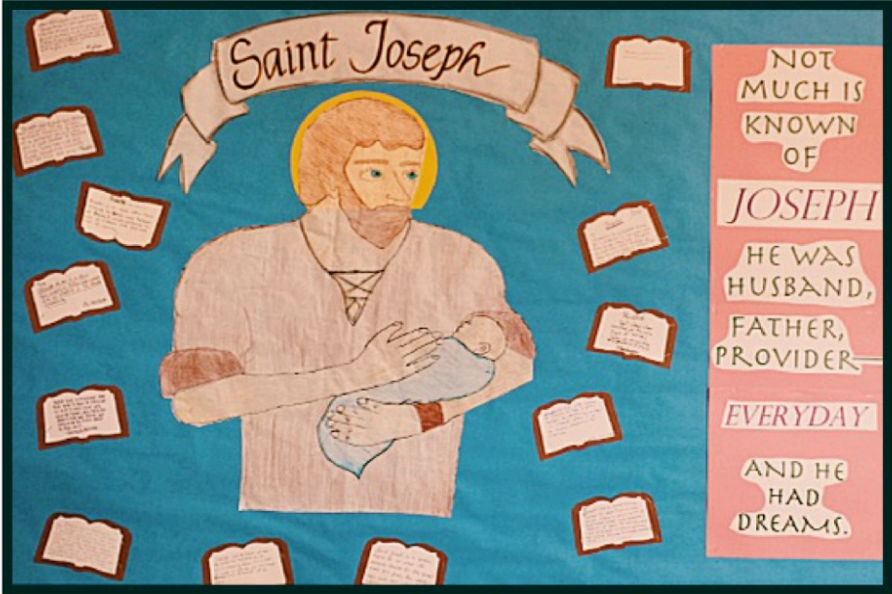


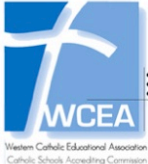

St. Joseph Elementary School

ST. JOSEPH  
ELEMENTARY SCHOOL  
— EST. 1881 —



**Improving Student Learning**  
A Self Study for St. Joseph Elementary School  
1910 San Antonio Avenue, Alameda, CA 94501  
[www.stjosephalameda.org](http://www.stjosephalameda.org)  
510-522-4456

Continuous School Improvement Focused On High Achievement of All Students  
Accreditation Visit March 7th - 9th, 2016



WASC/WCEA 2016

St. Joseph Elementary School



# **IMPROVING STUDENT LEARNING**

**A Self Study for:  
Saint Joseph Elementary School E321  
1910 San Antonio Avenue  
Alameda, California 94501**

**March 7-9, 2016**

**Improving Student Learning "To Know Jesus and Make Him Known"**  
St. Joseph Elementary

St. Joseph Elementary School

St. Joseph Elementary School

<b><u>PREFACE</u></b>	6
<b><u>CHAPTER 1 INTRODUCTION</u></b>	8
• A. How the Self Study Was Conducted	9
• B. Involvement and Collaboration of Shareholders in Completing the Self Study	11
<b><u>CHAPTER 2 CONTEXT OF THE SCHOOL</u></b>	14
• A. School Profile	15
• Use of Prior Accreditation Findings to Support High Achievement in all Students	23
<b><u>CHAPTER 3 QUALITY OF SCHOOL'S PROGRAM</u></b>	26
• A. Assessment of the School's Catholic Identity	27
• B. Defining the School's Purpose	32
• C. Organization for Student Learning to Support High Achievement of All Students	38
• D. Data Analysis and Action to Support High Achievement of All Students	42
• E. High Achievement By All Students Toward Clearly Defined SLES and Curriculum Standards	45
• F. Instructional Methodology to Support High Achievement of All Students	49
• G. Support for Student, Personal, and Academic Growth	53
• H. Resource Management and Development to Support High Achievement in All Students	58
<b><u>CHAPTER 4 ACTION PLAN</u></b>	61
• Design and Alignment of the Action Plan With the Self Study Findings	62
• B. Capacity to Implement and Monitor the Action Plan	
<b><u>APPENDIX F-1</u></b>	67

## St. Joseph Elementary School

Alameda, CA  
School Faculty and Staff

Sandra Avitia	K-4 Spanish Teacher/Science Teacher Assistant
Elizabeth Benavente	1 <sup>st</sup> Grade Teacher Assistant/Extended Care Assistant
Kristy Betts	Kindergarten Teacher
Santiago Campos	Custodian Helper
Amy Carlson	Learning Support Coordinator
Helen Coverson	8 <sup>th</sup> Grade Teacher
Kathryn Culp	4 <sup>th</sup> Grade Teacher
Timothy Cummings	Technology
Paul Dieltz	P.E. Teacher
Patricia Felix	5-8 Spanish Teacher
Cristina Foley	Administrative Assistant
Katherine Francisco	6 <sup>th</sup> Grade Teacher
Kim Graves	2 <sup>nd</sup> Grade Teacher Assistant
Linda Green	3 <sup>rd</sup> Grade Teacher
Laurey Hemenway	Science Teacher, Grades 4-8
David Howitt	Music Teacher
Cara Lazarus	7 <sup>th</sup> Grade Teacher
Marilyn Marchi	Principal
Andrea Medulan	Office Assistant
Jessica Moore	Art Teacher
Andrew Moreno	Extended Care Assistant
Sr. Kim Nguyen	Religion Coordinator
Elaine Nye	3 <sup>rd</sup> Grade Teacher Assistant
Liz Patrick	Bookkeeper
Linda Radecke	2 <sup>nd</sup> Grade Teacher
Kathryn Reynier	4 <sup>th</sup> Grade Teacher Assistant/Extended Care Assistant
Jóse Rodriguez	Custodian
Ashley Rowe	5 <sup>th</sup> Grade Teacher
Kelly Russi	1 <sup>st</sup> Grade Teacher
Kim Sampson	Teacher Assistant for Grades 5,6,7,8
Mary Sims	Director of Extended Care/Art Teacher Assistant
Joyce Sonido	Kindergarten Teacher Assistant

