

SAINT ROSE CATHOLIC SCHOOL WCEA/WASC ACCREDITATION

Progress Report on Action Plans

Date of Visit: March 20 – March 22, 2006

Term of Accreditation: Six years

Accreditation Term ends: June 2012

Last update of progress report: February, 2009

Goal One

Adopt a new cycle of curriculum review for all subject areas in order to align curriculum with California State Standards. This will include a new process for review of textbooks. (This goal was revised by the Visiting Team since the adoption of State Standards for the diocese took place shortly before the team's visit)

The St. Rose School cycle of curricular review is stated below. It will be modified if/when the diocesan office of education mandates a diocesan wide cycle of review.

Cycle of Curricular Review

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| 2006-2007 | Math |
| 2007-2008 | Social Studies |
| 2008-2009 | English/Spelling |
| 2009-2010 | Reading |
| 2010-2011 | Writing |
| 2011-2012 | Science |

A Religion In-Depth update is completed every year. A completely new religion in-depth study will be completed prior to our next accreditation visit.

During the 2006/2007 school year, the principal and faculty completed a new scope and sequence and in-depth study for math. The new scope and sequence is informed by the California State Standards. A diocesan-wide meeting was held in August of 2007 on math curriculum, with the aim of creating a diocesan-wide math scope and sequence. The St. Rose teachers found this articulation with other teachers in the diocese who teach the same grades very useful. During the 2007-08 school year, we began using new textbooks, so that now all math textbooks conform to the state standards.

Since the last visit, St. Rose has adopted four new textbook series (Science, Math, Social Studies, and Religion) using an effective process. In October of 2008, a faculty committee was formed to refine the process and write a step by step guide for new textbook selection.

Goal Two

Develop a formalized tracking and communication system so that all members of the instructional team are aware of the learning and assessment needs of those children with particular learning differences.

In fall of 2006, a green file folder was created for each child who has had specialized testing, has received services from our learning resource teacher, or has received speech/language services. In addition, if a teacher recommended testing or RSP services and the parent declined, a green folder was created.

The first step to the creation of a student's green folder is for the teacher to fill out the *Student Referral for Educational Assessment Form*. Other information that may be included in a student's green file is the *Modifications* form, testing results, and reports from the resource teacher.

Teachers review the green files in September of each year to gain an understanding of which students may need modifications or special help. Teachers update the green files as necessary and at the end of each school year with new testing information, successful modifications, or other data that could prove helpful to their future teachers. The resource specialist teacher writes detailed progress reports on the students she sees and these are also included in the green files. At present, the green files are located in the principal's office.

We are still experimenting with the best method to ensure that teachers have formalized articulation time with the resource specialist. During the present school year, the resource teacher will schedule formal meetings with each homeroom teacher during the months of November, February, and May.

In order to provide more information to the student's parents, the resource specialist teacher held conferences with them during the December conference week. She also sends progress reports to each of her students at mid-trimester.

Goal Three

Utilize faculty meeting time more effectively for formal dialogue regarding student learning.

Monday afternoon faculty meetings have been utilized to complete the math self-studies, analyze the diocesan religion assessment in relation to our new religion textbooks, and provide time for teachers to share ideas and teaching tips they have learned from different inservice opportunities. In the 2008-09 school year there was particular emphasis utilizing brain research to make our school more boy-friendly. There was also a Houghton Mifflin inservice provided to reading teachers during that time.

In the 2008-09 school year, level meetings were re-instituted on the third Monday of the month. During other faculty meetings, all teachers of a particular subject meet to discuss curriculum and methodology.

The principal communicates general information about scheduling etc. with teachers by memo in order to preserve faculty meeting time for discussion that is more pertinent to improving student learning.

Goal Four

Continue faculty inservice in the area of differentiated instruction in order to implement changes that will benefit students who learn differently.

During the summer of 2006, two faculty members attended SDE's Differentiated Learning Conference in Las Vegas. In Fall of 2006, Rita King, an SDE consultant, provided a faculty wide inservice on differentiation. Several teachers also attended the 2007 and 2008 differentiation conferences. There are plans to have teachers attend the 2009 conference as well. The entire teaching staff attended a diocesan sponsored a day long workshop with a nationally known speaker on teaching gifted students in the regular classroom. Teachers have begun to utilize literature circles, tiered instruction, and are allowing more choice as a result of what has been learned.

Information received during the 2008 Differentiated Conference led to an emphasis on making the school more conducive to the way that boys learn.

