



IMPROVING STUDENT LEARNING

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**A Self Study for:
E580 St. Pius School
1100 Woodside Road
Redwood City, CA 94061**

Continuous School Improvement Focused On High Achievement Of All Students

2016

Preface

We are glad to welcome you to St. Pius School. We present this Self Study to you, the representatives of the Western Catholic Education Association and Western Association of Schools and Colleges. We hope you enjoy your time at our school and look forward to the insights you will share with us.

We began our Self Study process in September of 2014. The process confirmed what we suspected: that St. Pius School is blessed with a strong community of parents, students, and staff who are committed to providing an excellent academic program in an environment guided by our Gospel values. Through the self-study, we have had the opportunity to review our mission, philosophy, and student learning expectations and reflect on who we are as a school. We were able to consider our strengths and challenges; we know that together we will continue to grow. We hope what we have written in this report makes that clear.

Thank you for the time you will invest in helping us set a course for the future. We are excited to have you be a part of our community for this short time and we will certainly benefit from your suggestions.

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School Personnel

2015-2016

Pastor
Principal
Vice Principal

Father Paul Rossi
Ms. Rita Carroll
Mrs. Peggy Zappelli

Instructional Staff

Kindergarten
Kindergarten (part-time)
First Grade
Second Grade (3rd Grade Reading)
Third Grade (2nd Grade Math)
Fourth Grade
Fifth Grade
Sixth Grade
(6 Religion, Literature, 6, 7, 8 English)
Seventh Grade
(7 Religion, 7, 8 Literature, 6, 7, Social Studies)
Eighth Grade
(8 Religion, 8 Social Studies, 6, 7, 8 Math)
Science (4, 5) and Math (4, 5, 6)
Science (6, 7, 8) and Math (7, 8)
Technology (Grades K-8)
Art (Grades K-8)
Resource (Grades K-8)

Ms. Shelley O'Rourke
Mrs. Tammy Nurisso
Mrs. Julie Brand
Ms. Catie Costa
Mrs. Colleen Langridge
Ms. Megan Andreano
Mrs. Liz Cox
Mrs. Christine Reuter

Ms. Clare Teixeira

Mrs. Ashley Vita

Mrs. Lauren Bird
Ms. Jennifer Keating
Mrs. Anne Brinkman
Mrs. Denise Kirksey
Mrs. Cheryl Raffetto

Rhythm and Moves:

PE
Music
IES Spanish

Mr. Gene Borja
Mr. Joe Ward
Mrs. Alicia King

Support Staff

Secretary
Bookkeeper
School Counselor
Extended Care Director and Primary Aide
Primary Aide and Extended Day Care Staff
Primary Aide

Mrs. Sandy Edens
Mrs. Debbie Castelli

Mrs. Becky Ott
Ms. Amy Provencio
Mrs. Lisa Bettendorf
Mrs. Patty Claire
Ms. Megan Smith
Mrs. Dona Bean
Mrs. Debbie Uccelli
Mr. Amador Maldonado
Mr. Jaime Barrjas

Extended Day Care Staff

Maintenance



CHAPTER 1 – INTRODUCTION

A. HOW THE SELF STUDY WAS CONDUCTED

The WCEA/WASC process was undertaken with much enthusiasm and with a spirit of collaborative reflection.

The WCEA/WASC accreditation process began in the fall of 2014. The Leadership Team was identified and began the training process sponsored by the Department of Catholic Schools. This team, comprised of the principal, vice principal, and two teachers, attended three separate days of training presented by the Assistant Superintendent of Schools to better lead their school accreditation work. The Leadership Team attended the first training in September of 2014. There were two additional training sessions (January and May). These meetings helped clarify questions and kept the process on schedule. The Leadership Team continued to meet throughout the entire accreditation process.

The process began with discussion of the Mission Statement, Philosophy, and Schoolwide Learning Expectations (SLEs). After discussions at various faculty meetings, the existing Philosophy and Mission Statement were left unchanged since the faculty believed they still represented the philosophy of the school. The SLEs represent what a St. Pius School Graduate will be. Minimal changes were made to the original Schoolwide Learning Expectations.

The Mission Statement, Philosophy, and Schoolwide Learning Expectations were shared with the School Board and attached to a parent newsletter for review and input. The Student Leadership Team members read an SLE over the intercom each morning suggesting something for students to work on each day. This helps the students learn and internalize the ideals of a St. Pius School graduate. A school prayer was also written and is recited each morning.

Teachers continually discuss SLEs with their students and display copies in the classrooms and hallways. Bulletin boards and student work reflect the presence of the SLEs throughout the curriculum. Formal and informal discussions with each class further emphasize how the SLEs relate to day-to-day activities. Schoolwide Learning Expectations are living guidelines for St. Pius School students. These expectations are reviewed yearly and revised as needed to reflect the philosophy and mission of St. Pius School.

The Leadership Team initially met weekly to organize the process and set a timeline for the various tasks. The first task was to in-service the faculty on the process of accreditation. The members of the Leadership Team selected two sections of the self-study to chair. Faculty members were asked which area they wished to work on, and committees were formed based on this input. Once the committees were in place, leadership team members scheduled meetings to discuss the accreditation factors pertinent to their sections. The Leadership Team continued to meet to assess the progress.

In the spring of the 2015 school year, WCEA/WASC Self-Study surveys were created during Leadership Team meetings. These surveys were available online so that clergy, staff, parents,

and students could participate. The survey results were reviewed by the administration and faculty.

Each committee prepared a draft of their section and shared this with the faculty. Discussions were held and faculty input was given. Various parents were also asked to read the drafts of each section and make suggestions. The committees then met to consider the input and revise their draft. All final drafts were again reviewed by the full faculty then submitted to the Leadership Team, which reviewed the entire report, made minor revisions, and then sent the draft to the assistant superintendent.

During the summer of 2015, the Leadership Team met to review input from the assistant superintendent. These suggested changes were then presented to the faculty committees in the fall of 2015. Updated narratives were presented to the entire faculty for further clarification. The entire faculty reviewed the revised drafts, and they were submitted as the completed project.

Using the list of goals generated by the various committees, the faculty spent an entire workday discussing and selecting the five critical goals by identifying goals that were common to the work of various committees. Three goals were then chosen for the action plan. The Leadership Team and faculty worked to put together plans for each of these goals. These goals and plans were then shared with the school community. The School Board was kept informed of the process and some members received drafts of the self-study as it evolved.

After a year of thorough self-study, an action plan was developed to meet the continuing needs of St. Pius School students. The administration, faculty, and staff look forward to addressing these identified areas for the continued excellence of St. Pius School in the coming years.

The main obstacle to this self-study process was time. Faculty members really had to make time to meet and work in committees. This was graciously achieved and resulted in a thorough and accurate Self Study of St. Pius School.

Evidence:

- Leadership Meeting Notes
- Committee Meeting Notes
- Faculty Meeting Agendas
- Mission Statement, Philosophy, Schoolwide Learning Expectations
- Parent Newsletter
- SLE Posters in classrooms
- Evidence Boxes
- School Prayer
- Surveys

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. Pius School involved all shareholders in the completing of the Self Study. Beginning in the fall of 2014, the Leadership Team, in collaboration with the entire faculty, reviewed the Philosophy, Mission Statement, and Student Learning Expectations (SLEs). Starting with the Mission Statement the faculty discussed who we are and what are we about. It was determined that the Philosophy, Mission Statement, and Student Learning Expectations accurately do represent St. Pius School. Minor word revisions were made. These were sent out electronically to the entire parent community, as well as the sixth, seventh, and eighth grade students for feedback.

Upon completion of this piece, the Leadership Team, again in collaboration with the entire faculty, identified parents and other shareholders to serve on their individual committees to address the various sections of the Self Study.

These faculty committees met regularly throughout the 2014-2015 school year. Committee members were encouraged to solicit input from other shareholders as well. Parents were asked to read and give input on different sections of the self-study.

Assessment data, financial information, survey results, and enrollment trends were made available to the various committees. Using the questions provided in the Self Study Manual, the chairperson of each committee facilitated the discussions and, using the resulting notes, the committees drafted the individual chapters. The drafts were discussed by the entire faculty, revised and then finalized. The goals and accomplishments were a direct result of the discussions of the various committees as well as survey results. In prioritizing goals and creating the Action Plan, the Leadership Team drew on discussion notes for strategies and resources.

The Self Study process has helped create a forum for open dialogue among the various shareholders. The infrastructure is in place to ensure that all shareholders will continue to be involved in the ongoing systematic analysis of the school's effectiveness.

Evidence:

- Parent Newsletters
- Leadership Committee Notes
- Faculty Meeting Agendas
- Surveys

CHAPTER 2 – CONTEXT OF THE SCHOOL

A. SCHOOL PROFILE (with supporting data)

St. Pius School was founded in 1953 as a primary grade school. It was originally led by the Sisters of the Holy Cross. However, since 1985, the faculty has been comprised of all lay members. The school has nine classes serving students in Kindergarten through eighth grade as well as a preschool that was established in 2013. Currently, the school has an enrollment of 335 students. Enrollment is predominately Catholic (90.5%), with most of the families being St. Pius parishioners.

Since the departure of the Sisters of the Holy Cross in 1985, lay personnel have carried on the tradition of excellence laid down in previous years. The spirit of community and love of God at St. Pius School is exemplified by the highly motivated staff. The faculty consists of a principal, vice principal, thirteen full time teachers and two part time teachers with an average teaching experience of 13.7 years. These positions include a technology coordinator, science teacher, math teacher, an art instructor, and a resource specialist. Most teachers are practicing Catholics. Fifteen hold teaching credentials, and six have master degrees. An independent contractor, Rhythm and Moves, provides instructors that teach the PE/motor skills curriculum and the music curriculum, and IES Language Foundation provides the Spanish program. Additional support staff includes one secretary, five aides, and four day care personnel. Parent volunteers currently staff the library.

All teachers belong to the National Catholic Education Association. Some belong to other professional organizations such as CUE [Computer Using Educators]. All religion teachers on the faculty have completed or are in the process of completing the Religion Certification Program mandated by the Archdiocesan Department of Catholic Schools. Faculty members also take advantage of in-service opportunities offered by the San Mateo County Office of Education, the Archdiocesan Department of Catholic Schools, local community colleges and universities, and private sponsors.

The ethnic background of the school does not completely reflect the changing ethnicity of the parish. The majority of the students are Caucasian (86.6%), with 2.9% Asian, 1% American Indian, .7% Pacific Islander, and 8.8% multiracial backgrounds. There are 14.7% Hispanic students and 85.3% Non-Hispanic students. All of the students are fluent in English, and a second language is spoken in some homes.

The parents of St. Pius School students represent an occupational diversity with a wide range of employment and educational backgrounds. Most parents are college educated with some having graduate degrees. Of the 210 school families, 21 list themselves as single parent households and 9% have a native language that is something other than English. St. Pius School serves a middle class population. However, it is worth noting that the high cost of living and owning a home on the Peninsula may become a prohibitive factor for young families.

The summary of the parent surveys indicate that the strengths of St. Pius School are the strong Catholic community that provides an atmosphere where Christian values and attitudes are

emphasized and practiced. Also noted were the dedicated, caring teachers and administrators with strong leadership from the principal. In addition, the parents appreciate the role the priests take in the school by visiting classrooms and spending time with the students on the playground. The parents expressed an overwhelming satisfaction with the education their children receive. Those parents with children in high school rated the student's preparation as highly effective. Suggested improvements were to have smaller class sizes and to update the facilities.

St. Pius School is blessed with many active parent volunteers. Parents help in the computer lab, staff the library, help in the kindergarten and first grade classrooms, prepare and serve hot lunches, coach sports teams, coordinate a uniform exchange, and act as room parents. Parents also assist in school wide activities such as Shamrock-A-Thon, Jump Rope/Hoops For Heart, Mini Olympics, and field trips. Volunteers also conduct yearly hearing, vision, and scoliosis screenings. The Parent-Teacher Group (PTG) was founded in 1978. It was established to encourage supportive and social relationships among the parents of St. Pius School, provide volunteers for school activities, and raise funds to enhance the school programs. PTG General Meetings have included guest speakers on parenting, family nights for community outreach projects, Internet safety, character building, and other pertinent topics.

In 1986, a school board was established. Its primary goals are to assist with development of policy and focus attention on the fiscal needs of the school. The St. Pius School Endowment Fund was also established in 1986. The school's financial footing was placed on a more secure basis by a \$500,000 gift from long-time parishioner, James Kilbane. With this money, the endowment fund began. A 1989-1990 campaign added significantly to the fund, and since 1996, the school board has taken the responsibility for contacting new families for donations. To date, the St. Pius School Endowment Fund Fair Market Value is \$3,137,343.02 (6/30/15).

St. Pius School receives Title II and V funds from the state government through the Redwood City School District. Funds from the No Child Left Behind Act have been used for teacher in-services. Teachers and staff have requested and received classroom library books, posters, videos, enrichment workbooks, SmartBoards, and software to enhance the curriculum. St. Pius School also receives funds from the federal government that assists in the cost of Internet access and telecommunication under the E-Rate program.

St. Pius School participates in the General Mills Box Tops for Education Program, which gives money back to the school for supplementary materials. In 2002, St. Pius School joined in partnership with the Danford Foundation. This foundation has generously awarded grants for the shade trellis, library books, outdoor education, science and technology upgrades, as well as tuition assistance. Other grants have been written and received for technology and tuition assistance.

In 1987, the school began the Extended Day Care Program. This program meets the needs of working parents, as it is open daily from 7:30 a.m. to 6:00 p.m. Since the school has a large plant, separate rooms are available for science, art, computer, and some math classes. The school is able to use parish facilities that include a multipurpose room with a kitchen, a gym for PE and school assemblies, and classroom and resource space. The parish Religious Education Program uses the school facility for its weekly classes throughout the school year. The school facilities are

also used for Alcoholics Anonymous, Boy Scout and Girl Scout troop meetings, youth ministry activities, and various after school enrichment programs.

St. Pius School places a great emphasis on having technology available to assist in the educational goals of the classrooms. Two carts of 36 laptops each (Macbooks) are available for the second through eighth grade classrooms to share, and are used often for full group work and for centers. The school also has laptops that are kept in the kindergarten and first grade rooms for centers, as well as in the resource room to help with individual work. Additionally, there are 126 iPads in roaming carts that allow for personalized learning activities for grades K-7. After a year of research and planning, in fall of 2014 a 1:1 iPad program was implemented with the eighth graders to promote differentiated learning and continuous access to technology resources. All full time teachers have a laptop and iPad to use, and have SmartBoards and AppleTV to assist in interactive lessons. Digital cameras are available for student and faculty projects.

A computer lab is used for weekly classes for all grades and has 18 laptops for individual student use. The lab also houses an Apple server used for file serving, backups, iPad management, DNS, and other services. This server was updated in late 2014. Web filtering is done through the SonicWall filter. In the summer of 2013, the Internet service was upgraded to a 50Mbps download speed, and the internal network infrastructure of the main school buildings was updated to support gigabit speeds and replace bad wiring. Many access points are available throughout the East and West wings to support wireless access. In summer of 2015, this network was extended to the gym to support the two classrooms that are within it. The school uses PowerSchool for its student information system, which also allows storage of student grades and parent access to grades. The school uses Google Apps for Education to provide email and shared document access for the faculty as well as students in grades 6th-8th. The website was updated in the summer of 2014 to include a parent portal that allows access to homework, teacher boards, and current school information. In fall of 2015, the school contracted with Beehively to lead professional development sessions to further expand the usage of the iPads and other technology tools.

Overall, students are at or above the national percentage on the IOWA Assessment. Further analysis helps determine specific areas that need to be addressed such as student math skills. This test is not common core aligned thus does not reflect the students understanding. Teachers have found the math benchmarks to be a more realistic representation of the students' ability. The faculty has found the process of analyzing test scores highly effective and continues to use this protocol when need arises. It has been noted that as the students move up the grades their test scores increase.

Survey and test results show that St. Pius School achieves the Schoolwide Learning Expectations. The parents surveyed overwhelmingly recognized that St. Pius School encourages Catholic values, respect of each person, and service to others. Student data shows that students perform at or above the national percentiles on standardized testing. Each year the eighth graders take an exit survey on the effectiveness of the Schoolwide Learning Expectations. Most students agree that the Schoolwide Learning Expectations are being met through their years at St. Pius School. These students show a strong understanding of the SLEs learned during their years at St. Pius School. High school updates as well as positive comments from parents and graduates strengthen

the premise that St. Pius School produces educated people and life-long learners. Student surveys show that students are active Christians who value doing well in school, and that religion classes and Christian activities help deepen their spiritual growth. Charity drives and fund raising activities such as Jump Rope/Hoops For Heart and bake sales for the St. Vincent de Paul Society reflect students awareness of social justice causes and help them become socially responsible citizens. Music and art experiences, poetry and academic contests, intergenerational activities, and sports programs help create well-rounded individuals with diverse interests. Standardized testing, surveys, feedback from graduates along with parent comments reaffirm that the philosophy is meeting the mission of the school, and that the goals are being accomplished.