## St. Joseph Elementary School

St. Joseph Elementary School  
Alameda, CA

### Visiting Committee

#### **Commissioner**

Linda Basman  
Diocese of Oakland  
510-628-2167 (work)  
925-872-6265 (cell)  
[lbasman@csdo.org](mailto:lbasman@csdo.org)

#### **Principal**

Marilyn Marchi  
1910 San Antonio Ave.  
Alameda, CA 94501  
510-5224456 (school)  
510-301-3268 (cell)  
[mmarchi@csdo.org](mailto:mmarchi@csdo.org)

#### **Chair**

Bruce Stewart  
Archdiocese of Seattle  
Principal  
St. Mary Magdalen  
Everett, WA  
8615 – 7<sup>th</sup> Avenue S.E.  
Everett, WA 98208  
425-353-7559 (work)  
775-338-9354 (cell)  
425-356-2687 (FAX)  
[bruces@stmarym.org](mailto:bruces@stmarym.org)

#### **Visiting Team Committee**

Jennifer Diaz  
Principal, All Saints School  
22870 Second St.  
Hayward, CA 94541  
510-582-1910 (work)  
510-409-0158 (cell/home)  
[jdiaz@csdo.org](mailto:jdiaz@csdo.org)

Mary Pult  
Principal, St. Elizabeth School  
1516- 33<sup>rd</sup> Ave.  
Oakland, CA 94601  
510-532-7392 (work)  
510-917-0405 (cell/home)  
[mpult@csdo.org](mailto:mpult@csdo.org)

Michele Devine  
Counselor & Religion Teacher  
St. Isidore School  
435 LaGonda Way  
Danville, CA 94526  
925-837-2977 (work)  
510-872-4820 (cell/home)  
[mdevine@stisidore.org](mailto:mdevine@stisidore.org)

Judy Koneffklatt  
Principal  
St. Theresa School  
4850 Clarewood Drive  
Oakland, CA 94618  
510-547-3146 (work)  
510-384-5174 (cell/home)  
[jkoneffklatt@csdo.org](mailto:jkoneffklatt@csdo.org)  
(WASC REP)

## St. Joseph Elementary School



### Preface

#### WELCOME

St. Joseph Elementary School community welcomes the WCEA/WASC Commissioner and the ISL Visiting team. We are proud to share with you as you take the time to experience three days of life at SJES. We welcome you to witness our students, faculty, staff and parent community being persons of F.A.I.T.H. in all aspects of living out our strong Catholic Identity as we educate persons for the 21st century. Your gift of affirmation will aid us in implementing our Action Plan and continuing our focus to improve student learning and high achievement for all students.

#### MISSION STATEMENT

Serving Alameda and neighboring cities since 1881, St. Joseph Elementary School embraces the principles of learning, loving, and living God's word as Jesus taught us. We are dedicated to educating and nurturing the whole child by offering a time-honored and challenging Catholic education. Inspired by the teachings of the Catholic Church and driven by the spirit of effective collaboration, we join together as a diverse community to know Jesus and make Him known.



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## St. Joseph Elementary School



### PHILOSOPHY STATEMENT

We believe that the children of St. Elementary School are the future of the community of St. Joseph, the city of Alameda, and the Catholic Church. Our school is dedicated to the education of each student in a Catholic Environment rich in love and teachings of Jesus Christ. We believe that each child is created in the image of God and want each one to thrive in an environment where the Gospel message is taught and lived.

Through our educational approach of balancing the spiritual, academic, physical, and social development of our students, we believe that they become well-rounded and caring individuals. We challenge our students to develop a love of learning by utilizing a variety of teaching methods. We believe that this can be accomplished through a curriculum that fosters creativity, curiosity, and an understanding of their world. We motivate our students to realize their potential.

We are a Catholic school that builds our students' commitment to social justice and service to others through our outreach programs. We believe our dedication to community service helps students develop an active awareness of our local and global community.

We believe that the parents and guardians of our students bear the primary responsibility for providing the moral and religious development of their children. The school and the parish community enter into this active partnership to send forth responsible individuals who exemplify those values well as the self-confidence and academic excellence necessary to attain personal success in their lives.



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St. Joseph Elementary School



## Chapter One Introduction



WASC/WCEA 2016



## **CHAPTER I – INTRODUCTION**

### **A. How the self study was conducted**

St. Joseph Elementary School used the *Improving Student Learning (ISL)* protocol throughout the process of completing the WCEA/WASC document. In writing this self study, close examination of the factors of the accreditation process has shown St. Joseph Elementary School can best meet the needs of all students.

In 2012-2013, the principal and the leadership team attended the WCEA/WASC training sessions facilitated by the WCEA/WASC Elementary Commissioner from the Department of Catholic Schools (DSC) of Oakland. Initial training meetings assisted the team in beginning the self study process.

The principal and leadership team set a preliminary timeline and formed committees. These committees were carefully designed to take advantage of those faculty and staff members whose strengths and expertise were best utilized in giving a complete and accurate picture of the school.