Some of the learning tools that have been added to classrooms as a result of differentiation training are whisper phones, noise suppression headphones, stress balls, individual student white boards, timers, and Front Row Seat surround sound systems. In fall of 2009, the science lab will be equipped with a Smart Board.

Teachers continue to add differentiation techniques to their repertoire of teaching methodologies. Inservice in this area will be on-going. Future plans include acquiring additional methods to motivate and challenge our top students.

Goal Five

Guide students to include in their service learning reflections the connection between social justice and the service performed in order to help them be more introspective about their service.

The school has a service learning component for all grades. Students in Grades 6 ó 8 are required to perform at least ten hours of outside service per year. Although the program is quite successful, we have been searching for ways to help students be more introspective about their service. For a number of years we used the NCEA Service Learning Journals. However, these did not encourage students to write or think in-depth about their service. In 2008, we switched to a card system that students use to track and report their service.

In spring of 2008, the 8th grade teacher assigned her students an in-depth paper that required them to reflect on the entirety of their service for the year and connect it with Catholic social teaching. The finished papers provided strong evidence that students have a better understanding of the importance and benefits of service. In the Spring, the 7th graders will be required to write similar papers.

The 5th grade teacher created her own service learning journal that included pertinent questions that help students reflect on their service. The 6th graders will begin using this form during the 2009-10 school year.

During the 2008-09 school year, in order to focus our student body on more in-depth learning about service and charity, we chose to give the proceeds from our Dollar Free Dress Days to just two causes. During the first half of the school year we learned more about the hunger issue in Sonoma County and all of the funds were given to Catholic Charities food programs. In addition students organized a canned food drive at Thanksgiving and collected personal necessities such as shampoo and toothpaste for Catholic Charities' homeless clients at Christmas. In January, we will switch our focus to poverty in the nation of Kenya with funding going to two local non-profits that work in Kenya.

In the fall of 2008, two of our teachers organized participation in the *Run For Hunger*, with very strong participation from our students and their families.

In the fall of 2008, guided by our Student Council, St. Rose developed a close relationship with our local Catholic Charities office. The faculty attended a field trip to the Catholic Charities' offices where we learned more about their work in our community. This led to an assembly with guest speakers for our students to learn more as well. In winter the students attended a presentation on the country of Kenya and what we can do to make a difference there. This led to service projects toward creating libraries in Kenya and funding a sister school there. The Change for Change for Kenya project netted almost double our goal of \$1000.

School Philosophy

Although the Visiting Team found that a strong Catholic identity existed at St. Rose School, they felt that the mission/philosophy statement did not clearly reflect a commitment to Catholic identity as required by WCEA/WASC criteria.

The philosophy has been modified to reflect the strong Catholic identity that exists at St. Rose. The new philosophy is:

In the midst of a Catholic faith community, students at St. Rose Catholic School learn that God loves each of us and that our loving response to God leads to a more fulfilling life. The administration and staff, in partnership with the parents, who are the primary educators of their children, are committed to assisting students in developing their full potential through a

program that stimulates spiritual, intellectual, social, emotional, and physical development.

SLE's

The Visiting Team was satisfied with the school's SLE's and their implementation into the school's program. However they found that the students had limited ability to articulate and connect the SLE's to daily classroom learning.

Teachers continue to experiment with the best method to help students connect the SLEs to their daily classroom learning. Some teachers have worked with their classes to devise physical movements and icons that represent each category of SLE. Each child receives a new bookmark annually with SLEs listed. Teachers periodically ask students to reference their bookmarks to connect the lesson with a particular SLE. SLEs are posted in each classroom. New posters were created during the 2008-09 school year.

Parent Communication and Technology

The school's website was revised in 2008. The contents of the Wednesday envelope is available and approximately 25% of parents opt to have the Wednesday envelope emailed to them rather than receive a hard-copy.

The Accelerated Reader book lists are also available on line to parents and students.

The science teacher has a website that includes assignments, notes, and resources for both his students and the parents to use.

Some teachers utilize email as a tool to communicate with parents.

Recruitment Efforts

The two most successful components of our recruitment plan are the updated website and the month school tours. The parents are reminded often of their role as recruitment ambassadors for the school and do a great job in that role. We have stepped up our advertising to include online ads in the Press Democrat. The signage on the school also makes us more visible to the surrounding community.

The preschools in the area are sent information about Kindergarten enrollment dates annually.