St. Pius School is committed to making an impact on student learning. Textbooks are reviewed and purchased as necessary. In-depth studies are completed every two years to assure that the curriculum is aligned with Archdiocesan guidelines and state content standards. St. Pius School teachers are encouraged to attend in-service workshops in order to keep current with the latest educational pedagogy. Step Up to Writing, common core math, technology integration, hands-on science, and Lent and Advent workshops are just a few of the professional growth opportunities attended. Teachers often share good teaching strategies along with more formal monthly presentations of “professional development.” Student surveys and comments show that the children enjoy a variety of learning experiences such as small group work and special projects. A number of students stated that St. Pius School has strong academics and provides a good education. Parents surveyed agree that St. Pius School provides an excellent education with the right amount of academic demands. Those with high school students feel their children were well prepared for the challenges of high school. The rise in standardized testing scores show that the students continue to learn throughout their years at St. Pius School.

The majority of St. Pius School students used to apply to Catholic high schools and attend them. During the past five years, an average of 53% of the eighth grade graduates entered a Catholic high school. Those students who chose not to attend a Catholic high school did so for a variety of reasons. These included financial concerns and parental choice. Periodic updates from Catholic high schools show that many of the students become honor roll and dean’s list honorees. They are prepared to become socially responsible citizens and educated people. Many of the graduates also participate in parish programs such as Confirmation, high school youth ministry, and parish service. The religious education received at St. Pius School is a springboard for students to continue to be active Christians devoted to their faith.

Survey results and test scores show that St. Pius School meets the needs of the students. The curriculum is sequential and follows the Archdiocesan guidelines and state requirements. Teachers offer a variety of assignments to foster creativity and individualism. These learning activities address the variety of learning styles present in the school population. Students often have choices in reading material, science projects, and writing topics.

Every class has some children with learning differences. Students in the top quartile are offered enrichment activities to meet their needs. The teachers, resource specialist, educational consultants, and parents work together to modify classroom structure for those students with attention difficulties or behavioral concerns. Testing options and assignment modifications are

used for students with other learning differences. A resource specialist works with students across the grade levels, and aides assist in the primary grades.

St. Pius School students enjoy a variety of learning experiences with specialized teachers. Beginning in kindergarten, art, music, computer, Spanish, and physical education are taught by these specialized instructors. Starting in grade four, students also rotate to the science lab and meet in smaller groups for math instruction. Grades six through eight are departmentalized, which allows the faculty to teach to their strengths. Half-size classes for math and computer allow for smaller student-teacher ratios. These smaller classes, along with aides in kindergarten through third grade, provide for more individualized attention.

Extended Day Care facilities meet the needs of the students with working parents. A part time school counselor works with students and parents to address academic, social, or emotional needs. Many after school classes meet the needs of those families interested in further enrichment. St. Pius School is committed to teaching the whole child, spiritually, educationally, physically, and emotionally.

The school discipline policy is consistent with the Christian principles of the school, which is outlined in the Parent-Student Handbook. Individual classroom discipline policies are discussed within each classroom at the beginning of the year, posted, and further explained as needed. The classroom teacher handles the tracking of discipline procedures in each class. Christian behavior is the ideal, and many teachers use positive reinforcement to achieve this goal. If problems occur, classroom teachers have a variety of techniques to use including contacting the parent and/or issuing a detention slip. A parent-student-teacher conference may be scheduled if behavior continues to be a detriment to the school environment. The principal is the final recourse in all disciplinary situations. Expulsion results from a final decision resting with the pastor and principal.

St. Pius School has responded to the spiritual, intellectual, social, physical, and psychological needs of young Catholics for over 60 years and continues to foster growth in each child.

Evidence:

- Newsletters
- Faculty Meeting Agendas
- Surveys (parents, students, staff, pastor)
- SLE surveys
- Eighth Grade SLE exit surveys
- Catholic Identity surveys
- PTG minutes
- Test Scores
- Notes from charities and agencies

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.

Completion of the prior Action Plan has resulted in improved student learning. The school had three goals to focus on in order to accomplish improved student learning: expand differentiated instructional strategies, focus on faith and moral development, and ensure stable enrollment by strengthening marketing strategies.

After examining the curriculum to determine ways to expand differentiated instructional strategies, student learning was improved in many ways. In math, Mathletics was used for on-line math practice for students. Common Core math centers were initiated to group students by math ability. A part time teacher was hired for kindergarten math and social studies. To support language arts, junior high aides were hired, yet this became a challenge with the various schedules. The faculty analyzed standardized test scores yearly, identifying students below the 25% and above the 75% to better meet students' needs. Teachers implemented the use of leveled readers for social studies in grades three and five. The resource position became full time. As the number of students and the variety of learning issues in resource grew, making this a full time position allowed the resource teacher to give better and more targeted assistance to the students.

Websites and iPad apps were used by teachers to differentiate learning. Every classroom had Smart Boards installed, and the faculty was trained in their use. In addition, teachers use iTouches, iPads, cameras, and laptops daily, with the eighth grade using iPads 1:1. Some faculty members attended a University of San Francisco DML workshop to learn more about technology integration, and many teachers visited other schools to observe best practices in differentiating with technology. Google Docs is used with the junior high, giving immediate feedback on writing assignments.

At the end of the year, there are teacher articulation meetings to discuss modifications, accommodations, and enrichment for each student as they advance to the next grade level. This ensures that each student's academic needs are being met.

To reach the second goal, which directed that faith and moral development be the primary theme of student life, the faculty and administration analyzed how to fully integrate the Catholic faith into the lives of students on a daily basis. In order to more fully understand the Mass, some classes reviewed the Sunday Gospels each Friday. Students learned the new Mass responses, and student worship teams were formed for liturgies, performing as instrumentalists. Families were encouraged to attend the daily 8:00 a.m. Mass during Lent, and one year each class led musical worship at Sunday Masses. To encourage greater participation in the Mass, students learned one liturgical song yearly. In addition, classes attended weekly Mass during Lent and participated in Stations of the Cross.

In the classroom, guest speakers were brought in to address various topics (e.g. Lost Boys of Sudan, Holy Childhood Association, missionary work, service). Liturgical calendars were displayed in each classroom, and priests taught in all the classrooms, including the pastor who also taught weekly in the eighth grade. To reach parents and further the faith and moral development goal for the students, sacramental preparation meetings and retreats were made available. Partners in Faith/Year of Faith inserts were placed in the weekly school newsletter. Advent and Lent prayers were also included in the weekly newsletter, along with the pastor's weekly bulletin column. The parish student choir was opened to younger grades to encourage greater Sunday Mass attendance.

In the school itself, prayer tables in the office and each classroom represented the liturgical seasons. Special prayers were read over the intercom, and student work was displayed at church entrances for parishioners to view. Sports teams began regularly attending the 9:30 a.m. Mass together as a team.

To enhance community outreach, monthly charity drives were led by each class. Eighth grade students became prayer partners with parishioners during Lent. During some years, seventh and eighth graders fulfilled service hours. Many community outreach volunteer opportunities were made available to students (e.g. toy drives, stocking local food pantries, Sandwiches on Sunday). Parents also came to classrooms to speak about service, and students kept journal reflections about service. They also participated in the Respect Life and the Serra Club essay contests. The faculty also attended a service retreat.

In order to achieve the third goal which was to strengthen marketing strategies to ensure stable enrollment, the school's website and brochures were updated. Open House dates were sent to local preschools and placed in the Redwood City Relocation magazine to introduce St. Pius School to new families. These dates were also placed in the weekly parish bulletin. Press releases were sent to neighboring communities to invite others to the celebration of the 60th anniversary of the school. School tours were held six times a year and private tours were available. Parent and student led tours occurred during Open House. Parents submitted marketing ideas, which were incorporated into the Catholic Schools Week Open Houses, school tours and a marketing video. The "Good News" of the school was published weekly in the parish bulletin for one year. Recruiting cards were sent to children baptized in the parish and to preschoolers on their birthdays; the vice-principal and kindergarten teacher made visits to a local preschool.

To help further market the school, Spanish was added to the curriculum and a preschool was added. The asphalt was upgraded, giving the school property a clean look. Before implementing 1:1 iPads in the eighth grade, teachers attended workshops and visited other schools to ensure smooth implementation of this new technology. The Tech Committee worked on the Tech Plan which would update the school's technology and assist with marketing. Grant writing was increased to bring money in for new programs and to support existing school programs. A School Board Marketing Committee was created, and the Strategic Plan was completed with plans to upgrade plant facilities. An Endowment Fund envelope was developed, printed, and distributed to reach alumni and friends of the school. Enrollment is always a challenge in a school, yet the emphasis on marketing yielded a positive result. From a recent low in 2008-2009

of 284 students, the enrollment in 2014-2015 was 315 students plus 28 children in the preschool. Continuous marketing is a need for all schools.

The school was marketed to the public by its participation in local art and essay contests. One contest resulted in having student art hung in the Redwood City library. This art was then printed on the Redwood City Water Conservation calendar and disseminated to the public. To publish important school dates and information, banners were hung on Woodside Road, and the parish marquee was used.

As can be seen from the above information, the school has succeeded in meeting its three goals. As it looks to the future, St. Pius School looks to expand differentiated instructional strategies, focus on the faith and moral development of each child, and continue to strengthen its marketing strategies to ensure stable enrollment. Focusing on these and other goals, the school looks to be a viable educational institution well into the future.

Evidence:

- Previous Self Study and Report of Findings
- Previous Action Plans and Annual Updates
- Annual reports to WCEA Elementary Commissioner
- Newsletters
- Faculty meeting agendas
- School board agendas
- Strategic plan
- IOWA test results
- SLE assessments
- Faculty binder
- Technology Plan
- Bearly Recruiting
- Marketing materials

CHAPTER 3 – QUALITY OF THE SCHOOL’S PROGRAM

A. ASSESSMENT OF THE SCHOOL’S CATHOLIC IDENTITY

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

St. Pius School has a strong Catholic Identity. Many opportunities are provided for the school community to experience prayer and the sacraments. There are school liturgies scheduled every month. During Lent, classes attend 8:00 a.m. Mass once a week. All faculty are present to celebrate school Masses with the students. Some of the teachers are Eucharistic ministers at Mass. Students are always encouraged to attend Mass with their family on the weekend and on all Holy Days that occur when school is not in session. Students in grades three through eight have the opportunity to receive the Sacrament of Reconciliation during Advent and Lent. Second grade students prepare for and receive Reconciliation in January and First Eucharist in the spring.

Prayer is an integral part of our school community. Faculty, staff, and students pray together in very structured and formal ways, as illustrated by the monthly liturgies and daily morning prayers. There is also time for less structured and informal prayer. These opportunities include prayer intention books in classrooms and the office, prayers before meals and spontaneous prayers for guidance during difficult times. The faculty gathers weekly during Advent and Lent to pray before school. According to the parent survey, many parents are not aware of all the prayer opportunities offered throughout the day when teachers pray with their students. Parents are always welcome to join the students for prayer services and Masses. Prayer is also encouraged at home. Parents support student learning and faith formation through their involvement at home in the memorization of grade level prayers and the preparation for the sacraments. Parents are encouraged to model their faith and openly pray as a family. Teachers and administration communicate to parents opportunities in the parish to participate in traditional forms of prayer and worship such as the Mass of the Last Supper and Exposition of the Blessed Sacrament on Holy Thursday and Good Friday services. Students prepare and lead Stations of the Cross during Lent for the entire school. As a school, some grades pray the Rosary in May, fourth grade makes rosaries to give to their mothers, a Seder Meal is celebrated in school family groups and all Peninsula Parochial School League (PPSL) sports games begin with a prayer.

Students have many opportunities to participate in various prayer events, traditions, and rituals of the Church. There are yearly events where the students gather as a school community to pray, such as the Blessing of the Pets for the Feast of St. Francis, Day of the Dead remembrance for All Souls Day, and a Thanksgiving Prayer Service. There are class and school activities during the four weeks of Advent including Blessing of the Advent Wreath, Jesse Tree, Advent calendars with Bible verses, and an Advent Prayer Service. The feast of the Epiphany is celebrated by blessing the doorways throughout the school. The students attend Mass weekly with their class during Lent and participate in Stations of the Cross. Most Holy Thursdays the students participate in a Seder Meal remembering the Jewish Passover. All students are encouraged to participate in the Triduum. In May, the second grade leads the school in honoring Mary with a May Crowning Ceremony. Prayers play a key part in school celebrations, such as the graduation

ceremony, Grandparents Day, Catholic Schools Week, and most school assemblies. Additional prayer services are held for relevant memorials, such as September 11th and Veterans' Day. When the feast day of the patron saint, St. Pius X, occurs during the school year Mass is celebrated to honor him. Teachers post a calendar for the liturgical year in their classrooms. They reference the calendar in religion discussions to help students understand its association to the Mass, the priest's Mass vestments, and the gospel readings. Students begin altar serving in fifth grade. Some students serve as choir members and on the worship team sharing their musical talents. Eighth grade has a three-day retreat before graduating.

St. Pius School uses a religion curriculum based on archdiocesan standards. The RCL Benziger Faith First series is used throughout the grades to teach the religion curriculum. The Faith First content was reviewed by a committee of the United States Conference of Bishops and found to be in conformity with the Catechism of the Catholic Church. The Local Ordinary in this archdiocese also approved this series for use. The supplemental materials used within the religion curriculum include Growing in Love (Harcourt family life), Talk About Touching/Shield the Vulnerable, and Journey With Jesus (Columban Mission Education Program). These are also in alignment with the U.S. Catholic Bishops' directives and teachings of the Catholic Church. St. Pius School uses the National Catholic Education Association (NCEA) Assessment of Catechesis/Religious Education (ACRE) assessment in grades five and eight. In the most recent test given in 2015, the data indicates the school is proficient in many content areas. The one opportunity for growth is the student's understanding of Church vocabulary, i.e. catechumenate, Magisterium.

While the text is important in teaching religion, all the curriculums are infused with Catholic values. Bible verses have been implemented into lessons. Discussions of faith-based themes are found in literature, history, and science. In literature and English, writing prompts and personal narratives allow the students to express elements of their personal faith journeys. In social studies, the students discuss human rights and morality within the context of history along with the foundations of religions and why people believe what they do. In addition, the science curriculum and experiences such as Yosemite and outdoor ed open the door for discussion on ecology and respecting God's creation in nature. Overall, the teachers integrate Catholic values into all subjects. They encourage students to live the values of faith through individual assignments, group projects, and in daily lessons. Often the students are led to reflect on how actions relate to the teachings of Jesus.

Church documents are used throughout the religion curriculum to both enrich lessons and to explain Church teachings. The Catechism of the Catholic Church is often referenced in the RCL Benziger Faith First texts. This helps the students understand the background behind the Catholic faith. In addition, encyclicals and letters from bishops and popes address both church history and current events. The teacher manuals contain references to many Church documents, which help the teachers further understand the material in order to properly address it with the students. The religion series includes a lesson in every unit on one of the Catholic Social teachings from the Compendium of the Social Doctrine of the Church (CSDC). It includes cross-curricular activities that can be presented in the lesson.

St. Pius School religion teachers are current with or working toward the basic catechetical certification. All new hires attend the workshops provided by the archdiocese over a two-year period. The Religion Coordinator tracks all teachers' religion certification and keeps teachers informed of their recertification progress. All archdiocesan in-services and workshops are advertised to the faculty and the faculty is encouraged to attend. Some teachers take advantage of the workshops provided by the archdiocese and parish for their personal growth and to also keep their certification current. It would benefit all faculty members to take advantage of the workshops offered by the archdiocese and at the local site.

The principal provides ongoing faith formation activities for the teachers as a routine part of teacher in-service. Every year, the faculty sets aside time to review and discuss the mission and philosophy statements to assure that they reflect the Catholic identity of the school. All meetings begin with prayer; the opening school in-service always includes Mass with the pastor and, during Advent and Lent, the faculty gathers for morning prayer. The principal purchases books and materials for the teachers to use for prayer and liturgies. The school has subscriptions to Catholic magazines for teachers to read for ongoing faith formation.

Parents were surveyed regarding the catechetical and instructional competence of the teachers. Of the 156 responses, 45% were unsure of all the preparation teachers have for catechetical and instructional competence and also of the faculty prayer opportunities available to the staff. So much is done in the area of teacher competence that it is obvious the communication with parents needs to be improved.