As a first step, the principal, faculty and staff reviewed the Mission Statement, Philosophy, and Student Learning Expectations (SLEs). Following this review, the work of writing the self study sections began with an anticipated official accreditation team visit scheduled for spring of 2015.

In 2013-2014, an abrupt change in administration occurred which led to a large turnover in faculty (nine new staff members and a new principal). Additionally, at the end of the 2014-2015 school year, several more faculty members left the school. The impact of this turnover resulted in the school's request for a one year extension for the accreditation visit. The WCEA/WASC Elementary Commissioner formally requested that extension on the school's behalf. The request was granted allowing the school additional time, and the official visit was moved to spring of 2016. The leadership team has continued to attend additional trainings facilitated by the WCEA/WASC Elementary Commissioner during the 2015-2016 school year.

Shareholders including the pastor, parents, faculty and staff, school board members and the Parent Teacher Group (PTG) completed surveys, providing the initial information for the study. A second survey was sent out to these shareholders in the fall of 2015 providing more updated responses.

The process has included meetings of individual self study committee members. They responded to the prompts in the ISL protocol and began drafting narratives. These narratives were shared at the committee level and in meetings of all faculty and staff. Narratives were evaluated and critiqued. Revisions were made. Google Docs provided a useful avenue in which to share the suggestions for changes and corrections. One full day and several minimum days were taken in addition to the weekly meetings to allow for the staff to work on the self study. Throughout the

## St. Joseph Elementary School

process the leadership team kept committees aware of progress and the necessity of completing sections in a timely manner. (See Appendix D, Record of ISL Meetings.) Shareholders were kept apprised of the self study's progress via the principal's newsletter. Sections of the study were shared with the School Board. The Finance Committee of the board contributed to the work and was involved in the writing of Chapter 3-H, Resource Management and Development to Support High Achievement of All Students.

Numerous challenges were encountered in preparing this document. The many new faculty and staff members did not have the "history" of the St. Joseph Elementary School and were able to speak only to the 2014-2015 school year. The resulting self study document is truly reflective of the whole St. Joseph Elementary School community.

### **Evidence:**

- Record of meetings
- Committee meeting notes, i.e. drafts with revision notes
- Survey data
- Leadership team notes

## **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.*

All shareholders in St. Joseph Elementary School (SJES) were involved in the self study process using *Improving Student Learning (ISL)* protocol. Initially, parents were made aware of the process at Back-to-School night at the beginning of the 2013-2014 school year. It was then that the working committees comprised of faculty and staff were formed. At this time, the process was also introduced to the pastor who shared information with the Pastoral Council. The faculty and staff reviewed the school Mission Statement, Philosophy and Student Learning Expectations during this period. This review process ensured that these documents reflected the spiritual and academic foundation of St. Joseph Elementary School. These documents support our on-going endeavors to improve student learning.

The work of dialoguing, gathering data, and writing initial draft narratives began in 2014-2015. The pastor, parents, School Board, PTG Board and Athletic Board members provided input through the completion of the School and Catholic Identity Surveys. Faculty and staff also provided input by completing the Catholic Identity Survey.

Working in committee, the faculty and staff used the discussion prompts found within each chapter of the ISL protocol. Data analysis and dialogue followed, which led to initial draft narratives for each chapter section. These draft reports were shared with all faculty and staff, and were critiqued with revisions suggested. The narratives were then returned to the various committees for further discussion and necessary revisions. The revised drafts of all narratives were once again shared with all faculty and staff. The completed document was shared with the pastor, School Board and PTG Board.

Throughout the process the larger St. Joseph community was made aware of the progress of the self study. This sharing occurred during Pastoral Council meetings, monthly meetings of the high school and elementary school administrative staff, School Advisory Board meetings, PTG meetings, at monthly Coffee and Conversation gatherings with the pastor and principal, and through the weekly newsletter.

The School Board reviewed enrollment data in an effort to determine the direction and ultimate goals for the Enrollment Marketing committee. In analyzing this information and our current marketing efforts, it was clear that there was a need to improve the scope and content of marketing materials in order to bring the SJES story to families in our community. Though enrollment has, for the most part, remained stable, some primary grades are under-enrolled.

## St. Joseph Elementary School

Robust marketing efforts would help address this issue. The Board contributed significant input to the study in the analysis of data related to finances. This data including examining income versus the actual cost of educating a child and tuition fees vs. actual cost of educating a child at SJES. The data guides the setting of the annual budget and the tuition schedule for each school year. This analysis continues to justify the mandatory volunteer hours required of each family, as well as participation in the two main fundraisers, El Rancho and the Spring Auction. The funds serve to address the gap between tuition revenue and our actual cost per student.

Survey results show that St. Joseph Elementary School has strong Catholic Identity. In the School Survey parents indicated that the primary reason for sending their children to SJES was Academic Excellence (73%). The second factor was Catholic Values and Faith (52%). Parents also expressed that one of the outstanding features of SJES is the sense of community and belonging. One of the benchmarks of an effective Catholic school is that the school is shaped by communion and community. It is a place where students and families form a genuine bond of faith. (see Appendix-*National Standards and Benchmarks for Effective Catholic Schools* in the Diocese of Oakland) Data shows that SJES is a Catholic community rooted in these Gospel values.

In completing the Staff Surveys, several areas were noted as being highly effective or effective. Teachers believe that our Mission Statement and Philosophy are woven throughout the life of the school, The data does show, however, that we as a school community need to more effectively articulate the essence of the Mission Statement to all shareholders. It was noted that another significant strength is the opportunity provided for the community experience of sacraments, prayer, rituals, traditions, and service. As a staff, we encourage parents to support the spiritual growth of their children through participation in the sacraments, traditions, and a formal prayer life.

