID services? **\$0 per child.**
2. What is your total Title IID allocation for School Year 2011-2012? **\$0**
3. How will you be using these resources? N/A

Title III, Part A – English Language Acquisition, Language Enhancement and Academic Achievement

1. Are you using any funds/services for Title III for your students? ___ Yes X No
2. If Yes, please describe the services that you provide/are provided.

Title IV, Part A – Safe and Drug-Free Schools and Communities

1. What is your per-pupil allocation for Title IVA services? \$ N/A per child.
2. What is your total Title IVA allocation for School Year N/A ? \$ N/A
3. How are you using these funds?

Title IV, Part B – 21st Century Community Learning Centers

1. Is your LEA participating in this program? Yes No
2. How many students do you have that are a part of the target population for this program? 0
3. Describe the services that are provided for your target population.

Improving Student Learning for Catholic Schools

Appendix A-7

Adhere to Diocesan Policy in publishing this appendix
School Profile – Standardized Testing Program (GE, NPR, etc.)

Reading	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2006	3.1	4.4	6.2	7.2	8.7	10.2	13
2007	2.9	4.3	5.4	7.2	7.5	11.6	11.7
2008	3.3	4.6	5.6	7.0	8.7	9.5	13
2009	2.9	4.8	6.0	7.3	8.5	11.1	13
2010	3.1	4.2	6.4	7.5	8.3	10.9	13
2011	2.8	4.1	5.4	7.8	8.6	10.4	13

Math	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2006	2.4	3.7	5.4	6.4		10.1	13
2007	2.3	3.9	4.6	6.6	6.8	10.6	12.8
2008	2.5	3.9	5.1	6.0	8.3	9.7	13
2009	2.5	4.1	4.8	6.8	7.8	11.7	13
2010	2.4	3.9	5.4	6.3	8.3	10.4	13
2011	2.4	3.8	4.7	6.5	8.0	11.1	13

Lang. Arts	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2006	2.8	4.2	6.6	8.4	9.8	12	13
2007	2.4	4.2	5.4	8.7	9.6	13	13
2008	2.7	4.2	6.1	7.9	11.4	13	13
2009	2.5	4.7	6.1	8.9	10.6	13	13
2010	2.4	4.2	6.6	8.4	10.4	13	13
2011	2.7	3.8	6.0	8.7	10.0	13	13

Core	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
2006	2.7	4.2	6.0	7.2	8.1	10.6	13
2007	2.6	4.1	5.2	7.3	7.8	12	13
2008	2.8	4.2	5.5	6.8	9.3	10.6	13
2009	2.6	4.5	5.6	7.5	8.8	12.7	13
2010	2.6	4.1	6.1	7.3	8.9	11.4	13
2011	2.6	3.8	5.4	7.7	8.8	11.2	13

Improving Student Learning for Catholic Schools

Appendix A-8 School Profile – Staff Development Program

In the following section, outline your staff development plans. Usually, a professional development focus will run for several years, be associated with In-Depth Studies, involve the entire faculty, be connected with your Action Plan, and have an impact on improving student learning.

Staff Development for 2008 - 2009: Theme: Writing Across the Curriculum/Bully Free School

Activities/Cost: 4 x Inservices with Nicholas Carlyse of No Bully \$1200

Inservice and faculty meetings to create a scope and sequence of Writing Across the Curriculum \$0

Staff Development for 2009-2010: Theme: Social and Emotional Learning

Activities/Cost: 3 Inservices with Nicholas Carlyse on fostering social and emotional learning \$1200

Faculty dialog and follow up on successes of program

Staff Development for 2010-2011 Theme: Integrating Technology into curriculum/Project Based Learning

Activities/Cost: 2 in-services on the use of SMART boards in the classroom \$400

Sharing of sites that are useful on the SMART boards \$0

In-service on project based learning

Staff Development for 2011-2012: Theme: Courage to Teach/Curriculum mapping

Activities/Cost: 3 inspirational retreats on Parker Palmer's Courage to Teach \$1200

3 in-services on Curriculum mapping \$850

Completed curriculum maps in the area of science and social studies \$0

Staff Development for Current School Year: Theme: Introduction to Common core State Standards in Mathematics

3 Archdiocesan-sponsored in-services on the Common Core State Standards in Mathematics
\$850

Improving Student Learning for Catholic Schools

Appendix B – Data Analysis Templates:

Appendix B-1 Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Total	Total	PK	K	1	2	3	4	5	6	7	8
2003	341	0	39	39	38	33	36	38	38	40	40
2004	341	0	40	36	38	38	35	38	39	39	38
2005	319	0	37	37	35	35	33	31	35	35	35
2006	319	0	39	37	37	34	35	33	34	35	35
2007	321	0	40	37	36	37	35	36	32	35	34
2008	321	0	36	38	38	36	36	35	35	33	34
2009	327	0	41	36	38	38	36	35	35	35	33
2010	327	0	38	40	36	37	38	36	33	34	35
2011	330	0	41	39	40	36	37	37	36	30	34
Current	332	0	38	41	39	39	36	36	37	36	30

Total Enrollment Over Time

2003	2004	2005	2006	2007	2008	2009	2010	2011	Current
341	341	319	319	321	321	327	327	330	332

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time

Year	2005	2006	2007	2008	2009	2010	2011	Current Year
Amount	5721	6156	6653	7024	7129	7162	7432	7750
% Increase		7.60%	8.07%	5.58%	1.49%	0.46%	3.77%	4.28%

First Child's Tuition Over Time

Year	2005	2006	2007	2008	2009	2010	2011	Current Year
Amount	4000	4400	4700	5170	5490	5550	5750	6000
% Increase		10.00%	6.82%	10.00%	6.19%	1.09%	3.60%	4.35%

Tuition as a % of Per Pupil Cost

Year	2005	2006	2007	2008	2009	2010	2011	Current Year
%	70	71	70	74	77	77	77	77

Budget Surplus/Deficit (Bottom Line)

Year	2005	2006	2007	2008	2009	2010	2011	Current Year
\$	125,597	41,779	158,941	289,343	287,752	32,374	34,682	338,806