Parents are identified as the primary educators of their children in the Parent Handbook, at the Welcome Dinner for new families, in newsletters, on the website, in the philosophy statement and in teacher newsletters to parents. There are opportunities for the parents to learn about their role as primary educators at Back to School Night and at Parent-Teacher Conferences. Teachers give examples to the parents of how they can work with their children and help them academically as well as socially.

The Catholic Identity survey results reflect that most of the 156 families, clergy, and faculty completing the survey identified that parents are viewed as the primary educators in appropriate school documents. They also indicate that they are involved in the faith formation of their children. There are many formal opportunities offered by the school and parish for parents to learn about their role as primary educators, yet only a small percentage take advantage of the opportunities provided.

Much of the Parent-Teacher Conferences are spent discussing the student's academic performance and social skills. Some discussion of the child's spiritual growth and development could be added. The teachers could report on prayers being worked on and/or some of the religion standards and expectations of the students. The school newsletter always informs parents of all faith formation activities in which the children will be participating. Teachers notify parents through Back to School Night, class newsletters, and emails of faith formation activities specific to each class. The parish sacrament program provides opportunities for the parents to meet and discuss the faith formation of their children. The second grade teacher prepares the students to receive the sacraments of Reconciliation and Holy Eucharist.

St. Pius School students have many opportunities to participate in community outreach programs and service projects at school. They participate in monthly charity drives for organizations such as St. Vincent de Paul and St. Francis Center. They collect money to buy toys and have done the shopping for the toys as well. Students have raised money for organizations such as Breast Cancer Awareness, Nickels for Nets, and Pennies for Patients. The service opportunities provided to the students at St. Pius School are overt expressions of the themes of Catholic Social Teaching. The students look out for the dignity of the human person and the community when they participate in the Family Giving Night and charity drives that provide food, toiletries, clothing, and toys to those in need. In addition, some students have donated their hair to Locks For Love, as well as volunteered their free time at Samaritan House, St. Francis Center, and as peer tutors. The faculty and staff recognize that the students and parents are generous when donating, but would like to see the students spend more time reflecting on the effect of donating after each event.

Through various speakers such as Missionary Childhood Association, the Lost Boys of the Sudan, and Nickels for Nets, the students hear about the needs of children and families worldwide. Blue Star Moms have spoken about their children serving in the military in other countries. Following the speakers, the student body has charity drives to raise money or collect articles for care packages.

The students share their time every year by enjoying a lunch with the Senior Group of the Parish. Parents prepare food and students visit with the seniors, sometimes play a game, or present a song. Classes have gathered in “school families” to make cards to be delivered with meals for the Meals on Wheels organization. Through these activities, students learn to treat all people with dignity.

In the Catholic Identity survey, the section on service outreach indicated that out of the 156 responses, the majority of respondents were aware of the school’s outreach programs. Only 6% were unsure of the extent of the opportunities that are available to the students.

St. Pius School uses many signs and sacramentals of the Catholic Church. Throughout the school, crucifixes and other religious imagery are clearly displayed. Religion themed bulletin boards and a prayer corner with a statue are in every classroom. In the school office, there is a prayer table and a crucifix as well. The school gym exhibits a quote from the Bible above one of the entrances, and the school hallways contain bulletin boards dedicated to the school’s religious theme as well as seasonal hallway decorations. From the parent survey, it was learned that a significant percentage of parents were not aware of the religious icons and prayer corners throughout the school.

All school personnel actively engage in bringing the Good News of Jesus into the total educational experience. Teachers at St. Pius School draw from their own spiritual life to model and respect the morals and values of Catholic teachings. The principal encourages students to practice and grow in their faith, as well as their families and the faculty. Priests frequently visit the students on the playground and at Day Care. They teach in all the classrooms, including the pastor, who teaches weekly in the eighth grade. At the annual retreat, the faculty has an opportunity to strengthen their own faith and work together on the importance of why they

choose to work in a Catholic school. There are prayers included in the weekly school newsletter that are sent home to the families for reflection. Setting an example for others, the principal demonstrates her faith with the children through her personal interactions with them, modeling forgiveness, and leading them closer to God.

Significant Accomplishments:

- Many diverse materials and resources are available to supplement the curriculum
- Strong religion curriculum based on Catholic doctrine
- A variety of service opportunities for student involvement
- Daily opportunities for students and faculty to participate in prayers and liturgies
- Religious symbols and icons are present throughout the school campus
- Presence and involvement of clergy on campus

Goals:

- Increase communication with parents regarding all aspects of the Catholic Identity of the school
- Improve teacher led reflection on charity drives

Evidence:

- Supplemental resource books, prayer books and planning guides for liturgies in the faculty room for teachers
- Media library available to teachers
- Catholic Television Network (CTN) online
- Saints books in the library
- Statues and religious items on prayer tables
- Letters of appreciation from agencies the students have served
- Calendar and lesson plans showing dates of school liturgies and teacher retreat day
- Bulletin boards and prayer tables in the classrooms, office, and hallway
- Teacher lesson plans
- Online Faith First resources
- Daily opportunities for classroom prayer
- Religion recertification reports
- Surveys

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.

Mission Statement

As a community of active Christians, we nurture faith, awaken talents, and develop character and academic strengths in all students.

St. Pius School Philosophy

St. Pius School is committed to carrying out the ministry of Jesus Christ in the education of youth. We emphasize the education of the whole person, fostering spiritual, intellectual, social, physical, and psychological growth. We strive, in partnership with the family and parish, to provide a quality education in a Catholic environment of peace, security, and love.

We acknowledge that the responsibility of instilling good self-concept, love of neighbor, and an atmosphere of a lived Catholic faith rests primarily with the parents. Therefore, we, the faculty of St. Pius School, recognize that true cooperation with the parents strengthens our educational endeavors.

Our efforts are directed to sending forth students fortified with personal confidence, academic skills, and a religious commitment to help them become responsible, mature, and active Christians.

SCHOOLWIDE LEARNING EXPECTATIONS

St. Pius School Graduates ARE:

ACTIVE CHRISTIANS who



1. put beliefs into action and make moral choices based on Catholic faith and teachings
2. show respect for God's creation
3. demonstrate knowledge of the parts of the Mass
4. know how to pray using memorized and spontaneous prayer
5. have knowledge of all and receive some sacraments
6. are familiar with the Bible and teachings of the Church

RESPONSIBLE CITIZENS who



1. have an awareness of world affairs and current events
2. respect the cultural diversity of society and demonstrate an acceptance of all people
3. show responsibility and compassion towards those in need
4. demonstrate sportsmanship and leadership qualities and take responsibility for their own actions
5. work independently and collaboratively
6. have knowledge of current technologies and use them responsibly (i.e. social media)

EDUCATED PEOPLE who



1. have successfully completed a sequential curriculum as directed by the Department of Catholic Schools and the State of California
2. locate and interpret information from a variety of resources
3. assess their own work for overall quality
4. communicate ideas clearly and effectively and speak publicly with confidence and poise
5. establish and accomplish goals using time management skills
6. have an awareness of and build an appreciation for the fine arts

The mission and philosophy of St. Pius School focus on the Catholic nature of the school and connect it to the parish. St. Pius School's mission statement and philosophy were created over a period of meetings, with the intention to embody the whole learner. St. Pius School is dedicated to nurturing faith, awakening talents, and fostering academic growth in individual students. The mission statement and philosophy cultivate a strong relationship with the parish, families, and community.

There is a partnership between school and parish to provide a quality education and learning environment. Parents are recognized as their children's primary educators in academic and faith formation. Families are encouraged to attend Sunday Mass and participate in sacramental preparation. They are always invited to celebrate school and parish liturgies, as well as Holy Days with the school community. Students are given various opportunities to be active participants within the parish community through service activities, such as altar serving, worship team, choir, and receiving their sacraments. Throughout the school year, students lead liturgies and some Holy Day celebrations. The parishioners take an active role in fostering the students' faith development by celebrating Mass together, being prayer partners with the eighth grade class during Lent and gathering each month at the senior lunch. The priests are present during the school day. They make many efforts to be around during recess and lunch, and also to teach various lessons across all grade levels throughout the year. The pastor mentors the eighth grade each week as they grow in their faith and character development within their final year at St. Pius School. He addresses a range of topics from religion lessons to events that are pertinent to the age group. Through this time, the students have grown to see the pastor as a confidant and role model.

The mission statement and philosophy statement are based on the values and goals of the Catholic Church and school. The faculty originally worked together with a group of parents to formulate a clear vision for the school. These statements are made available in the Parent/Student Handbook, in the school office and have been included in assignment books over the years. On an annual basis, the mission and philosophy statements are reviewed and updated as necessary by the faculty. Shareholders are invited to provide feedback on these statements as they have been presented at Parent Teacher Group (PTG) meetings and included in the school newsletter.

The mission statement aligns with the Student Learning Expectations (SLEs). The SLEs were created to embody the whole child both academically and spiritually. They were intended to shape the students' morals and values and become inherent in their future. The SLEs were developed at an earlier accreditation process. St. Pius School originally started with a larger number of SLEs, which was found to be too overwhelming for the students. Teachers then decided to prioritize and create an acronym (A.R.E.) to help the students understand the meaning and purpose of the SLEs. The acronym A.R.E. stands for Active Christians, Responsible Citizens, and Educated People. Over the years, the teachers have continued to promote them in everyday lessons and interactions. There are posters in each classroom, reminders of the SLEs are included in daily morning announcements, SLEs are marked in teacher's lesson plans and student work reflects the presence of the SLEs throughout the curriculum. The SLEs are living guidelines for St. Pius School students. They will continue to be reviewed yearly and revised as needed to accurately reflect the philosophy and mission of St. Pius School.

The SLEs have become an essential part of the curriculum. Teachers integrate and acknowledge the SLEs when teaching the various subjects. While the students are familiar with the SLEs, they do not consistently use this language. The faculty continues to seek ways to display them in a way that promotes student use in everyday language. Students are aware they are Active Christians at all times, both academically and socially, especially when they make moral choices and demonstrate respect for God's creation. Students are encouraged to put Catholic beliefs into action in everyday life in and out of the classroom. By teaching the students how to be Responsible Citizens, they take ownership of their work, are made aware of current events in social studies lessons, and use technology responsibly to learn everyday. As Educated People, St. Pius School students successfully complete the sequential curriculum as directed by the Archdiocese of San Francisco and the State of California. Repeatedly throughout the day, students adhere to the standards of good work. Students have multiple opportunities each year to practice speaking publicly with confidence and poise. They are taught to communicate their ideas clearly in writing and speaking. Long term projects can address all SLEs while also focusing on setting goals and using time management skills. The integration of the SLEs across the curriculum gives students the opportunity to reflect and find meaningful purpose in their everyday learning. Starting in the 2014-15 school year, students assess their own application of the SLEs each quarter. Students also started labeling the top of their assignments to show which SLE is represented. Teachers have been incorporating the SLEs into various writing assignments, journals, and religion class lessons. Teachers are continuing to develop ways to use reflections and assignment evaluations to help strengthen student achievement of the SLEs.

The administration expects the faculty to provide a safe, caring, and loving Catholic environment with a focus on fostering individual student growth and nurturing their talents. The pastor,

administration, faculty, and school community groups work in partnership to put the students' learning and faith development as their primary focus.

St. Pius School teaches to the whole child, which is evident in the school's atmosphere, mission statement, and philosophy. The school strives to maintain a strong community with the parents as the primary educators. A close relationship with the parish can be seen through the constant interaction with the presence of the priests and parish community. While the SLEs accurately reflect the school, there still remains a need for the students to use them as a natural part of their everyday language. The faculty continues to seek ways to bridge this gap by creatively displaying not only the SLEs, but the mission and philosophy as well.

Significant Accomplishments:

- Strong parish, school, family relationship
- Well established mission statement, philosophy, and SLEs
- Review and revision of mission statement, philosophy, and SLEs
- Creation of a strong Catholic learning environment

Goals:

- Promote and evaluate Student Learning Expectations as a natural part of students' everyday life
- Find creative ways to display the mission statement, philosophy, and/or SLEs
- Evaluate the Student Learning Expectations assessment process and make changes as needed

Evidence:

- Mission and Philosophy Statements
- Student Learning Expectations
- Teacher lesson plans
- Examples of student work
- Parent/Student Handbook
- Posters
- Individual SLE handouts
- Eighth grade exit survey
- WCEA/WASC Survey
- Standards based assessments
- Curriculum standards
- SLE quarterly reflection

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 Catholic Identity of St. Pius School is strong and supported by the pastor, administration, school board, faculty, and staff who are dedicated to supporting high achievement of all students. The administration believes and promotes the idea that St. Pius School is not a private school, but a Catholic School existing to pass on the faith to all students. This idea is shared with the faculty, staff, and school board who support the same philosophy. Everyone is working towards the same goal, which is to teach the faith and help the students be the best Catholics they can be.

The pastor teaches in the eighth grade class once a week and both the pastor and parochial vicar teach frequently in other grades. The clergy's presence around school and at school events is quite visible to the community. The school day begins with prayer over the intercom and the principal encourages all classroom teachers to schedule religion as the first lesson taught each day when possible. All teachers of religion are certified or in the process of becoming certified to teach religion.

All classrooms have a visible prayer area, religion themed bulletin board, and other Catholic symbols throughout the room. Religious education curriculum and instruction meet the religious education requirements and standards of the Department of Catholic Schools. Students are constantly developing their Catholic Identity by serving others when participating in outreach opportunities. Monthly school liturgies further enhance the faith formation for students, parents, faculty, and staff. Many of these liturgies are at the 8:00 a.m. parish Mass, providing parishioners the opportunity to pray with the students, creating a strong relationship with the community of St. Pius Parish and School. Worshipping together shows the students that their school is an important part of the larger parish. The faculty begins the school year with a liturgy and also participates in an annual faith based retreat. All faculty meetings, Parent Teacher Group meetings, and School Board meetings begin with prayer.

St. Pius School's administration emphasizes and focuses on supporting high achievement for all students. The school has structures in place that create consistency from year to year. Administration encourages teachers to meet formally and informally to discuss specific students' abilities and potential for growth. This collaboration allows teachers to best support students by meeting them at their level and providing tailored scaffolding to help them achieve higher-level thinking skills and the ability to analyze. In grades four through eight, the principal reviews suggested math groups. These groupings allow students to receive more personalized attention and teachers are able to reach all students on a daily basis. The principal also works with teachers to recognize students who need extra support in class. The students who have been identified as having learning differences receive support by working in small groups and individually with the resource teacher. The students work on enhancing various skills such as improving reading and math comprehension, organizational skills, memory techniques, and complex reasoning. The administration routinely observes teachers' instruction and teaching strategies and works closely with teachers to augment student learning in every grade. All staff members participate in efforts

to increase the learning opportunities available to the students. The administration constantly strives to provide a safe, healthy, nurturing environment that is conducive to learning for all students.

The pastor plays an important role in the school's focus on learning and high achievement. Teachers and administration meet with the pastor on an as-needed basis to discuss the school's curriculum. Being familiar with the curriculum and having created a personal relationship with a majority of the students, the pastor is able to have frequent academic discussions with them on campus. Students are constantly challenged by the pastor to live their faith and give their best effort in school.

The role of the administration, pastor, and school board is to work together to maintain a high quality of education for the students at St. Pius School. The school board provides advice and assistance to the pastor and principal in establishing goals and defining policies, which govern the school. The school board meetings include time for regular reports on the school's curriculum as often as needed. The school board members are a supportive sounding board in the areas of development and marketing. During monthly school board meetings, members give feedback and ideas on these topics. Some members have helped with grant writing and the updating of brochures and videos to assist with marketing the school. A more formalized structure for the school board may make their contributions more effective. The school board is in the process of restructuring membership and developing specific committees that will result in better supporting the high achievement of all students.

The Archdiocese provides opportunities for teachers to learn new strategies which focus on the support of all students. This is accomplished through an Archdiocesan Educators' Conference and other in-services and workshops sponsored by the Department of Catholic Schools. The resource teacher attends meetings designed to collaborate with other resource teachers. Topics focus on students with a wide range of learning needs. All teachers continue their professional growth by having a professional development plan in place. The Department of Catholic Schools has developed a three-year implementation plan for Common Core ELA. St. Pius School will participate in this process of professional development in this important curriculum area.

The school provides an environment that supports the high achievement of all students. The assistance of aides in the primary grades helps to offset the class sizes. Across grade levels, students routinely work in small groups. For example, kindergarten math and language arts along with primary art are taught in small groups. Also, math in grades four through eight and all computer classes are formally separated into split classes. Many teachers utilize small group work during language arts, social studies, math, science and religion as a way to address students' needs within the whole class environment. The resource teacher's support helps students in kindergarten through eighth grade by promoting early intervention. Technology assists students on all ends of the learning spectrum through various apps on the iPads and online resources on the laptops to both reinforce and further enhance skills. The school board plays a more informal role and provides yearly input to the principal on ideas for student achievement to advance the curriculum.