Further analysis of the data indicates that there is a need to familiarize ourselves with Church documents and incorporate them into our curriculum. This is an area that would be strengthened through meaningful sharing and dialogue with our parent community. It is believed that in working together, we can truly advance our desire to “know Jesus and make Him known.”

Student survey results show that the majority of students feel respected by the principal and their teachers, and they feel that they are encouraged to do their best. Further analysis of the self study indicates that middle school students feel that not enough time is allocated for technology. Use of additional technology in substantial curricular areas would be beneficial in helping to improve student learning. This discrepancy is clearly reflected in the survey and needs to be addressed.

Analysis of the findings of this self study served as a guide for the development of the Action Plan and its timeline. The faculty and staff created goals and strategies for the plan, and these were shared with the pastor and School Board. The goals and objectives of the Action Plan will further our efforts to improve student learning. Annual progress reports of the implementation of

## St. Joseph Elementary School

the Action Plan will be communicated with all shareholders. Completion of relevant surveys during the school year will assist in further assessment of progress.

### **Evidence:**

- Survey data
- Board meeting minutes and discussions
- Action Plan that includes all shareholders
- Marketing research
- Revised ISL chapter notes from committee and staff meetings

St. Joseph Elementary School



## Chapter Two Context of the School



WASC/WCEA 2016



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

### **A. School Profile**

#### **History**

St. Joseph Elementary School (SJES) is a ministry of St. Joseph Parish. It is one of forty-five elementary schools in the Diocese of Oakland. The school began as Notre Dame Academy in 1881, a primary and secondary all-girls school staffed by the Sisters of Notre Dame. The charism of the sisters provided the lifeblood of the fledgling school community. It is in that same spirit of answering God's call to serve that we continue to look for ways to serve the community around us. In that same year in support of the academy, St. Joseph Mission Church moved to its present location at San Antonio Avenue and Chestnut Street. This would later become St. Joseph Basilica, which shares the grounds with the school and provides constant interaction with the parish community. In 1887, a boys' grade school that was also staffed by the Sisters of Notre Dame was built at San Antonio Avenue and Lafayette Street. Then in 1922, a new coed grammar school was built which became the present-day St. Joseph Elementary School. Fr. J. Bernard Praught who was pastor of St. Joseph Church at the time, became the first principal of this new school. He encouraged as many children as possible to enroll. In 1957, under the leadership of the new pastor, Msg. Alvin Wagner, the schools continued to expand. Notre Dame Academy then became the girls' high school while St. Joseph High School served the boys of the parish. A gymnasium was built in 1963 with parish funds for the use of both schools as well as the parish. In 1980, the two high schools began sharing classes and curriculum. In 1985, exactly 100 years after St. Joseph became an independent parish, Notre Dame High School and St. Joseph Boys High School merged and became St. Joseph Notre Dame High School in 1986. In 1987, Sr. Theresa Linehan, Sisters of Notre Dame deNamur (SNDdN) left St. Joseph Elementary School, and Dr. Raymond John was appointed as the first lay principal. In 1997, Sister Agnes Anzoli, SNDdN, retired and the long history of the Sisters teaching at St. Joseph schools came to an end. We continue to live the charism begun by the sisters so long ago. In the words of Sr. Julie Billart, SNDdN, "Our charity must not be limited by the love we have for one another. It must make our hearts as wide as the world."

During the mid 1980's and 1990's many improvements were made to the elementary school including the addition of large storage closets in every classroom, a large office and faculty room on the second floor replacing tiered seating from the days when the school had hosted Saturday night movies for the community. In 1988, then Principal Dr. Raymond John had the building retrofitted just months before the earthquake in October 1989. The earthquake caused no damage to the school building. In 1985, recognizing the need for early education, Dr. John was given a large room in one of the high school buildings to be used to house the first incoming kindergarten class. Monica O'Callaghan became principal in 2006 and she began the Faith Family

## St. Joseph Elementary School

program, organizing the kindergarten through eighth students into groups led by the eighth grader. Since our last WCEA/WASC in 2008-2009, the Faith Family activities have promoted the community feel and spirit throughout the student body.

In August of 2013, St. Joseph Basilica was assigned a new pastor, Fr. George Alengadan, following reassignment of Fr. Fred Riccio. Following the resignation of Ms. O'Callaghan in 2014, eight faculty and staff members left the school. As a result of the many changes, a consultant, Carol Enright, was brought in to meet with the faculty and staff on a regular basis to clarify the mission and to support the spiritual, personal, and academic growth of the faculty. Currently, St. Joseph Elementary School operates under the leadership of Fr. George Alengadan and principal Marilyn Marchi. Mrs. Marilyn Marchi became interim principal in July of 2014. The staff of twenty-eight consists of nine classroom teachers as well as support staff. Support staff includes teachers for science, art, Spanish, music, physical education, technology, a librarian, and a learning support coordinator. The staff consists of eight teacher assistants, one administrative assistant and one office assistant. St. Joseph Elementary School offers an extended care program before and after school. It is operated under the direction of the extended care director and three assistants.

St. Joseph Elementary School currently has an enrollment of 265 students in Kindergarten through eighth grade. The students enjoy a school day that begins at 7:50 A.M. and ends at 2:40 P.M. To accommodate staff development, "minimum days" occur once each month.

The Parent Teacher Group (PTG) is a vital force at St. Joseph Elementary School. Through financial, physical, and spiritual assistance, the parents have worked diligently to further the ideals of Catholic education. It contributes through its fundraising and support of school activities. The school's PTG has traditionally funded the school's capital improvements as well as offering monetary scholarships for eighth grade students at graduation. Additionally, the P.T.G offers three, one-month tuition scholarships, based on Art, Academics or Service. Students submit their portfolios to a committee for consideration.

In 2008, the PTG funded the new technology room in Marianist Hall in Room 106. Because of the high cost of the SJES share of renovations of SJND's Marianist Hall, several years in a row, a decision was made to move the technology lab back to our main building. In 2012, the technology room moved upstairs into the old art room, and the art room moved to share the current music room. Art uses the room Monday through Wednesday and Music utilizes the same room on Thursday and Friday.

The School Advisory Board, comprised of committed parents and parishioners, works with the principal on matters including the budget, the school plant, capital improvement, and fundraising. Their main focus centers on the school fundraiser, El Rancho. This community-

## St. Joseph Elementary School

building fiesta brings in funds that are part of the annual operating budget. For the past fifty-two years, this fundraiser has been held the first weekend in October and has become an event which brings together parents, students and staff for a day of service to the school. The School Advisory Board's unending support of the school's mission has proven invaluable. With the support of dedicated parents, along with the guidance of the pastor and the commitment of the principal, the school combines a history of tradition with a future that promises success for its students.

### **Demographics and Enrollment Patterns**

Currently St. Joseph Elementary School serves 265 students, many of whom are second and third generation St. Joseph students. The majority of our students live in Alameda, though a small percentage come from neighboring communities.

The majority of students are Catholic, 207 (78%), and 58 (22%) are non-Catholic. The majority of Catholic families are members of St. Joseph Parish. The school's cultural family is made up of 61% White, 21% Asian, 6% Black or African American, 1% Pacific Islander and 12% other. Of the 61% White/Caucasian, 35% are of Hispanic ethnicity. Of the student population, 47% are male and 53% are female. (See Table Below)

<b>Race and Ethnicity</b>	<b>Catholic</b>	<b>Non-Catholic</b>	<b>Total</b>
<b>Black or African American</b>	4	12	16
<b>Asian</b>	50	5	55
<b>Hawaiian/Pacific Islander</b>	2	0	2
<b>Native American/Native Alaskan</b>	0	0	0
<b>White/Caucasian</b>	131	30	161
<b>Two or more race</b>	20	11	31
<b>Total Race</b>	207	58	265
<b>Hispanic</b>	50	6	56
<b>Non-Hispanic</b>	157	52	209
<b>TOTAL ETHNICITY</b>			265

Enrollment has not fluctuated significantly in the last five years. Enrollment did drop by approximately 40 students in 2014. This is not reflected in the table due to the fact that the data was gathered early in the school year, rather than the end of the year. This drop in enrollment may have been attributed to the resignation of the principal and several staff members.

## St. Joseph Elementary School

### Current Enrollment By Grade

	Male	Female	Total
K	8	20	28
1	12	7	19
2	13	13	26
3	15	18	33
4	12	15	27
5	20	14	34
6	13	18	31
7	20	16	36
8	12	19	31
<b>TOTAL</b>	<b>125</b>	<b>140</b>	<b>265</b>

### Five –Year Enrollment Trends

School Year	K	1	2	3	4	5	6	7	8	Total
2011	31	24	35	33	27	33	23	33	30	269
2012	28	30	28	33	30	30	33	25	32	269
2013	31	29	32	28	36	32	32	30	24	274
2014	24	36	25	33	27	36	33	26	24	264
2015	28	19	26	33	27	34	31	36	31	265

Serving the needs of St. Joseph Elementary School students and their families is the Extended Care Program. This program is designed to be a place where a child can play and grow in a well-organized, yet flexible environment. Parents have the security of knowing that their child is in a safe and supervised program. The program serves approximately 70 families. Extended Care opens at 7:00-7:30 A.M. and from 3:00 – 6:00 P.M.

St. Joseph Elementary School provides a part-time Learning Support Coordinator (LSC) for students who may be struggling academically and in need of additional assistance. Those students not working at grade level are often seen in small groups for help in the areas they may be having difficulty. Teachers refer students to the program when they feel a student might benefit from the small group interaction.

At St. Joseph Elementary School, 79% of the 2015 graduating class was accepted into a Catholic High School. From 2012-14, 91% of the students went on to attend Catholic high school.

## St. Joseph Elementary School

Several students often return to visit the school to reminisce about their experiences at St. Joseph Elementary School.

School Year	Number of Graduates Boys / Girls	Number applying to Catholic high schools Boys / Girls	Number accepted by Catholic high schools Boys / Girls
2011	30 12/18	11/18	11/18
2012	32 13/12	13/12	13/12
2013	24 7/17	6/15	6/15
2014	24 12/12	10/11	10/11
2015	24 12/12	11/8	11/8

St. Joseph Elementary School strives to provide affordable quality Catholic education. Support is provided for families through outside assistance (FACE and BASIC FUND). In addition to this outside financial assistance, St. Joseph Elementary School budgeted approximately \$70,000 in tuition assistance for the 2014-15 school year. Tuition covers a good portion of the school's operating budget. El Rancho, which is overseen by the School Advisory Board and Scrip, which is coordinated by the school are also part of the operating budget. We receive Title II A funding from the Alameda Unified School District. This funding helps provide professional development and supplements curriculum.