Yearly, teachers analyze standardized test score results to better serve the students. Curriculum needs are identified and lessons are developed to differentiate and meet the needs of all students. The faculty determines curriculum areas that may need additional emphasis or resources. At budgeting time, teachers are asked for suggestions regarding needs to help enhance the high achievement of all students as well as the spiritual needs of the school community. These suggestions are given for all curricular areas. Teachers follow the archdiocesan curriculum and check annually to ensure all standards are addressed. Each year, with the guidance of the principal, the teachers review the handbook to make sure that their academic and behavioral expectations reflect the expectations outlined therein.

St. Pius School provides a safe and secure environment for its students. Emergency drills are held and each classroom is equipped with an emergency bag. Classrooms also have an emergency cell phone and intercom system. Teachers are trained in CPR and the use of the AED device located on the school grounds. An earthquake shed stores all supplies needed to support the staff and student body in case of emergency. The Sheriff's Department worked with the faculty on updating the school's emergency plans.

Communication of student achievement to all shareholders is imparted in a variety of ways. Teachers communicate achievements through class newsletters as well as personal emails and notes home to parents. The principal shares important events in the life of the school through weekly school newsletters. The school's Beehively website and the teachers' class web pages are additional ways that student achievement is highlighted. Teachers in grades four through eight post grades online for parents through PowerSchool. Progress reports and report cards are other ways achievement is shared. At the Fall Parent-Teacher Conferences, standardized test scores and general student achievement are discussed. Student progress is communicated through meetings on an as needed basis. The good reputation of the school is known in the community and informally passed along. Information is published in parish bulletins and on the school Facebook page. Word of mouth is another key way positive school information is shared by the students, parents, parishioners, and clergy. During Catholic Schools Week, students' families and prospective school families attend a Sunday Mass which welcomes the community and invites them to Open House. School board members are informal ambassadors of the school when they are out and about in the community and when helping with school tours.

Parent surveys indicated that parents feel an active partnership with the teachers who care for the spiritual and academic education of their children. Parents feel that teachers are accessible and provide feedback to them regarding their children's progress. Importantly, parents believe the morale of the students is good and that teachers and students have a strong working relationship sharing mutual respect.

The pastor and administration worked with the Parish Finance Council, School Board, Parent Teacher Group, faculty, and staff to develop a strategic planning process that included a focus on supporting high achievement for all students. In 2012, a consultant was hired and focus groups were held including faculty, parents and parishioners. By determining the financial, academic, and other needs of the school and students, a five-year strategic plan was developed. Short and long term goals were identified, all of which ultimately focus on high achievement for all students. This plan is reviewed yearly by the school board and faculty and is updated as

necessary. To date, to name a few accomplishments, a preschool was started, student bathrooms were remodeled, Spanish was added to the curriculum, and the exterior of the school was painted.

Presently, the administration is in conversation with the consultant to extend the strategic plan through 2019. In the Fall of 2015, a PTG General Meeting was held to review the Strategic Plan and come up with suggestions for the next five years. Many parents attended, along with the faculty. The consultant gave a report on the present state of the strategic plan and led table discussions on ideas for the future. St. Pius Parish is also in the process of developing a strategic plan for the future. An attempt is being made to assure that the WCEA/WASC Action Plan, school strategic plan, and the parish strategic plan support one another.

The governance structure of St. Pius School, rooted in Catholic Identity, is solid and allows for continuous student growth. Goals are effectively communicated to shareholders and input is sought and welcomed regarding programs and policies published in the school newsletters. All involved (pastor, administration, PTG Board, school board, faculty, and staff) work well together to support the high achievement of all students. From the structure of the school day to communication, professional development, increased technology, assessment, data and service opportunities, all indications are that St. Pius School is focused on student achievement.

Significant Accomplishments:

- Well-established policies
- Good communication
- Safe environment
- Strong working relationship with pastor and parochial vicar
- Resource program

Goals:

- Restructure the school board
- Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan
- Understand and implement Common Core ELA

Evidence:

- Strategic plan
- Website
- Survey data
- Newsletters
- School board meeting agendas
- School policies
- Archdiocesan Administrative Handbook
- Parent/ Student Handbook
- Faculty Handbook

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

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

St. Pius School uses a variety of methods to collect, disaggregate, and analyze student performance data. The analysis of assessment data is used to drive curricular change and allocation of resources. As a means to determine strengths and areas of improvement for the entire student community, St. Pius School regularly collects, reviews, and analyzes multiple data sources to determine trends in student learning, enrollment, and finances. The administration, School Board and Parish Finance Committee are focused on enrollment and finances and make relevant suggestions and changes as needed in these areas. Data provides the foundation for discussion, deliberation, and decisions about instructional practices, curriculum adjustments, staffing, budgeting, and purchasing instructional materials. Sources of data include standardized test results from the IOWA assessments and the Assessment of Catechesis/Religious Education (ACRE). Online surveys including the WCEA Catholic identity, WCEA/WASC student and parent surveys, as well as any other school driven survey are also a source of data.

The Catholic Identity survey is administered in sections on a yearly basis according to the archdiocesan cycle for review. Additional surveys were given in the fall of 2014 via Catholic Telemedia Network (CTN) as part of the WCEA/WASC Self Study process. Each year, the faculty and administrators review the results of the survey to determine the success of classroom and school programs and look for ways to disseminate the message of our Catholic Identity.

Data from the Self-Study and Catholic Identity surveys indicate that the school has a strong Catholic Identity. Over 96% of the shareholders indicated that the mission statement integrates the Roman Catholic faith into all aspects of school life. The mission statement is reviewed yearly and revised when necessary. After the last accreditation process, the faculty created a school message which summarizes St. Pius School's philosophy and mission: to nurture faith, inspire minds, awaken talents. The shareholders indicate that prayer and sacraments are strongly supported by the administration and faculty. The surveys showed that some parents were unaware of the religious imagery present throughout the school. They also were unfamiliar with all of the opportunities for prayer throughout the day. The faculty is making a more conscious effort to inform parents of the Catholic environment of St. Pius School through classroom newsletters and the school Beehively website.

The priority placed on the Catholic Identity and values of the school is evident in the support given to the staff in their personal faith development. All faculty members have opportunities to attend workshops sponsored by the Department of Catholic Schools to help them grow in faith. Each year, the faculty and staff attend a retreat planned by the administration. Retreats are centered around spiritual growth and one year, the faculty and staff participated in community outreach such as working at a food kitchen or packing boxes for Second Harvest Food Bank.

St. Pius School has used the results from the ACRE test to identify and address issues from the religion curriculum. The ACRE test is administered to the fifth and eighth grade students each year. The school's results have been above average in most areas when compared to national norms. The administration studies the results, yet no formal process for analysis is currently in place for the ACRE results. The faculty recognizes the need for further analysis of this data and will schedule articulation time next year for this purpose. During the 2014-2015 school year, an updated test was administered. These results were analyzed by the administration to see what areas of the curriculum need emphasis, and then the results were presented at a faculty meeting. Based on these results, the focus this year is on having students recognize Church vocabulary.

Students in eighth grade take an exit survey at the end of the year on the Student Learning Expectations (SLEs). Ninety- six percent of the graduating students stated that they put their beliefs into action and make moral choices based on their Catholic values. After attending the WCEA Leadership meetings, the leadership team recognized the need to have the students understand more specifically how they are living the SLEs. Starting last spring, all students began evaluating how a lesson is directly related to an SLE by coding the top of an assignment. This coding helps students understand that the SLEs are incorporated into their everyday schoolwork. The faculty reviews this data to identify the strengths and weaknesses in the knowledge and application of the SLEs. Quarterly, the teachers give the students time to reflect on the SLEs and complete a brief survey indicating their SLE growth for the quarter.

The IOWA assessment is the foundational piece of formal data that is used by St. Pius School to drive the instruction for the academic year. In the fall each year, St. Pius School students in second through eighth grade take the standardized IOWA assessment. The administration reviews the data of every student who took the exam and ensures that every homeroom teacher has a hard copy of the data, along with login and password to the online database, Data Manager. The faculty reviews the results individually and tests are compared from year to year to assess the growth of students and look for curricular areas that may need additional support in the upcoming months or years. Post disaggregation discussions are held at faculty meetings to discuss any positive or negative trends in specific subject areas. A majority (60%-70%) of the 240 students tested during the 2014-2015 school year scored above the 50th percentile in all core subjects. Teachers are asked to pay special attention to any student who scores above the 75th or below the 25th percentile. For these students, teachers are asked to list the specific weakest or strongest areas within the subject and then develop short and long term strategies for remediation or enrichment. Data from the IOWA assessment helps teachers group students according to strengths and challenges. These results are turned in to the principal for review.

The overall growth of the St. Pius School students from the new IOWA norms has been encouraging to our faculty. Since the implementation of the new test in 2012, the students have shown growth in all academic subjects. On average the science growth has been 1.3 years, Social Studies 1.2 years, Math 1.1 years, Reading 1.1 years, and English Language Arts (ELA) 1.3 years. By the eighth grade year, students are scoring above average in all subjects; most notably scoring 11.2 in written expression, 10.2 in conventions of writing and 10.2 in ELA total. The growth of St. Pius School students has been extremely encouraging especially in the area of conventions of writing. The faculty recognizes the continued strength, but sees a need for more application of these skills in daily work across the curriculum. Where teachers saw a deficit was

in the area of mathematics. The teachers feel they would see a greater increase in math scores if the test was aligned to the common core math standards.

When analyzing the bottom quartile of the IOWA assessment, the administration and teachers found a pattern that indicated that students in the lower quartile often are the resource students. About 10% percent of the population of St. Pius School students receive extra support from the resource teacher. This reflects the Catholic mission to be inclusive of everyone. St. Pius School is fortunate to have a full time resource teacher who is able to help address the needs of these students.

In addition to the IOWA test, students in grades three, five, and seven also take the Cognitive Abilities Test (CogAT). Beginning in 2015-2016, teachers will review and analyze CogAT scores to identify individual student learning strengths in order to provide a richer, more comprehensive learning environment.

Math Common Core benchmarks were administered twice in the 2014-2015 school year to measure student progress. Starting in the 2015-2016 school year, the benchmarks will be administered four times a year. These results are used by teachers to find areas where students need support as well as to identify areas that need to be retaught. The results of the benchmarks are used to drive discussion about the math program. Once benchmarks were completed, the staff met with grade level teachers from other schools and discussed the results. At St. Pius School, teachers further analyzed and grouped students in three categories (independent, progressing, and emergent) based on their scores on these benchmarks. The results from the benchmarks given at the end of the year were compared to results from earlier in the year to measure individual and overall student growth. The website Mathletics is used to reinforce concepts and provide practice for students at all levels.

The Dynamic Indicators of Basic Early Literacy (DIBELS) Assessment is administered three times each year to all students in kindergarten through third grade. DIBELS is a measure of the critical skills that underlie early reading success. Based on scores, students are either in the green (low-risk), yellow (some risk) or red (at-risk) area of reading development for the specific grade level. Students in the at-risk area of development work in small groups, have one-minute readers nightly, and small group instruction. They are then re-assessed frequently to determine the level of progress. Most students in the at risk area are also referred to the resource program for extra support.

In the fall of 2015, the students in grades K-2 were assessed individually by the resource teacher to determine reading level. Students who fell in the "at risk" category received additional support from the resource teacher. Teachers also utilized the reports to help group leveled readers and determine the appropriate level for Raz-Kids, a computer reading program provided through Catholic Telemedia Network (CTN). Students in grades K-3 have access to the website, and teachers monitor reading level and comprehension skills. In grades 4-8, STAR and Accelerated Reader (AR) were purchased this past fall. STAR testing is a computer based assessment tool that gauges students reading level. It produces a Zone of Proximal Development (ZPD) score for each student. A baseline test was given to each student at the beginning of the year and then will be repeated each quarter to track growth in reading. Accelerated Reader is the ongoing

comprehension test students take after reading a book. Teachers can use results of these tests to see reading deficits and specific skills that require additional support.

To summarize, St. Pius School uses multiple sources of data to support high achievement of all students. A few assessments that are given multiple times a year and are used for measurement across the year are DIBELS, Mathletics, Raz-Kids, STAR, Math Common Core benchmarks, and teacher-created tests. The yearly IOWA test is used by teachers to measure classes from year to year and focus attention on the bottom and top quartiles. Catholic Identity is gauged through yearly surveys and goals are generated from the survey results. Data is the guiding force at St. Pius School, steering curriculum improvements and focusing attention on student's achievement.

Significant Accomplishments:

- Strong Catholic Identity, as indicated on the WCEA/WASC and Catholic Identity surveys
- Variety of assessments
- Modified lessons support all students as needed

Goals:

- Use data to further guide planning and curriculum implementation
- Enhance student application of conventions in writing across the curriculum

Evidence:

- IOWA results categorized into top and bottom quartile, per class
- ACRE test results
- WCEA/WASC survey
- Yearly Catholic Identity survey results
- SLE self-assessments
- Math Common Core benchmarks
- STAR and Accelerated Reader test results
- DIBELS results

E. HIGH ACHIEVEMENT BY ALL STUDENTS TOWARD CLEARLY DEFINED SLES AND CURRICULUM STANDARDS

All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.

St. Pius School upholds strong Catholic ideals and incorporates them into the daily curriculum. Upon entering the school office, the prayer table is situated in the entrance complete with the Bible, book of prayer intentions, and religious items reflective of the liturgical season. Prayer is said throughout the day in each classroom. During these times, individuals often offer special intentions. Each classroom has a designated prayer corner or prayer table where students are able to pray, contemplate, or reflect as needed. The crucifix is hung in a place of honor in each classroom and is clearly visible to all students. All rooms have a religion bulletin board. St. Pius

School has a well-rounded extracurricular program. Catholic Identity is incorporated in group prayer by team players before a game or by participants in special events. Teachers' lesson plans are coded to identify the Student Learning Expectations (SLEs) integrated in the curriculum.

St. Pius School provides a challenging, comprehensive and relevant curriculum for each student. The school uses both the San Francisco Archdiocesan Curriculum Guidelines and the California State Standards to design and implement this curriculum. In their guidelines, The Department of Catholic Schools provides a scope and sequence that helps to create the continuity of learning for students. The school is in the process of adopting the Common Core standards, which are rigorous nationwide learning goals.

The school works in conjunction with the Department of Catholic Schools to implement new standards, like the recent Math Common Core adoption. Math Common Core State Standards (CCSS.MATH) were implemented by California and the Department of Catholic Schools as they focus on conceptual understanding and application of standards rather than rote memorization and isolated skills. They also tie topics from one grade to another, allowing students to link and build on skills from year to year. Teachers attended many professional development meetings that were held across two years to focus on introducing these standards and transitioning students from the prior standards to the revised ones. A similar pathway is planned for the transition to English Language Arts Common Core State Standards (CCSS.ELA) to ensure that students can build on their learning in earlier grades.

In the fall of 2015, the faculty took steps to begin implementing common core ELA standards. The faculty has attended a workshop that introduced the new concepts and vernacular. Two faculty members have taken the position to be the school's Archdiocesan representatives and attend meetings to learn more about the new expectations. The faculty has already reviewed the standards and evaluated the vertical alignment with the intention to start incorporating the ideas of the Six Shifts into lessons this year. Workshops are provided by the Archdiocese throughout the year for the faculty.

The technology program's curriculum is based on the International Society for Technology in Education (ISTE) standards. These standards not only guide technology education, but provide a framework to help students learn with the use of technology. The emphasis on technology throughout the curriculum allows the school to focus on relevant 21st century skills.

Over the years, St. Pius School has been creating curriculum maps to help ensure the continuity of learning for all students. Curriculum maps are generated to show the pace at which each skill is being covered. They include websites, projects, assessments, and other resources of a specific subject. These maps should be changed and updated yearly. The curriculum maps are also used as an aid for incoming teachers to see and understand the curriculum and the pacing used in previous years. Curriculum maps have been created for the subjects of religion, social studies, science, some language arts, and most recently, math. Teachers collaborate to see that the maps contain useful resources and eliminate redundancies.

St. Pius School has recently adopted a new program to help students assess their achievement of the SLEs. Students address SLEs in their work and complete a self-reflection every quarter. In

teachers' plans, many lessons have an identified SLE, showing what SLE the topic addresses. Students are aware of their assignments reflecting the SLEs as they take the time to think through the topics, questions and procedures as ways to assess which SLE the assignments meet. At the end of each quarter, every student takes time to complete an SLE reflection. This reflection gives students the opportunity to see what areas they focus on and which still need to be addressed. Before graduating, the eighth grade class takes an exit survey to see if they have achieved the goals of the SLEs. Teachers are continuing to develop ways to use reflections and assignment evaluations to help strengthen student achievement.