### IOWA ASSESSMENTS

In September, the Iowa Test of Basic Skills (IOWA Assessment) is administered to all students in the Diocese of Oakland in grades two through eighth. This standardized test revealed that most of the SJES students often score in the 60<sup>th</sup> percentile or higher. St. Joseph Elementary School reading and language arts scores continue to be strong, with many scores in the higher percentiles. Math computation scores remain at grade level. This has been a trend observable over the last five years. The IOWA Assessment results are interpreted and evaluated by the principal and the classroom teachers in order to develop a plan to meet the academic growth of each individual student.

### Fall 2015 Grade Equivalent

Categories	GR.2	GR.2	GR.3	GR.3	GR.4	GR.4	GR.5	GR.5	GR.6	GR.6	GR.7	GR.7	GR.8	GR.8
Reading	2.3	2.6	3.5	4	4.7	6.6	5.6	5.6	6.4	7.1	7.9	9.4	9.3	11.4

# St. Joseph Elementary School

Total														
Language Total	2.2	2.7	3.5	4.4	5	6.4	6.4	6.9	7.7	7.5	9.7	10.5	11.8	12.3
ELA Total	2.3	2.6	3.6	4.3	5	7	6	6.2	7.1	7.6	8.9	10.4	10.8	13
Word Analysis	2.2	2.4	3.4	4.1										
Listening	1.9	1.9	3.1	3.6										
Extended ELA Total	2.2	2.5	3.5	4.3										
Mathematics	2.1	2.2	3.2	3.9	4.3	5.7	5.3	6.2	6	6.5	7.7	10	9.5	12.3
Computation	2.3	2.2	3.3	3.7	3.9	4.7	5	5.6	6.5	6.5	8.3	9.1	10.5	11.1
Math Total	2.1	2.2	3.2	3.8	4.2	5.4	5.2	6.1	6.2	6.6	8	9.7	9.8	11.8
Core Composite	2.2	2.4	3.3	4.1	4.5	6	5.6	6.1	6.5	6.9	8.3	10	10.2	12.6
Social Studies	2.2	2.5	3.4	4.2	4.6	6.2	5.7	5.6	6.6	7.3	8.3	9.6	9.6	10
Science	2.2	2.6	3.5	4.3	4.8	6.7	5.6	7.1	6.8	7.8	8	10.4	9.5	12.5
Complete Composite	2.2	2.5	3.4	4.2	4.6	6.3	5.6	6.3	6.6	7.2	8.2	9.9	10	12

Red Score: SJES results

Black Score: Diocese of Oakland results

## SJES School Profile – Standardized Testing Program (GE, NPR, etc.)

Reading	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	59	62	68	62	62	68	73
2013	64	71	62	71	62	70	75
2014	80	78	70	70	58	65	76



## St. Joseph Elementary School

2015	61	67	86	59	59	73	77
Current Yr.							

Math	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	61	54	68	51	51	70	63
2013	58	77	57	73	57	70	58
2014	60	73	77	77	50	62	67
2015	50	62	72	58	46	71	75
Current Yr.							

Lang. Arts	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	59	78	82	78	78	82	82
2013	65	81	75	81	75	79	84
2014	87	87	84	84	67	79	86
2015	61	80	92	66	70	84	87
Current Yr.							

Core	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>
2012	58	68	73	68	68	73	70
2013	61	80	64	80	64	72	71
2014	66	84	77	77	55	71	78
2015	56	74	83	60	58	77	81
Current Yr.							

### **Renaissance Learning STAR Enterprise Assessments for Reading and Math (STAR)**

We began STAR Assessment testing in 2014-15 in grades one through eight. This evaluative tools provides comprehensive information regarding students' achievement and proficiency levels, The results indicate whether students are exceeding, meeting, or below the prescribed benchmarks. These results will support teachers in endeavors to meet the needs of all students. (See existing data in evidence binder)

## **SURVEYS**

### **Parent and Student**

All students were given the opportunity to complete the WCEA/WASC Student Surveys. Surveys were completed by nearly 100% of St. Joseph student body. Individual results corroborate the conclusion that the majority of the students feel respected by their teachers and principal. Students also expressed that they are expected and encouraged to do their best. Over 90% of the responses from middle school students indicated that they felt that they were doing their best in school and this makes them feel good about themselves. Seventy-six percent (76%) of the Middle School students stated that there is a lack of time spent using computers. The analysis of the data is beneficial for both teachers and students. (See evidence binder.)

Two hundred twelve parents participated in the Parent Survey in the Spring of 2015. Survey results indicate that their primary reason for sending their child/children to St. Joseph Elementary School is academic excellence (73%). Catholic values were also listed as a priority (52%).

Parents expressed that they felt one of the best things about the school is feeling of community. The surveys also indicated that the teaching of Catholic values and faith is evident, and makes it clear that St. Joseph Elementary School is indeed a Catholic school. This data is available in the evidence binder.

### **Teachers and Staff**

The faculty and staff include thirty-two members. This includes nine classroom teachers, eight classroom assistants, as well as several single-subject teachers for science, technology, art, Spanish, physical education and music. In addition there is a Learning Support Coordinator who serves as our librarian, as well. Our part time religion coordinator teaches seventh and eighth grade religion and is a resource for teachers as we nurture Catholic Identity in the school. The administrative staff includes the principal, administrative assistant, office assistant, and full-time bookkeeper and director of Extended Care Program. Additional staff includes a full-time custodian and a part-time janitorial assistant.

### **Evidence:**

- Surveys
- IOWA Assessments

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

### **Criteria**

*The school has used 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.*

In the 2010 Self Study, the St. Joseph Elementary School community generated twelve targeted areas for school improvement. Of these, the Visiting Committee identified three as being critical areas for follow up. The school has used its findings and the specific findings of the Committee to ensure high achievement for all students and to drive school improvement.

### **TARGET AREA: RESOURCE MANAGEMENT AND DEVELOPMENT**

**GOAL #1: The Saint Joseph administration and school board, with input from the faculty, will update and maintain a strategic plan for the continued effort to improve student achievement.**

The administration worked with the School Advisory Board (SAB) to review the strategic plan and update the document to expand to a three-year vision. Data was collected to create a narrative of the current culture of the school in the areas of: Catholic Identity, Community Building and Volunteering, Marketing and Communications, Enrollment, Development, Finances, and Facilities. In order to provide direction and continuity issues relevant to these seven areas must be addressed and progress evaluated annually.

A joint board working retreat (School Advisory Board and Parent Teacher Group) was held at the beginning of this school year. The focus of the retreat was to evaluate and update the Strategic Plan and include a well thought-out Action Plan and timeline for each area. Evaluation of implementation and updating will continue annually in order to meet the needs and goals, as well as identify accomplishments and areas of growth for the school. We recognize the need to produce an annual report reflecting growth and the focus for the new year.

Work continues to provide opportunities in Marketing and Communications to reach out to parishioners and alumni. Career Day provides an opportunity for students to meet adults in our community and learn about possible career options. Invitations are sent to alumni, their families, and other donors to attend events such as a special reception during El Rancho Day and an art and wine reception held the evening prior to the spring student art show. Reaching out to

## St. Joseph Elementary School

alumni and people in the broader community remains a relatively untapped resource and is an area in which the SJES community will continue to work.

The Strategic Plan provides the framework for ensuring that the school will continue to thrive and provide the quality Catholic Education that our Philosophy and Mission statements proclaim.

### **TARGET AREA: CURRICULUM AND INSTRUCTION**

#### **GOAL #2: Facilitate student learning through the utilization of new instructional materials to augment the teaching of curriculum and strengthen teaching methodologies.**

The faculty of St. Joseph Elementary School designs and implements a variety of teaching and learning experiences that are consistent with the philosophy and mission of the school. Students are involved in both teacher-directed and student-led activities. The faculty has worked on curriculum mapping, which is aligned with National and State standards, Diocese of Oakland standards, and Common Core standards. We are committed to a systematic evaluation of the alignment of our curriculum with all standards.

The integration of technology throughout the curriculum enhances the teaching/learning of each student. Each classroom is now equipped with an Hitachi StarBoard and the faculty and staff have attended a workshop to learn how to use this technology. We need to continue to learn how to utilize the StarBoard technology to the fullest with tutorial videos. The technology lab was updated in 2012-2013, and again in the summer of 2015. The lab is an up-to-date learning environment.

Curriculum mapping is in its early stages. Diocesan workshops were held to facilitate the mapping process. The turnover in faculty necessitates starting the process anew. We recognize the need to complete the mapping process across the core curricular strands.

### **TARGET AREA: SUPPORT FOR STUDENT PERSONAL, SPIRITUAL AND ACADEMIC GROWTH**

#### **GOAL #3: Evaluate the benefits of a school counselor to help assess, identify, and provide for the needs of all students.**

We have re-evaluated our need for an on-site school counselor. As a result of several faculty-staff discussions, we have come to the conclusion that the hiring of a counselor at this time is not feasible.

## St. Joseph Elementary School

### **Evidence:**

Previous September Study and Report of Findings (Required)  
Previous Action Plan and copies of annual updates (Required) Copies of Annual Reports to WCEA Elementary Commissioner (Required)

### **Additional Evidence:**

#### **Goal #1 Resource Management and Development**

- Copy of Strategic Plan
- Copy of Goals and Action Plans for Implementation

#### **Goal #2:Curriculum and Instruction**

- Examples of Technology Integrated Projects
- Technology Classroom
- Library
- SLEs prominently displayed

#### **Goal #3 Support for Student Personal, Spiritual, and Academic Growth**

- Learning Support Coordinator

St. Joseph Elementary School



## Chapter Three Quality of the School's Program



WASC/WCEA 2016



## **CHAPTER 3: QUALITY OF THE SCHOOL'S PROGRAM**

### **A. Assessment of the school's Catholic Identity**

#### **Criteria**

*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.*

We believe that the parents and guardians of our students bear the primary responsibility for providing the moral and religious development of their children. The school and the parish community enter into this active partnership to send forth responsible individuals who exemplify those values as well as the self-confidence and academic excellence necessary to attain personal success in their lives.

Opportunities for prayer can be found throughout the school day. Each morning begins with a school-wide assembly at the playground flagpole. A meditation for the day is shared by the Student Council's Commissioner of Religious Affairs, and is followed by prayer (the Hail Mary, Our Father, the Memorare, the Prayer of St. Francis, the Act of Contrition, to name a few). Prayer is incorporated throughout the day. Grace before Meals is said at lunch, and a classroom prayer concludes the school day. Prayers may be traditional or spontaneous, and often include personal intentions provided by the students.

The entire student body celebrates the Eucharist at the parish Mass each Friday morning. Students attend with their Faith Families, and each class is engaged in leading the Liturgy on a rotating basis. Students prepare the readings, bring the gifts to the altar, suggest music, and may develop skits to re-enact the Gospel message. The celebrant often invites the leading class to join him on the altar during the consecration. This involvement helps bring the students to a deeper understanding of the Liturgy and leads to greater participation.