Teachers utilize multiple assessment types in order to measure acceptable progress made by students in achieving curriculum standards. Students in kindergarten through second grade are given assessments that are selected-response based. Furthermore, the assessments also encompass brief constructed response sections such as fill in the blank, short answer, labeling diagrams, and visual representations. Performance-based assessments such as storytelling, modeling, oral presentations, and "think aloud" times are also utilized. Students in grades three through five are given assessments that encompass all of the variations used for kindergarten through second grade including essays and oral observations. In grades six through eight, students are given more complex assessments than those given in grades three through five. These students also use multiple product performance-based assessments such as composing poems, research papers, science labs, post lab reports, video reports and portfolios. Additionally, the selected-response and brief-constructed response assessment formats continue to be utilized. However, they include less scaffolding than the assessments used in the lower grades. Some students in the resource program are tested orally in order to fully assess their comprehension of the curriculum standards. Through the use of technology, students create video products showcasing their understanding of material. Furthermore, oral presentations are given by students showcasing their knowledge through Excel, PowerPoint, iPad applications, iMovie, and online resources.

Teachers base acceptable student progress on the standards and skills that are expected to be met within the current grade. Through the use of standardized test scores, observations, selected-response assessments, brief constructed responses and performance-based assessments, teachers are able to identify which students are not making acceptable progress. In many cases, the students who are not meeting expectations are students with learning differences.

When a student is not making acceptable progress, St. Pius School teachers use a variety of interventions that can be put in place to assist the student in making adequate growth. A teacher may spend extra time with a student and provide the support needed in the classroom. This support could come in the form of small group or one-to-one instruction and alternative or shortened assignments. The faculty has seen a need for leveled readers and curriculum with differentiation options. When a student is diagnosed with a learning difference, they may also receive modified assignments to address their specific learning differences. If the student is unable to make sufficient growth within regular classroom time, the teacher will contact a parent and may speak to the administration and the resource teacher about creating a Student Study Team (SST). SST meetings are held with the resource specialist, teachers, principal, and parents of the child to discuss accommodations to help individual students with learning differences succeed. Notes are taken and forms are filled out based on information from these meetings.

Through the SST or parent-teacher conferences, the student may be referred to work with the resource teacher, attend peer tutoring, or receive additional outside support. Students will continue to be monitored closely until they are making acceptable growth.

With the wealth of information available online and the ever-present tablet or phone, technology is now a required tool for learning and sharing of that knowledge. St. Pius School is lucky to have a variety of technical resources available, including interactive whiteboards, tablets, laptops, document cameras and digital cameras. Technology is used across the classes to aid in learning and to support the curriculum. Additionally, a variety of software is available on these resources, such as word processing, presentation creation, collaboration, movie creation, drawing, and comic creation. The school also uses curriculum-aligned software for math, spelling, and grammar practice. With this combined hardware and software, teachers use many tools to engage students, enhance learning, and assess students. Some examples are: students demonstrate learning by teaching a concept with video recording software (Educreations, YouTube); students practice writing through a blog and commenting on others' blogs (Kidblog); students create a webpage to share their learning on a topic (Glogster); students can increase the level of difficulty in math practice games and see their learning progress (Mathletics and Khan Academy); students read at their own pace and practice reading aloud and improve their own fluency (RazKids, AR); students demonstrate understanding of concepts (iMovie).

Each grade attends a dedicated technology class once each week. This class focuses on important Internet skills, software tools, as well as digital citizenship. Often this class is aligned with classes across the curriculum to reinforce other skills. Likewise, other classes touch on those technology skills that are needed across the curriculum, such as the correct format of a written paper, useful online citation tools, useful Internet search skills, and tools that can be used for creation and learning at its deepest level.

St. Pius School works diligently to ensure all students make acceptable and measurable progress towards clearly defined SLEs and curriculum standards. The school upholds strong Catholic ideals and weaves them into the classroom and campus as well as the lesson content. Students reflect frequently on assignments and on their achievement of the SLEs quarterly. The school uses both the San Francisco Archdiocesan Curriculum Guidelines, Math CCSS, and the California State Standards to design and implement the curriculum. With the use of curriculum maps, faculty members are able to facilitate continuity of learning for all students. Across grade levels, teachers utilize various assessment approaches and methods to measure acceptable progress toward curriculum standards. Teachers differentiate instruction and integrate technology to reach all students including those with learning differences. Together these approaches work towards the high achievement of all students.

Significant Accomplishments:

- Visible evidence of Catholic Identity throughout the school
- Technology actively used for engagement, differentiation, and interactive activities
- Assessments that target all modalities of learning

Goals:

- Update and increase differentiated curriculum resources
- Review curriculum maps annually and revise as needed
- Implement and assess Common Core ELA teaching methodologies to increase student mastery

Evidence:

- SLEs and SLE surveys
- Mission Statement
- Philosophy
- Curriculum maps
- Student work samples
- CCSS ELA and Math
- San Francisco Archdiocesan Curriculum Guidelines
- Wide variety of technology
- Lesson plans

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.

The faculty and staff of St. Pius School apply research-based knowledge about teaching and learning in the instructional process. Teachers use the Archdiocesan Curriculum Guidelines, California State Standards, Common Core Math State Standards, and the Schoolwide Learning Expectations (SLEs) when planning all lessons. The faculty meet in grade levels to discuss curricular issues and curriculum maps. Faculty members take turns preparing a monthly professional development presentation. The teachers strive to use instructional methodology to support the high achievement of all students.

St. Pius School has a strong Catholic Identity and successfully integrates Catholic values throughout the curriculum. The religion curriculum follows the archdiocesan guidelines and the scope and sequence of the religion series Faith First. Teachers also use Growing in Faith, the Columban Mission Program, and the Shield the Vulnerable program to supplement the curriculum. Each year, the faculty decides on a faith-based theme to unite the school. This theme is used throughout the year and can often be seen at the center of teachers' lessons and problem solving strategies. New teachers attend Archdiocesan Basic Certification workshops and all teachers continue their faith journey by attending religion in-services.

The goal of St. Pius School is to promote faith in students that will help them to develop a personal relationship with God and become active Christians. Teachers use a wide range of

techniques and materials to help students become responsible citizens and educated people. Catholic Telemedia Network (CTN) is often used to assist teachers with webquests and videos. Charity drives are organized by specific classes throughout the school year. Some of the charity drives that the students have participated in are food drives and clothing drives. They have also donated to Sandwiches on Sunday, which supplies sandwiches for local people in need, and Nickels for Nets, a charity organization based in Africa which helps buy nets to protect people from mosquitoes. The faculty and staff recognize that the students and parents are generous when donating, but would like to see the students spend more time reflecting on the effect of donating after each event.

St. Pius School has a strong sense of community that involves all shareholders and can be seen throughout the school. Students show they are responsible citizens and participate in the community when they interact and collaborate with each other on projects, as well as through conflict resolution and daily life. Teachers are present in students' daily life through interaction not only during the school day, but also before and after school. The administration and teachers also show their support and sense of community by attending sporting events, parish Masses, dances and parish plays in which St. Pius School students participate.

The administration, faculty and staff are seen as positive role models for the students. The pastor, principal and vice principal work together to manage the school and guide its spiritual life for the students. All are readily available to the faculty, staff, students, and parents on a daily basis. Teachers often discuss their own spirituality with their students as an example of how to practice being an active Christian. The faculty and staff continue to grow in their own faith by participating in daily school prayer, weekly faculty prayer, penance with the school, and an annual retreat, in addition to other opportunities for religion in-services offered by the Department of Catholic Schools.

Parents are active spiritual partners with the school and participate in the community in many ways. St. Pius School acknowledges that the responsibility of instilling good self-concept, love of neighbor, and an atmosphere of a lived Catholic faith rests primarily with the parents. Parents are involved in the Sacramental Preparation Program offered by the parish. Some parents attend the monthly school liturgies and weekly Masses during Lent. The Parent Teacher Group (PTG) organizes a Family Giving Night where families gather and donate items for the less fortunate.

Research shows that students have varied learning styles and benefit from diverse instructional methods. Some students learn best from material presented visually in the form of charts, graphs, and color-coded diagrams. Other students are auditory learners and prefer to receive information through songs and stories. Many students absorb information easily when they can build, create, perform a skit, or make a model of the information. Verbal discussions, writing notes, and playing with words is helpful to students who learn best when talking about information. The faculty at St. Pius School attends workshops and classes to help them develop skills to present information to students in ways that will appeal to all types of learners. Teachers use hands-on classroom materials such as manipulative math activities and phonics/reading games. The teachers have received training in the use of SmartBoards, and use these in the classroom to present material in PowerPoint and video format as well as on interactive work boards. The faculty and administration have attended technology and iPad workshops to learn techniques

used in classrooms to manage productivity and to inspire creativity. The teachers are encouraged to visit schools with well-developed programs to observe how students manage and use the iPads to increase their knowledge. The resource teacher has been trained in the Orton-Gillingham, Lindamood Bell and Slingerland methods which will help identify students with language processing learning differences. These research-based programs target student learning differences and help teachers improve skills to support higher achievement for these students. The administration promotes and supports staff development to improve the knowledge base of teachers at all grade levels in order to increase the level of differentiated instruction and achievement in the classrooms. Increased collaboration time for teachers around curriculum concerns would benefit all students.

A variety of assessments are utilized by teachers in order to showcase the progress made by students in the learning process. Students in kindergarten through second grade are given assessments that are highly scaffolded to provide ample support for the students. As the students enter the upper grades, the amount of scaffolding in assessments wanes and the assessments become more intricate. Assessments in all grades encompass multiple choice, true-false, and brief-constructed response sections. Furthermore, oral presentations, storytelling, and informal observations are integrated into the assessments utilized by teachers as students progress through the school. Teachers also use assessments such as building small models, composing research papers, as well as lab and video reports. Moreover, students showcase their knowledge of technological tools by creating products that include the use of Excel, PowerPoint, and iPad applications. Students in the resource program may receive modified testing in order to show their progress. The results of these various assessment types inform the teaching and learning process, enabling teachers to modify their teaching in order to ensure that they reach all students.

The instructional methodology of the school is clearly linked to the archdiocesan curriculum standards. These standards are used as the foundation for all instruction. Teachers follow the California state standards for all subjects including the Common Core Math State Standards. Presently, the teachers are in the process of understanding and implementing the ELA Common Core state standards. All school textbooks are state and Department of Catholic Schools approved. While the standards guide the lessons, teachers use a variety of instructional methods to appropriately convey the content. Lecture, whole group discussion, small group activities, projects, center work, and individual assessments are used to reach all students based on the standard the students are learning.

Technology is an integral part of the school's instructional methodology to support high achievement of all students. Students in every grade have access to iPads, laptops, and SmartBoards that are used as instructional tools in the classroom. These technological tools allow students to learn using various modalities. For example, apps on the iPads allow students to practice math facts, look up information, and create projects. Students use laptops and iPads to access various online tools, such as BrainPop, Educreations, LearnZillion, Mathletics, Khan Academy, Quizlet, SpellingCity, and Newsela. SmartBoards act as presentation tools that teachers use to disseminate information. These boards also allow students to use the touchscreen to practice using the content of different curriculum standards. There is a greater demand for mobile devices than the school currently has. These technological tools both reinforce and

further enhance skills as students learn at their own pace through visual, auditory, kinesthetic, and tactile instructional methods.

St. Pius School uses a variety of methodologies to support high achievement of all learners. The teachers use different assessments to gain data about the students' learning, and based on this information, lessons are planned and adjusted to fit students' needs. Teachers also collaborate with the resource teacher to adapt and guide lessons to better support all learners. The administration and faculty have discovered that the use of technology is expanding across all grade levels, which has led to an increase in student interest. Consequently, the faculty and administration hope to gain more access to technology devices for all students. The variety of teaching and learning methodologies used prepare the students for success as educated people.

Significant Accomplishments:

- Strong resource teacher support
- Professional development in the area of technology
- Access to technology for all students
- Hands on materials
- Variety of assessment

Goals:

- Integrate technology at a higher level
- Increase collaboration time for teachers around curriculum
- Understand and implement Common Core ELA

Evidence:

- Supplemental materials
- iPads/laptops
- Curriculum maps
- Professional development plans
- Technology Plan
- SmartBoards
- Varied methods of instruction

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. Pius School's support for student spiritual, personal, and academic growth is rooted in the Catholic Identity of the school. The service opportunities provided to the students are overt expressions of the Themes of Catholic Social Teaching. Students participate regularly in charity drives to reach out to the poor and vulnerable through food drives for St. Vincent de Paul and Sandwiches on Sunday. The students and their families look out for the dignity of the human person and the community when they donate clothing and toiletries for the Family Giving Night and the school sponsored clothing drive for St. Francis Center and Catholic Worker House. They collect, sort and display toys for St. Francis Center at Christmas time. Students have raised money for organizations such as Breast Cancer Awareness, American Heart Association, Nickels for Nets, and Pennies for Patients. Students have donated hair for Locks For Love, as well as volunteered at Samaritan House and St. Francis Center. In addition, some have held lemonade stands and donated the profits to help others in need. Through various speakers such as Missionary Childhood Association, the Lost Boys of Sudan, and Nickels for Nets, the students hear of the needs of children and families worldwide. Blue Star Moms have spoken about their sons and daughters serving in other countries. After hearing the speakers, the student body leads a charity drive to raise money or collect articles for care packages to send to the organizations that spoke.

One class each month enjoys lunch with the senior group of the parish. Parents prepare food and students visit with the seniors, play a game or present a song. Classes have also gathered in "school families" to complete various service projects such as making cards to be delivered with meals for the Meals on Wheels organization. Through these activities, they learn to treat all people with dignity.

There is a definite support for students' spiritual growth at St. Pius School. Prayer and liturgy are an integral part of student life. Every morning the school shares prayer over the intercom. Classes have spontaneous prayer when called for, as well as regular prayer at lunch and the end of the day. School liturgies are scheduled every month. During Lent, classes attend 8:00 a.m. Mass once a week. A reconciliation service and individual confessions take place during Advent and Lent. There are recurring times when the students will gather as a school community to pray, such as Blessing of the Pets, Thanksgiving Prayer Service, Blessing of the Advent Wreath, Advent Prayer Service, Blessing of the Doors for Epiphany, Stations of the Cross, and May Crowning. Prayers are a key part of school celebrations, such as the graduation ceremony, Grandparents' Day, Catholic Schools Week, and most school assemblies. Additional prayer services are held as a school for relevant memorials, such as September 11th and Veterans' Day.

Good sportsmanship is expected from all students and families. When registering to play a sport, parents and athletes sign a code of conduct. All parents attend a mandatory sports meeting at the beginning of the year to inform them of the expectations for good sportsmanship and appropriate fan behavior. All Peninsula Parochial School League (PPSL) sports games begin with a prayer. In addition, good sportsmanship is expected on the playground, in physical education classes and in all classrooms.

Parents play a primary role in helping their children to grow in their faith. They participate in the parish Sacramental Preparation Program, which provide opportunities for them to meet and discuss the faith formation of their children. Teachers ask parents to help their children study for

religion tests and practice prayers that need to be memorized. The principal includes a prayer in many newsletters pertaining to the liturgical time of year, a particular saint's feast day, or a holiday. Every month there is a two-page addition called Partners in Faith that includes family activities and/or discussion questions about Bible readings or faith topics. The pastor's Sunday bulletin letter is included in the weekly school newsletter. His letters address the teachings of the church and reflect on the scripture readings.

The community of faith at St. Pius School is based upon a strong Catholic foundation. St. Pius School students receive sacraments and participate in holy days of obligation and church seasons. During Lent, students in first grade through eighth grade attend weekly morning Mass, students in second through eighth grades receive the Sacrament of Reconciliation and classes prepare and present the Stations of the Cross. St. Pius School's community of faith includes the partnering of older students with younger students. Two ways the students have an opportunity to collaborate and support each other are through Mass buddies and school families. Mass buddies are pairs of older and younger students that attend Mass during the school day together. School families are comprised of one child from each grade and these small groups are named after saints. They meet throughout the year to complete small projects, celebrate a religious holiday or event, and participate in discussion and prayer. It is the hope that these students develop a strong relationship and bond that carries throughout the different grade levels. Mass buddies and school families are important aspects of developing and nurturing our community of faith.

The faculty, in partnership with the parents, work together to strengthen the Catholic values and spiritual growth of the students. The faith formation of students is highly supported by the school and staff through religion lessons and service opportunities. The second grade teacher prepares the students to receive the Sacraments of Reconciliation and Holy Eucharist. Ultimately, parents will decide the extent of the religious involvement of their own families, but the school strives to support parents in their roles as primary educators. The faculty and administration would like to see more families regularly attending Mass on Sundays.

Students participate in a variety of curricular and co-curricular programs. Students are able to get involved in activities that happen during school time, like student leadership, worship team, Opera a la Carte, and the spelling bee. There are also events that the students dedicate time to outside of school, like Academic Decathlon, peer tutoring, the parish play, choir, trivia, and essay contests. Students altar serve for school liturgies, daily morning Masses, and weekend Masses. These activities and the students' dedication to them are acknowledged in a variety of ways such as newsletter announcements, posts on the school and class websites, certificates, team t-shirts, and a picture in the yearbook. A plethora of afterschool activities are available for student participation including chess, soccer, golf, scouts, and Girls on the Run. Study hall is offered to help students get a start on their homework.

The administration, faculty, and parents feel that safety on campus is of great importance. Emergency plans are in place to support the safety of all members of the school community. There is a procedure to follow for all fire drills and earthquake drills. Redwood City Police and San Mateo County Sheriffs helped write an emergency plan in case of intruders on the school property. The plan includes every detail and pictures to help emergency personnel if they are called out for any intruders. The emergency plans are given to the teachers in their faculty

binders each year. The drills should take place more frequently than they do currently. With the help of parents and the community, a shed was placed on campus with all the emergency equipment, food, and water needed to take care of all members of the school community for three days in the case of a disaster.

In an effort to reach all learners, St. Pius School has a full time resource specialist who works with students who have been formally diagnosed with specific learning needs, as well as students who are struggling in certain areas. The resource specialist works with the classroom teachers and parents to create a learning plan that will help the student work to his/her potential. There are teacher's aides in kindergarten through third grades to offer students additional help. In the school year 2014-2015, peer tutoring was established as an after school program. In classrooms, students with greater learning aptitude are frequently given more challenging assignments and/or grouped accordingly. The faculty recognizes there is always a need to continue exploring new ways to meet the needs of the higher achieving students.

St. Pius School has a vision for learning and academic success that is in line with current high school to college expectations. In a joint partnership between teachers and parents, a technology team has been established. A three-year plan was rolled out in 2013. The goal established by the team was to focus on the acquisition of software, hardware, enhanced internet connectivity, and supplemental curriculum materials. This plan allows teachers the flexibility to reach all learners in new and creative ways; most importantly, it affords St. Pius School the ability to provide targeted differentiation to all learners. The school has many devices to enhance learning that are available for circulation throughout all classrooms. These devices include laptops and iPads. These tools are utilized in traditional means for research, document creation, note taking, reading, and manipulative practice. However, the tools are also used in new and innovative ways. These devices allow teachers to provide audio recordings for students who have difficulty processing the written word. Students produce and publish writing in collaboration with peers and effectively gather information from multiple print and digital sources. While doing so, they also assess the credibility of sources and appropriately quote and/or paraphrase the original ideas of others. The tools expand the walls of the classrooms and allow students to experience the world beyond the local community which provides an authentic audience for learning. Teacher enthusiasm for new technology drives the classroom experience, thus creating learning environments that are fresh, vibrant, and appropriate for all learners.

Within the community of faith at St. Pius School, students have access to a wide array of opportunities and activities that support the school in achieving the mission statement, philosophy statement, and Student Learning Expectations (SLEs). Students develop into active Christians devoted to their faith. They are provided opportunities to be socially responsible citizens. Through a variety of teaching and learning opportunities, as well as service connections and high academic expectations, St. Pius School students are educated people both in and out of the classroom.

Significant Accomplishments:

- Strong Catholic Identity
- Many opportunities to get involved in curricular and co-curricular activities
- Use of technology to meet the needs of the students
- Many opportunities for prayer and liturgy
- Many service opportunities for students

Goals:

- Restore the value of practicing the Catholic faith through an active sacramental life
- Conduct frequent emergency drills
- Explore new approaches to differentiate learning for high achieving students

Evidence:

- Newsletters
- Lesson plans
- Laptops, iPads, SmartBoards
- Shed for disaster supplies
- Emergency Plans
- Technology Plan
- Yearbooks
- Thank you letters from agencies we have helped
- Athletic Handbook
- PPSL By-laws

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.

One of St. Pius School's biggest strengths is the fact that the resource management and development is solely focused on and dedicated to supporting the high achievement of all of the students at the school. The most important aspect of this high achievement is the formation of each student's Catholic Identity. Each student's Catholic Identity is formed by following the school's Student Learning Expectations (SLEs) which aim to produce Active Christians, Responsible Citizens, and Educated People. The resources are used to ensure that the proper curriculum and any supplementary materials are purchased for and provided to the students. Additionally, the school's resources are dedicated to the continuing education and faith formation of the teachers through religion workshops. This is done so that the teachers are given

all the tools necessary to make sure the students achieve their highest potential within a learning environment rich with a Catholic Identity.

Additionally, resources are used to guarantee that the parents are given every opportunity to support the school's efforts to educate the students at their highest level in a Catholic setting based upon the school's mission statement, philosophy, and SLEs. The school website allows for communication with parents including the posting of the weekly school newsletter and classroom announcements. This informs them about school activities and shares parenting articles such as Partners in Faith, Sacramental Preparation Program information, and prayers. Many communication methods are used to let the parents know what the students are learning and to give feedback to parents about how their students are doing. Parent feedback is always welcome.

All of these goals are met through a systematic and thorough accounting and budgetary process that adheres strictly to archdiocesan standards. The budget is created each February by the school principal and the parish operations manager. The budget is created from, and based upon, the financial information from the current year. Teachers are asked for input and suggestions regarding what is needed for the following school year. Test scores are reviewed and if any major concerns are identified, resources to improve this may be added to the budget. Once the budget is prepared, it is shared with the pastor and the school board for their input. It is then presented to the Parish Finance Council for their approval. The Parish Finance Council is comprised of professionals who all come from business/financial backgrounds, so it is assured the budget is solid. Additionally, budget reports are given for monthly review to the Finance Council to ensure adherence to the budget. If circumstances arise, the principal and the pastor can amend the budget, but due to excellent planning, this has never occurred. The school has always focused their budgetary ideals so that all students have the resources needed for high achievement in a Catholic environment.

In 1986, the school's financial future was made more secure by a generous gift from a long time parishioner to begin an endowment fund. A major endowment campaign was held in 1989-90 to relieve the school's dependency on uncertain types of fundraising and to enlarge the already established St. Pius Endowment Fund. Today, this fund subsidizes the tuition of each family, and is also available to assist in the event of a financial emergency.

Three years ago, the school administration, in conjunction with a newly formed Strategic Planning Committee, created a five-year strategic plan. The strategic plan enabled the school to look long-term at what resources, financial obligations, and potential enhancements to the school plant and/or curriculum would be most needed or wanted. It also addressed marketing and development and, as a result, an alumni association is currently being established. The strategic plan is reviewed annually by the principal, faculty, and school board to assess progress on goals, as well as address potential amendments that may be necessary due to the current school climate. Again, all planning and forward thinking are done with the end goal of excellent student achievement occurring within a Catholic environment.

Yearly, when the new tuition schedule is established, the administration explains any new financial needs to the parents. All fundraising is explained in the school newsletter along with amounts raised and how money will be spent.

Every year, the school principal and the parish operations manager review the financial resources of the current year and compare them to student numbers, instructional personnel, and the school plant to see what has worked and what may be needed, as well as potential problems. Based upon the given information and with a thorough look at the school's purpose and the SLEs, the principal and operations manager create a responsible budget that enables the students to always attain their highest potential while making sure the school maintains its sound fiscal policy. The principal encourages the teachers to take advantage of professional development opportunities so they continually stimulate student learning with innovative ideas. Potential upgrades to the school facility are sent to the pastor for his review. They are then shared with the Diocesan Building and Grounds Committee for discussion and implementation. As stated above, financial resources are carefully planned for and continually monitored.

Through budgeting and fundraising, money has been made available to keep technology current. Each year E-Rate and Telecom funds are received to help finance the technology program. Hardware has increased throughout the school and the Technology Plan shows the future direction of technology. This is led by the technology coordinator who has worked with a group of parents to keep the tech program current and effective for the students. Teacher input is sought and given regarding the best way to integrate technology into the curriculum and to prepare the students for life in the 21st century.

By making use of Title II funds available through the Redwood City School District, more professional development is able to take place. These funds have been used for many Common Core Math workshops and to assist teachers clearing their credential, along with other in-services and workshops.

The school's Resource Management and Development is very thoroughly, thoughtfully, and carefully handled. The school takes its fiscal responsibility very seriously, and it shows in the rich Catholic learning environment provided to the students. Additionally, the sound financial planning is evident through the way the school is able to provide the curriculum, staff, and tools needed for students' high achievement based around the SLEs. This is supported by how well the budget has been followed and resources have been considered year after year. In this case, no improvement is needed in the process and implementation of resource allocation.

St. Pius School is in an enviable position in regards to resources available to the school. The administration carefully monitors the finances to ensure that all students receive what they need to succeed and that teachers have resources that they need to effectively teach. The sizable endowment fund has put the school on solid financial footing to face the future and continue to educate the children of St. Pius Parish for many years to come.

Significant Accomplishments:

- Resources provided for personnel to successfully maintain their continuing education and religious training
- Strategic plan which opened up a way to address and implement significant long-term goals to upgrade both the school plant and curriculum
- Thorough fiscal planning by the principal and Parish Finance Council
- Substantial endowment fund allowing tuition to remain affordable

Goals:

- Monitor the strategic plan and update as needed
- Find ways to expand the endowment fund to financially sustain the school into the future

Evidence:

- Budgets
- Year End Financial Reports
- Strategic Plan
- Endowment
- Tuition schedule
- Technology Plan
- Salary scale

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:

- Many diverse materials and resources available to supplement the curriculum
- Strong religion curriculum based on Catholic doctrine
- A variety of service opportunities for student involvement
- Daily opportunities for students and faculty to participate in prayers and liturgies
- Religious symbols and icons are present throughout the school campus
- Presence and involvement of clergy on campus
- Strong parish, school, family relationship
- Well established mission statement, philosophy, and SLEs
- Review and revision of mission statement, philosophy, and SLEs
- Creation of a strong Catholic learning environment
- Well-established policies
- Good communication
- Safe environment
- Strong working relationship with pastor and parochial vicar
- Resource program
- Strong Catholic Identity, as indicated on the WCEA/WASC and Catholic Identity surveys
- Variety of assessments
- Modified lessons support all students as needed
- Visible evidence of Catholic Identity throughout the school
- Technology actively used for engagement, differentiation, and interactive activities
- Assessments that target all modalities of learning
- Strong resource teacher support
- Professional development in the area of technology
- Access to technology for all students
- Hands on materials
- Variety of assessment
- Strong Catholic Identity
- Many opportunities to get involved in curricular and co-curricular activities
- Use of technology to meet the needs of the students
- Many opportunities for prayer and liturgy
- Many service opportunities for students

- Resources provided for personnel to successfully maintain their continuing education and religious training
- Strategic plan which opened up a way to address and implement significant long-term goals to upgrade both the school plant and curriculum
- Thorough fiscal planning by the principal and Parish Finance Council
- Substantial endowment fund allowing tuition to remain affordable

SIGNIFICANT GOALS:

- Increase communication with parents regarding all aspects of the Catholic Identity of the school
- Improve teacher led reflection on charity drives
- Promote and evaluate Student Learning Expectations as a natural part of students' everyday life
- Find creative ways to display the mission statement, philosophy, and/or SLEs
- Evaluate the Student Learning Expectations assessment process and make changes as needed
- Restructure the school board
- Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan
- Understand and implement Common Core ELA
- Use data to further guide planning and curriculum implementation
- Enhance student application of conventions in writing across the curriculum
- Update and increase differentiated curriculum resources
- Review curriculum maps annually and revise as needed
- Implement and assess Common Core ELA teaching methodologies to increase student mastery
- Integrate technology at a higher level
- Increase collaboration time for teachers around curriculum
- Understand and implement Common Core ELA
- Restore the value of practicing the Catholic faith through an active sacramental life
- Conduct frequent emergency drills
- Explore new approaches to differentiate learning for high achieving students
- Monitor the strategic plan and update as needed
- Find ways to expand the endowment fund to financially sustain the school into the future

CRITICAL GOALS

- Promote and evaluate Student Learning Expectations as a natural part of students' everyday life
- Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan
- Use data to further guide planning and curriculum implementation
- Implement and assess Common Core ELA teaching methodologies to increase student mastery

- Restore the value of practicing the Catholic faith through an active sacramental life

Promote and evaluate Student Learning Expectations as a natural part of students' everyday life

Realizing that in the past the students did not have enough exposure to the SLEs, the faculty now sees the value of more intense effort in this area. The faculty has done a lot of work in promoting the SLEs and making them relevant for the students. The faculty intends to increase student awareness and understanding of how the SLEs affect their everyday life. The integration of the SLEs across the curriculum gives students the opportunity to reflect and find meaningful purpose in their daily learning. Students are encouraged to put Catholic beliefs into action in and out of the classroom.

Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan

Teachers have identified a need to address the diverse learning styles of the students. Differentiated instruction increases student achievement by presenting and allowing the students to practice the material at their level. Learning skills increase student achievement by providing them with the most current strategies for collaborative and independent learning.

Use data to further guide planning and curriculum implementation

Teachers have identified a need for planning and curriculum to be data driven. Standardized testing data and text and teacher created criterion referenced tests will be used to guide future curriculum. St. Pius School will build upon strengths and improve weaknesses in areas of student achievement. As teachers find areas for growth, St. Pius School will address the needs of the students based on the data collected by changing the planning and curriculum. Each year, teachers thoroughly review the IOWA test results. This year Accelerated Reader has been added for grades 4-8 along with the STAR test to determine reading levels. Raz-Kids was added in grades K-3 which gives teachers information on student reading levels. All of this data assists teachers in planning lessons that meet the learning needs of the students.

Implement and assess Common Core ELA teaching methodologies to increase student mastery

In support of, and in conjunction with, the Department of Catholic Schools and the State of California, St. Pius School will move toward adoption and implementation of Common Core State Standards in the area of English Language Arts. This shift will require all teachers to adopt new teaching strategies and techniques.

Restore the value of practicing the Catholic faith through an active sacramental life

Faith life of the children is a priority. Since the parents are considered the primary educators we want to assist them in restoring the value of the Catholic faith. The faculty would like to see families regularly attend Mass on Sundays. As the school philosophy states, "We are committed

to carrying out the ministry of Jesus Christ in the education of youth... Our efforts are directed to sending forth students with ... a religious commitment.”

Improving Student Learning for Catholic Schools

Appendix F-1

Action Plan for St. Pius School School Code: E580

Goal #1: (from Chapter 3-C) Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan

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

Teachers have identified a need to address the diverse learning styles of the students. Differentiated instruction increases student achievement by presenting and allowing the students to practice the material at their level. Learning skills increase student achievement by providing them with the most current strategies for collaborative and independent learning.

Alignment with mission, philosophy, SLEs:

St. Pius School students are:

- Responsible citizens who:
 - work independently and collaboratively
 - have knowledge of current technologies and use them responsibly (i.e. social media)
- Educated people who:
 - locate and interpret information from a variety of resources
 - assess their own work for overall quality
 - communicate ideas clearly and effectively and speak publicly with confidence and poise
 - establish and accomplish goals using time management skills

Strategy #1	Provide opportunities for teachers to learn about and implement differentiated instruction strategies.
Activity #	1. Teacher workshops on differentiated instruction (learning and implementing)
	2. Collaboration between teacher peers within St. Pius School and the Archdiocese

	<ol style="list-style-type: none"> 3. Modify lessons and assignments for different class groups to address differences in learning
	<ol style="list-style-type: none"> 4. Finding additional technology resources that allow for more tailored student learning based on their interests, levels and needs
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Workshop prices vary 2. Faculty meeting time – no cost 3. No cost 4. Technology apps and subscriptions
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty
Process For Monitoring	<ul style="list-style-type: none"> • Continuing the conversation about techniques learned at workshops • Scheduled meetings • Informal assessments of students (observation, check-ins)
Baseline Assessment	<ul style="list-style-type: none"> • Surveys of current teacher differentiation and apps in current use • STAR testing reading scores, IOWA scores, informal assessments of students’ prior knowledge and interest
Ongoing Assessment	<ul style="list-style-type: none"> • Articulation between teachers and between students and teachers • Use of rubrics for student projects and activities • Quarterly STAR tests, AR comprehension quizzes, written & oral assessments, increasing/decreasing the difficulty of assessments to correlate with student growth and learning level, comparing report cards • Annual review of workshop attendance • Informal assessments (observation, check-ins)
Timeline Start/Stop	<ol style="list-style-type: none"> 1. Currently exploring workshops and alternate student assessment – to begin as determined - ongoing 2. February 2016 - ongoing 3. Ongoing

	4. Ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • The school website/ class websites • Newsletters • Emails • Faculty meetings/ cluster meetings • Frequent teacher collaboration

Strategy #2	Provide additional professional development opportunities for teachers in the area of twenty-first century learning to increase critical thinking, creative thinking, communicating, and collaborating.
Activity #	<ol style="list-style-type: none"> 1. Investigate a research based program on twenty-first century learning 2. Implement twenty-first century learning program 3. Assess the success of twenty-first century learning program
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Research based program – price to be determined 2. No cost 3. Teacher collaboration - no cost
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty
Process For Monitoring	<ul style="list-style-type: none"> • Shared information at faculty meetings regarding professional development topic and techniques learned • Conversations about techniques learned at workshops
Baseline Assessment	
Ongoing Assessment	<ul style="list-style-type: none"> • Lesson plans showing changes in activities
Timeline	1. Spring 2015 – Fall 2016

Start/Stop	2. Fall 2016 – Spring 2018 3. Fall 2018
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Faculty meetings/ cluster meetings • Informal collaboration

Strategy #3	Teachers create lesson plans to explicitly teach and model learning skills
Activity #	1. Teachers collaborate in grade levels to receive input on lesson plans
	2. Principal checks lesson plans
Cost or Resources & Sources	<ul style="list-style-type: none"> • No cost
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty
Process For Monitoring	<ul style="list-style-type: none"> • Review of lesson plans
Baseline Assessment	
Ongoing Assessment	<ul style="list-style-type: none"> • Articulation between teachers • Articulation between administration and teachers
Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2016 - ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Class websites • Faculty meetings

Strategy #4	Use of technology tools to aid and demonstrate learning
Activity #	1. Investigate current technology trends
	2. Implement new technology as appropriate
	3. Assess the success of the new technology tools and/or programs
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. No cost 2. Costs vary based on need 3. No cost
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty • Technology Coordinator • Technology Committee Members
Process For Monitoring	<ul style="list-style-type: none"> • Technology Committee Meetings • Teacher Surveys • Faculty Meeting Discussions
Baseline Assessment	<ul style="list-style-type: none"> • Analyzing current inventory of technology tools and implemented learning strategies
Ongoing Assessment	<ul style="list-style-type: none"> • Informal assessment of use of technology • Lesson plans • Students increased ability to use technology to enhance learning
Timeline Start/Stop	<ol style="list-style-type: none"> 1. Current – Spring 2016 2. Current – ongoing 3. Fall 2016 – ongoing

Process for Communicating to Shareholders	<ul style="list-style-type: none">• The school website/class websites• Newsletters• PTG Board and School Board Meetings
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Goal #2: (from Chapter 3-D) Use data to further guide planning and curriculum implementation

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

Teachers have identified a need for planning and curriculum to be data driven. Standardized testing data and text and teacher created criterion referenced tests will be used to guide future curriculum. St. Pius School will build upon strengths and improve weaknesses in areas of student achievement. As teachers find areas for growth, St. Pius School will address the needs of the students based on the data collected by changing the planning and curriculum. Each year, teachers thoroughly review the IOWA test results. This year, Accelerated Reader has been added for grades 4-8 along with the STAR test to determine reading levels. Raz-Kids was added in grades K-3 which gives teachers information on student reading levels. All of this data assists teachers in planning lessons that meet the learning needs of the students.

Alignment with mission, philosophy, SLEs:

St. Pius School students are:

- Educated People who:
 - locate and interpret information from a variety of resources
 - assess their own work for overall quality

Strategy #1	Disaggregate the Assessment of Catechesis/Religious Education (ACRE) to inform instruction
Activity #	1. Analyze test results
	2. Meet in appropriate grade level groupings to implement changes determined by data
	3. Assess students' knowledge in areas noted with weakness
Cost or Resources & Sources	<ul style="list-style-type: none"> • No cost
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Faculty • Administration • Religion Coordinator

Process For Monitoring	<ul style="list-style-type: none"> • Annual meeting to review test scores • Ongoing review
Baseline Assessment	<ul style="list-style-type: none"> • ACRE test
Ongoing Assessment	<ul style="list-style-type: none"> • Teacher created assessments/lessons • ACRE test
Timeline Start/Stop	<ol style="list-style-type: none"> 1. Spring 2016-ongoing 2. Fall 2016-ongoing 3. Yearly
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • School Board • Share with pastor

Strategy #2 (add strategies as needed)	Implement Accelerated Reader/STAR testing and Raz-Kids
Activity #	1. Attend teacher professional development in targeted testing areas
	2. Implement Raz-Kids and AR to appropriate grade levels
	3. Assess reading levels
Cost or Resources & Sources	<ol style="list-style-type: none"> 1. Annual fees: <ul style="list-style-type: none"> • CTN- \$3000.00 • AR- \$3900.00 2. iPads/laptops costs will vary depending on need
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Teachers • Administration • Technology Coordinator

Process For Monitoring	<ul style="list-style-type: none"> • STAR test quarterly (grades 4-8) • Implement innovative instructional activities based on professional development
Baseline Assessment	<ul style="list-style-type: none"> • Fall STAR test • DIBELS (Fall K-3) • Lexile Fall (grades 2-3)
Ongoing Assessment	<ul style="list-style-type: none"> • Accelerated Reader • DIBELS • STAR • Raz-Kids
Timeline Start/Stop	<ol style="list-style-type: none"> 1. September 2015- ongoing 2. Tri-annually 3. Fall 2016- ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Parent teacher conferences • Emails • School board updates • ELA/ Faculty meetings

Goal #3: (from Chapter 3-E) Implement and assess Common Core ELA teaching methodologies to increase student mastery

Rationale for this Goal: (how will the accomplishment of this goal increase student achievement?) In support of and in conjunction with the Department of Catholic Schools and the State of California, St. Pius School will move toward adoption and implementation of Common Core State Standards in the area of English Language Arts. This shift will require all teachers to adopt new teaching strategies and techniques.

Alignment with mission, philosophy, SLEs:

St. Pius School students are:

- Responsible citizens who work independently and collaboratively
- Educated people who:
 - locate and interpret information from a variety of resources
 - assess their own work for overall quality
 - communicate ideas clearly and effectively and speak publicly with confidence and poise
 - establish and accomplish goals using time management skills

Strategy #1	Increase phonics, word analysis skills and word recognition skills in primary classes (grades K-3)
Activity #	<ol style="list-style-type: none"> 1. Raz-Kids as a supplemental reading program (K-3) 2. Set-up at home reading program/word study program 3. Develop individual progress program 4. Classroom use of Orton-Gillingham program (K-2)
Cost or Resources & Sources	<ul style="list-style-type: none"> • Raz-Kids training- TBD • Prepare information for parents and set-up account-no cost • Prepare lessons and monitoring system-no cost • Resource teacher training-no cost

Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty • Resource Teacher
Process For Monitoring	<ul style="list-style-type: none"> • Ongoing assessment through Raz-Kids benchmarks • Lesson Plan review • Observation in classrooms
Baseline Assessment	<ul style="list-style-type: none"> • Raz-Kids Benchmark assessments • Orton-Gillingham baseline assessment (K-2), Dolch/Fry assessment (K-2) • Department of Catholic Schools Literacy Assessment (K-3)
Ongoing Assessment	<ul style="list-style-type: none"> • DIBELS • Raz-Kids Benchmark assessment • Dolch/Fry assessment (K-2)
Timeline Start/Stop	<ul style="list-style-type: none"> • DIBELS: tri-annually • Raz Kids: September 2015 and ongoing • Orton Gillingham: September 2015 and ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Teacher newsletters • Parent teacher conferences for individual results

Strategy #2	Determine concepts and skills of CCSS.ELA
Activity #	1. Unpack standards
	2. Vertical alignment of the standards
	3. Understand the six shifts

	4. Incorporate the tiered vocabulary
Cost or Resources & Sources	<ul style="list-style-type: none"> No cost
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> Administration Faculty ELA committee members
Process For Monitoring	<ul style="list-style-type: none"> Archdiocesan Cluster meetings Faculty meetings Grade band meetings
Baseline Assessment	
Ongoing Assessment	<ul style="list-style-type: none"> Cluster meetings Faculty meetings
Timeline Start/Stop	<ul style="list-style-type: none"> Fall 2015- Spring 2016
Process for Communicating to Shareholders	<ul style="list-style-type: none"> School website Newsletters Back to School Night ELA/ Faculty meetings

Strategy #3	Implement reading strategies across the curriculum
Activity #	1. Read and analyze <i>Core Six</i>
	2. Implement lexile frameworks for text complexity

	3. Create anchor texts for grades 2-8
	4. Investigate implementation of new ELA series
Cost or Resources & Sources	<ul style="list-style-type: none"> • <i>Core Six</i>: \$250
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty • ELA committee members
Process For Monitoring	<ul style="list-style-type: none"> • Faculty presentations at faculty meetings
Baseline Assessment	
Ongoing Assessment	<ul style="list-style-type: none"> • Archdiocesan cluster meeting • Faculty meetings
Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2016-Spring 2017
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • Informal and formal collaboration • Newsletters • Back to School Night • ELA/ Faculty meetings

Strategy #4	Full integration of CCSS.ELA (reading, writing, speaking & listening and language)
Activity #	1. Increase student ability to use text based evidence to analyze and respond in written and oral discussion across the curriculum

	<p>2. Implement close reading strategies in literature classroom to supplement the reading program</p>
	<p>3. Link activities, assignments, and assessments to text sets</p>
Cost or Resources & Sources	<ul style="list-style-type: none"> • Possible implementation of reading series- \$40,000
Person(s) Responsible For Implementation	<ul style="list-style-type: none"> • Administration • Faculty • ELA committee members
Process For Monitoring	<ul style="list-style-type: none"> • Close reading assessment • Formal and informal student assessments
Baseline Assessment	
Ongoing Assessment	<ul style="list-style-type: none"> • STAR • Anecdotal records • Quarterly teacher assessments • AR • DIBELS
Timeline Start/Stop	<ul style="list-style-type: none"> • Fall 2017- ongoing
Process for Communicating to Shareholders	<ul style="list-style-type: none"> • School website updates • Newsletters • Back to School Night • Parent/Teacher conferences • ELA/ Faculty meetings

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. Pius School will be very successful in implementing and monitoring the Action Plan. The administration, faculty, and staff are highly dedicated and capable of implementing and monitoring the Action Plan, and the school has adequate resources to implement and sustain the plan. Over the past six years, the administration and faculty worked diligently to accomplish the Action Plan from the previous Self Study. Every year in the Spring, the faculty met to discuss the progress made on the Action Plan and turned in a written progress report to the Archdiocese. The goal of differentiating is ongoing and has been included, again, in the current Action Plan to insure continued improvement in student learning.

The cost of implementing the Action Plan should not impede progress. There are sufficient funds in place both from the budget and Parent Teacher Group (PTG) fundraising to allow for teachers to attend workshops and professional development on differentiation and in targeted subject areas. Materials for enhancing classroom instruction will be provided as needed. There is no cost for faculty collaboration and meeting time.

Shareholders will be kept informed of progress in accomplishing the goals set forth in the Action Plan through newsletters, the website, parent conferences and emails. The Self Study will be available on the school website for parents to view. The pastor and teachers will all have a copy of the Self Study and copies will be available in the office if shareholders wish to read the report in hard copy.

Administration and faculty will meet annually to gather evidence of teachers working toward accomplishing the goals. The only challenge presented in the goals will be the time factor. The faculty has added more meeting times to the Action Plan which will require more time from their schedules

Evidence:

- Previous Self Study (2009)
- Previous Action Plan
- Previous Report of Findings
- Yearly reports on Action Plan sent to WCEA Elementary Commissioner
- Self Study 2016
- Action Plan 2016

Improving Student Learning for Catholic Schools

Appendix F-2

Action Plan Timeline

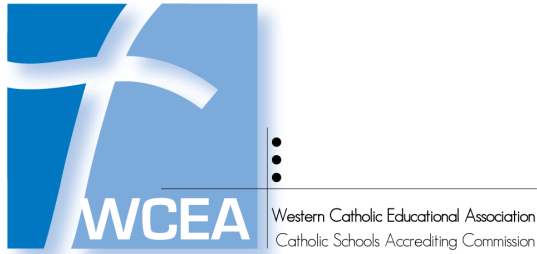
The purpose of this form is to ensure that the school is not stressed by trying to accomplish too much at one time, i.e., use too many of the school’s financial or personnel resources during the same limited time period. The data for this form comes from the Action Plan. If too many things are happening at the same time, the school should revise its Action Plan to spread out the use of resources. Complete this form and consider the impact each month/year will have on staff and budgets.

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Current – Ongoing	#1 21 st Century Learning Skills	Implement new technology	Costs vary based on need	Administration Faculty Technology Coordinator	
Spring 2015-Fall 2016	#1 21 st Century Learning Skills	Investigate PD for DI/21 st Century Learning	Price to be determined	Administration Faculty	
September 2015	#3 CCSS.ELA	Raz-Kids Assessment	none	Administration Faculty Resource Teacher	
On-going – tri-annually	#2 Use Data for planning	Implement AR, STAR, Raz-Kids	\$7000 yearly	Faculty Resource Teacher	
Yearly – Ongoing	#2 Use Data for planning	Assess ACRE areas of weakness	none	Administration Faculty	
Fall 2015- Ongoing	#3 CCSS.ELA Primary Reading	Orton-Gillingham Program	none	Primary Teachers Resource Teacher	

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Fall 2015-Spring 2016	#3 CCSS.ELA	Understand six shifts	\$2209	Administration Faculty	
Fall 2015-Spring 2016	#3 CCSS.ELA	Tiered Vocabulary	↓	Administration Faculty	
Fall 2015-Spring 2016	#3 CCSS.ELA	Unpack Standards	↓	Administration Faculty	
Fall 2015-Spring 2016	#3 CCSS.ELA	Vertical Alignment	↓	Administration Faculty	
Ongoing	#1 Differentiated Learning	Modify Lessons for Differentiation	none	Faculty	
Ongoing	#1 Differentiated Learning	Research tech resources	none	Administration Faculty Technology Coordinator	
February 2016 – Ongoing	#1 Differentiated Learning	Research PD for Differentiated Instruction Workshops	Prices vary	Administration Faculty	
February 2016- Ongoing	#1 Differentiated Learning	Collaboration with peers	none	Faculty	
March 2016	#1 Differentiated Learning	Research PD for DI	none	Administration Faculty	
Spring 2016	#1 21 st Century Learning Skills	Investigate tech trends	none	Administration Faculty Technology Coordinator	
Spring 2016	#3 CCSS.ELA Primary Reading	Home reading program	none	Primary Teachers Resource Teacher	
Spring 2016	#3 CCSS.ELA Primary Reading	Individualized Progress Program	none	Primary Teachers Resource Teacher	

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Spring 2016 – Ongoing	#2 Use Data for planning	Disaggregate ACRE results	none	Administration Faculty	
Fall 2016-Spring 2018	#1 21 st Century Learning Skills	Implement research based program on 21 st Century Learning	Price to be determined	Administration Faculty	
Fall 2016-Ongoing	#1 21 st Century Learning Skills	Collaboration with peers on lesson plans for 21 st century learning	none	Faculty	
Fall 2016-Ongoing	#1 21 st Century Learning Skills	Principal check lesson plans for 21 st century learning	none	Administration	
Fall 2016-Ongoing	#1 21 st Century Learning Skills	Assess tech tools/programs	none	Administration Faculty Technology Coordinator	
Fall 2016-Ongoing	#2 Use Data for planning	Grade level meet, implement, assess ACRE	none	Administration Faculty	
Fall 2016 – Ongoing	#2 Use Data for planning	Assess AR, STAR, Raz-Kids reading levels	none	Faculty Resource Teacher	
Fall 2016-Spring 2017	#3 Implement Reading Strategies	Book Study: <i>Core Six</i>	\$250	Administration Faculty	
Fall 2016-Spring 2017	#3 Implement Reading Strategies	Implement lexile	none	Faculty Resource Teacher	
Fall 2016-Spring 2017	#3 Implement Reading Strategies	Create anchor texts	none	Faculty	
Fall 2016-Spring 2017	#3 Implement Reading Strategies	Investigate new texts	\$40,000	Administration Faculty	
Fall 2017 – Ongoing	#3 Full Integration CCSS.ELA	Text based evidence responses	none	Faculty	

Month/Year	Goal	Strategy or Activity	Cost	Person Responsible	Other
Fall 2017 – Ongoing	#3 Full Integration CCSS.ELA	Close reading	TBD	Faculty	
Fall 2017 – Ongoing	#3 Full Integration CCSS.ELA	Link activities, assignments, assessments to text sets	none	Faculty	
Fall 2018	#1 21 st Century Learning Skills	Assess research based 21 st Century Learning Program	none	Administration Faculty	



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Appendix A-1 School Profile – Basic Information

E580 St. Pius School Preschool – 8th grade 650-368-8327

School Code	School Name	Grades	CA	School Phone
1100	Woodside Road	Redwood City	CA	94061

Address	City	State	Zip
Rita Carroll	rcarroll@stpiusschool.org		650-594-2816

Principal	E-mail Address	Home Phone
Rev. Paul Rossi	Redwood City School District	

Pastor	Public School District
N/A	

Director of Education for Religious Community in School	Religious Community

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? Brian Cuneo

Do you have a Preschool Program? Yes No

What are the hours of operation? 7:30AM – 6:00PM

Do you have an Extended Day Program? Yes No

What are the hours of operation? 7:30AM – 8:00AM and 2:30PM – 6:00PM

What are the fees? \$4.80 per hour

How many families participate? 161

For which grades do you have waiting lists? 2, 4, 6



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	12	17	29
Pre-K			
K	15	19	34
1	22	14	36
2	16	13	29
3	15	20	35
4	15	19	34
5	16	20	36
6	19	16	35
7	18	17	35
8	18	14	32
TOTAL	166	169	335

Race and Ethnicity	Catholic	Non-Catholic	Total
Black			
Asian	4	5	9
Hawaiian / Pacific Islander	1	1	2
Native American / Native Alaskan	3		3
White	268	22	290
Other	27	4	31
TOTAL RACE	303	32	335
Hispanic	44	2	46
Non-Hispanic	259	30	289
TOTAL ETHNICITY	303	32	335

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2010-2011	14/19	8/14	8/14
2011-2012	16/13	10/9	10/9
2012-2013	15/21	11/13	11/12
2013-2014	22/15	12/11	12/9
2014-2015	18/17	12/9	11/9
Current Year 15-16	18/14		

St. Pius School is somewhat reflective of the composition of St. Pius Parish. The students are mainly white with a growing number of Hispanic and Asian. This is also a trend that is seen in the parish. A year ago St. Pius Parish began a weekly Spanish Mass to meet the needs of the growing Hispanic community.

Over the last five years, 96% of students who applied to Catholic high school were accepted.

St. Pius School works well with the seven Catholic feeder high schools. Teachers attend articulation meetings when they are scheduled by the high schools and the high schools are all invited to come and speak to the 7th and 8th grade students. Based on information that is shared by parents and graduates, St. Pius School graduates do very well in high school. The students generally report that they are prepared for the workload and are grateful for the organizational skills they have been taught. The strongest and weakest curricular areas of the graduates has never been researched.

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
Shelley O'Rourke	K	Catholic	MA	CA Cred	Yes	9	9	Multi	F
Tammy Nurisso	K	Catholic	BA	CA Cred		6	1	White	F
Julie Brand	1	Catholic	BA	CA Cred	Yes	24	23	White	F
Catie Costa	2	Catholic	BA	CA Cred	Yes	19	19	White	F
Colleen Langridge	3	Catholic	BA	CA Cred	Yes	17	17	White	F
Megan Andreano	4	Catholic	BA	CA Cred	Yes	10	10	White	F
Liz Cox	5	Catholic	MA	CA Cred	In Progress	5	3	White	F
Christine Reuter	6	Catholic	BA	CA Cred	Yes	12	2	White	F
Claire Teixeira	7	Catholic	MA	CA Cred	In Progress	2	2	White	F
Ashley Vita	8	Catholic	MA	CA Cred	In Progress	5	2	Multi	F
Lauren Bird	Math Sci	Catholic	BA	CA Cred	In Progress	3	3	White	F
Jennifer Keating	Math Sci	Catholic	MA	Oregon Cred		4	2	White	F
Anne Brinkman	Tech	Catholic	BA	CA Cred		6	5	White	F
Cheryl Raffetto	Re-source	Catholic	BA	CA Cred (in prog)		29	6	White	F
Denise Kirksey	Art	Catholic				1	1	White	F
Peggy Zappelli	VP	Catholic	BA	CA Cred	Yes	29	25	White	F
Rita Carroll	Principal	Catholic	MA	CA Cred	Yes	43	33	White	F
Joe Ward	Music		BA	CA Cred			3	White	M
Gene Borja	PE	Catholic	BA	CA Cred			2	Multi	M

Alicia King	Spanish	Catholic	BA	CA Cred			2	White	F
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Both the Department of Catholic Schools and St. Pius School expect teachers to have a teaching credential. Teachers are hired with a credential or in a credential program.

Teachers who teach religion are expected to complete the Basic Catechist training. After that, the teachers are expected to attend and participate in afterschool in-services on nine topics every three years. St. Pius School takes this requirement seriously. New teachers are enrolled in the Basic Catechist Program when they are hired. The exception was one year when there were four new teachers and the school could not have them all out of school on the same day. The teachers were phased into this program. Since the last accreditation there are ten new teachers at St. Pius School. This is due to a variety of reasons: commute, moving out of state, moving to a high school position, going into administration, retirement, having a baby, etc. New teachers are found through the Department of Catholic Schools job fair, website, Craigs List and local universities.

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.)
Elvia Agripino	Preschool Teacher	8	205	3	ECE Units
Jennifer Azofeifa	Preschool Teacher	8	205	3	BA
Sarah Floyd	Preschool Teacher	8	205	1	MA
Samantha Yee	Preschool Aide	3	205	1	ECE Units
Lauri Hill	Preschool Director	8	205	3	MA
Patricia Claire	Primary Aide	3.9	180	8	BA
Amy Provencio	Primary Aide Day Care	6.5	180	3.5	BA
Lisa Bettendorf	Primary Aide	3.9	180	3	BA
Megan Smith	Primary Aide	3.9	180	1	BA
Becky Ott	Primary Aide and Day Care Director	8	180	17	BA
Sandy Edens	Office Manager	8	210	16.5	
Amador Maldonado	Custodian	8		36.5	
Debbie Castelli	Bookkeeper	2.4	260	7	AS, Business
Cathy Yee	Liturgical Music	3	36	7	
Dona Bean	Day Care	2.9	177	19	
Debbie Uccelli	Day Care	3	180	8	

Liz Philpott	Yard Duty	1	123	9	
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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? 4
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? 0
5. Of those children currently enrolled in your school and having an ISP with specified services identified, how many are receiving?
NO specified services SOME specified services All Specified services
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 No **No services being provided**
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? 4
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? _____
2. How many students are receiving Title IA services? _____
3. What services are being offered at your school for Title IA students?

St. Pius School does not participate in this program.

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

1. What is your per-pupil allocation for Title IIA services? **\$51.33** per child.
2. What is your total Title IIA allocation for **School Year 15-16?** **\$15,708.00**
3. Have you developed/filed an approved Title IIA Staff Development plan? Yes No
4. Attach a copy of your staff development plan to this section. **(On display)**
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? \$ _____ per child.
2. What is your total Title IID allocation for School Year ____ - ____? \$ _____
3. How will you be using these resources?

Redwood City School District does not apply for this program.

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 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 _____
3. How are you using these funds?

Redwood City School District does not apply for this program.

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

1. Is your LEA participating in this program? _____ Yes X No
2. How many students do you have that are a part of the target population for this program? _____
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	6th	7 th	8th
2012-2013	64	56	63	69	57	65	76
2013-2014	57	71	54	52	48	48	49
2014-2015	63	62	67	68	54	48	59
2015-2016	56	72	64	65	61	42	57

Math	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	44	45	50	47	47	55	62
2013-2014	40	48	43	48	47	55	59
2014-2015	60	48	51	55	42	46	61
2015-2016	62	55	39	54	41	36	61

Lang. Arts/ELA	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	52	73	61	64	66	60	64
2013-2014	53	71	80	64	59	68	66
2014-2015	66	70	78	78	64	63	71
2015-2016	60	74	74	76	72	57	73

Core	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	51	60	54	55	56	56	62
2013-2014	47	60	62	56	53	60	61
2014-2015	61	59	65	65	53	53	64
2015-2016	60	65	57	63	57	46	65

Reading	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	2.3	4.0	4.4	5.3	6.1	7.0	8.1
2013-2014	2.2	3.8	5.4	5.5	6.1	7.5	8.3
2014-2015	2.7	3.8	5.1	6.4	6.6	7.1	9.0
2015-2016	2.6	4.2	5.0	6.1	7.3	6.5	8.7

Math	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	2.1	3.0	4.2	5.1	6.0	7.5	9.3
2013-2014	2.0	3.1	3.9	5.1	6.0	7.6	9.0
2014-2015	2.3	3.3	4.6	5.9	6.3	7.5	9.6
2015-2016	2.4	3.5	4.2	5.8	6.3	6.7	9.5

Lang. Arts/ELA	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	2.3	3.2	5.0	7.1	7.8	9.1	13+
2013-2014	2.2	3.9	5.5	5.9	6.8	8.6	9.6
2014-2015	2.7	4.1	5.6	7.0	7.2	8.0	10.1
2015-2016	2.6	4.3	5.4	6.9	7.8	7.6	10.4

Core	2 nd	3 rd	4 th	5 th	6th	7 th	8 th
2012-2013	2.2	3.1	4.8	6.2	6.8	8.3	11.5
2013-2014	2.1	3.4	4.6	5.4	6.3	7.9	9.3
2014-2015	2.5	3.6	5.0	6.3	6.6	7.6	9.7
2015-2016	2.5	3.8	4.7	6.2	6.8	7.1	9.9

NPR %
***2011 Norms and change in test format**
Language Arts Score is ELA

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 2011 - 2012: Themes:

- Curriculum Mapping

Activities/Cost: Curriculum Mapping - \$1290.00

Staff Development for 2012 - 2013: Themes:

- Math Common Core Standards and Curriculum Mapping
- In-depth Report – Catholic Identity
- Differentiating Instruction

Activities/Cost: Common Core Math presented by Re-think Mathematics - \$829.65

Teachers Clearing Credentials UC Riverside - \$1085.00

Math Common Core Curriculum, Gifted Students, Technology -
Educator Inservice Day - \$540.00

Strategic Planning

Differentiation

Staff Development for 2013 - 2014: Themes:

- Math Common Core
- Technology

Activities/Cost: Common Core Math Curriculum Mapping with Torrey Volk of Re-think Mathematics - \$711.00

Tablets and Projects - \$124.95

Educating in A Changing World – \$667.90

Orton Gillingham Training - \$975.00

iPad training - \$470.00

Teachers Clearing Credentials UC Riverside, UC San Diego - \$2075.00

Common Core Math - Educator Conference - Torrey Volk of Re-think Mathematics - \$640.00

Instructional Leader – Evaluations – Catapult Learning - \$250.00

Staff Development for 2014 - 2015: Themes:

- Common Core Math
- 1-1 iPad Program

Activities/Cost: Association of Tech Leaders in Independent Schools National Conference - \$295.00

Alive '15 – 3rd Teacher Tech Workshop – Monte Vista School - \$396.00

Educators Conference – Successful Students – Denise Pope and Associates - \$688.00

Staff Development for Current School Year (2015-2016): Theme:

- ELA Common Core

Activities/Cost: ELA Common Core – 6 Shifts, CLOSE Reading, Vocabulary – Presented by Susan Abelein - \$2209.00

(Includes Cluster Presentation, 3 minimum days, 2 half day PDs, and Archdiocesan Curriculum Day)



Improving Student Learning for Catholic Schools

Appendix B – Data Analysis

Templates:

These templates will provide space to enter very specific data (e.g., enrollment over time) followed by questions about the data. The questions are Discussion Questions. Keep notes of your discussion to help write the narrative in Chapter 3-C. All templates are available in a pre-designed spreadsheet, or you can create your own spreadsheet based on the tables presented in this Appendix.

Appendix B-1 Data Analysis – Enrollment Trends

Grade Enrollment Over Time

Year	Preschool	PK	K	1	2	3	4	5	6	7	8
2005-6			35	33	32	33	35	33	35	35	33
2006-7			35	33	35	33	33	35	36	32	34
2007-8			27	32	35	35	33	32	35	35	33
2008-9			27	25	32	32	35	31	31	36	35
2009-10			35	31	27	36	33	34	34	34	36
2010-11			35	34	32	27	36	34	36	31	33
2011-12			33	35	32	29	30	33	36	36	29
2012-13			35	35	36	33	34	35	30	36	36
2013-14	27		35	35	35	36	36	36	35	32	37
2014-15	28		37	33	36	35	36	35	35	33	35
2015-16	29		34	36	29	35	34	36	35	35	32

Total Enrollment Over Time

2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
304	306	297	284	300	298	293	310	344	343	335

1. As you trace a class diagonally (K-2003, 1-2004, 2-2005, etc.) do you see an enrollment trend? Are students entering or leaving at a specific grade level? What is the cause of this trend? What can the school do to change this trend, if a change is needed? For example, a significant number of students are leaving after 5th grade in order to attend the new public middle school with a brand new computer lab? What must you do to keep these students at your school?
2. As you look at total school enrollment, what has been the 10-year trend? What has been the most recent 5-year trend? What are the causes of increased or decreased enrollment? What have parents told you in their exit interviews when they leave school?
3. What is the trend in the public school? Is there a similar increase/decrease?

4. What recruitment efforts are you using to attract new students? Knowing that, in most cases, the mother decides what school her child will be attending before the child is 3 years old, what efforts are you making to put the name of your school before these parents?

After reviewing the Grade Enrollment Trend Over Time chart, numbers appear to remain stable across the grades. Over the years there has been a jump in the junior high enrollment, as some parents have expressed they want their children to leave the public schools. Public schools experienced financial concerns, which may be another cause to the higher enrollment. The trend has been consistently increasing, with a slight dip in the years 2007-08 and 2008-09. When speaking with families that left, there was a strong voice against a new Church requirement to record Mass attendance each month. Even though there was the slip, afterwards the enrollment continued to rise again.

When recruiting, there have been new efforts made to attract new families. Tours, Catholic School's Week Open House, and Church bulletins are a few angles used to recruit. A preschool was recently opened, bringing in many more families at an early age of 3 years old. Some families hear of the school name through a program used called Bear-ly Recruiting. This program is set up to contact the families to congratulate them on their Baptism and early birthdays. Parents have also joined in to help promote the school's reputation through assisting with updating the website, an increased alumni effort, and a Facebook page. The website has been found to be easier to navigate and contains an abundance of information for families enrolled. St. Pius School recently celebrated 60 years of service. In holding this celebration, alumni were contacted and a list of contact information has been put together. Alumni have received cards and announcements because of this list. Alumni have also started following the Facebook page that was setup to give parents another place to see what events take place during the school day. Parents have gotten involved in the Facebook page, adding flyers and helpful information to keep the school's name popular.

Improving Student Learning for Catholic Schools

Appendix B-2 Finances

Per Pupil Cost Over Time

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Amount	\$5,105	\$5,606	\$5,515	\$5,793	\$5,795	\$5,941	\$6,184	\$6,307	\$6,622
% Increase	0.8%	9.8%	-1.6%	5.1%	0.0%	2.5%	4.1%	2.0%	4.7%

First Child's Tuition Over Time

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Amount	\$4140	\$4490	\$4890	\$5140	\$5415	\$5415	\$5465	\$5515	\$5565
% Increase	6.42%	8.45%	8.9%	5.1%	5.35%	0%	0.92%	0.91%	0.90%

Tuition as a % of Per Pupil Cost

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
%	81%	80%	88.6%	88.7%	93.4%	91%	88.2%	87.4%	84%

Budget Surplus/Deficit (Bottom Line) (With Endowment Profit/Loss)

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
\$	0	\$1144	\$32,906	<\$22,575>	\$48	\$20,403	\$37,567	\$4365	\$1988

Budget Surplus/Deficit (Bottom Line) (Without Endowment Profit/Loss)

Year	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
\$	0	\$11,623	\$28,391	\$3,087	\$48	\$20,403	\$37,567	\$4365	\$1988

In light of the statistics in Appendix B-2, the administration is involved in keeping the budget stable. Use of the school's endowment fund helps to keep tuition reasonable for families. Grant-writing letters have been another means of receiving extra funds for the budget. Parents have made efforts to write grants for the benefit of the school. While there currently isn't a deficit, the parish would be willing to step in if needed and help the school the best way they could. The Archdiocese has helped with giving advice on how to budget, and are available if other financial support is needed.