St. Joseph Elementary School (SJES) and St. Joseph Notre Dame High School (SJND) have participated in joint liturgies during the school year. Concerns have been raised by staff members of both schools concerning the appropriateness and prayerfulness of these celebrations. Due to the number of students, the basilica cannot be utilized for Mass. The atmosphere in the gym makes it difficult for students to focus appropriately. Further discussions need to be held.

## St. Joseph Elementary School

In addition to the Eucharist, students have the opportunity to receive the sacrament of Reconciliation during the Lenten and/or Advent season. Parents are encouraged to participate in the sacrament of Reconciliation and Prayer Services as provided by the parish. Second graders join with the parish Faith Formation program to prepare for the reception of First Reconciliation and First Eucharist.

Signs and symbols of our Catholic faith are present throughout the school. Framed pictures of church leaders as well as our patron saint are clearly visible; a large bulletin board in the main hallway is designed by a different class each month and draws attention to a timely religious theme. Each classroom has a designated prayer table as well as statues, pictures, posters, and other items that further define our Catholic heritage. During liturgical seasons of Advent and Lent, classroom bulletin boards and doors reflect the spirit of the season.

Catholic traditions are celebrated at SJES in a variety of ways. Examples include the Blessing of the Advent Wreath, weekly Advent prayer at Town Hall assemblies, the feast of St. Nicholas, Our Lady of Guadalupe, the Immaculate Conception, the Blessing of the Doors on the feast of the Epiphany, Mardi Gras, Ash Wednesday observance, Adoration of the Blessed Sacrament after Mass on the First Friday of the month as well as all Fridays during Lent, Stations of the Cross, the Seder Meal on Holy Thursday, the feast of St. Joseph, our patron saint, and the May Crowning of the Blessed Mother.

To foster a stronger spirit of Christian community among our students, we continue to celebrate the Eucharist in Faith Families, a cross-grade experience led by eighth grade students under the direction of our Faith Family coordinator. The eighth graders lead their families, composed of one or more students from each grade. Seventh and sixth grade students are "buddies" for every kindergarten and first grade student respectively. This "buddy program" allows for personal, one-on-one attention to support our youngest students and integrate them more fully into the SJES community. In addition to attending Mass with Faith Families, students also participate in other activities related to school and community. With each passing year, we increase and expand the focus of the faith family activities and incorporate even more of our SLEs.

Opportunities to provide service to parish, community, and the local and global community are an important part of our school program. Outreach to others is a key component in our SLE's, and children are taught the need to follow the example of Jesus Christ in caring for our world and its people. Each month, a class sponsors "Goodies for Good," a bake sale with the proceeds given to a cause determined by the class. Recipients have included St. Jude's Hospital, Wounded Warriors, the Catholic parish in Weed, California, which was destroyed by fire last year, our parish St. Vincent dePaul Society, and the SPCA, among others. In the Spring of 2015, our school initiated a project to raise funds for the people of Nepal after the devastating earthquakes there. A total of \$3735.00 was raised. The money was sent to the principal of a small school in a devastated region of Nepal. It is hoped that an on-going "adoptive" relationship will be

## St. Joseph Elementary School

established during the coming school year to continue to provide global outreach, serving as "Christ for one another."

In addition to class outreach projects, our Student Council sponsors a food drive during the Thanksgiving season. Barrels of food collected are given to our Alameda Food Bank. Similarly, a toy drive during the month of December benefits the Random Acts project sponsored by the City of Oakland Firefighters. During Red Ribbon Week, a "Penny War" generates fun as well as funds; money raised is given to a Drug Awareness/Intervention program each year. School families are encouraged to participate in outreach programs sponsored by our parish. These include the "Angel Tree" gift-giving project during Advent, the drive for warm coats to benefit those in need, and other opportunities for local and global outreach.

As a component of their Religion curriculum, middle school students complete community service projects. With the guidance and approval of their teachers, students work collaboratively to design and implement their projects within the parameters of an overarching theme for each trimester. These themes have been determined by the staff at the beginning of the school year. At the end of each trimester, students create a reflective display to illustrate the personal and community impact of their work. In addition to these projects, students are also required to complete a minimum of five hours of community service per trimester outside of class time. These hours are also related to the theme of the trimester. Many students go above and beyond the requirements, and some report finding great satisfaction as they continue their involvement in community efforts.

Parental involvement in the faith formation of their children is strongly encouraged at St. Joseph School. Such involvement includes opportunities to share in the Eucharist, informative sessions, and social interactions as their children prepare for First Reconciliation and First Eucharist. Beginning in the 2015-2016 school year, preparation for the sacrament of Confirmation will begin for eighth grade students. This new program will provide workshops for parents, as well. In addition, the PTG board has identified presenters for general sessions for the parent community. Awareness and implementation of increased participation has been discussed in the efforts to increase parental understanding and participation in the faith life of their children.

The religion curriculum of SJES incorporates a variety of resources. The Benziger series, Blest Are We, is utilized throughout the grades. Other materials include the New American Bible, Family Life resources as prescribed by the diocese and professional websites, reference books and websites, including YouTube, literature reflective of familiar stories as well as those including lives of the saints as well as moral choices. Each teacher is responsible to provide instruction to meet diocesan requirements regarding Safe Environment.

In the fall of 2015, the pastor hired Sr. Kim Nguyen, SSND, as the Youth Minister for the parish. Sr. Kim's duties include teaching Religion in grades seven and eight, assisting classroom

## St. Joseph Elementary School

teachers in preparing weekly Masses as needed, and working with eighth grade families involved in the newly formed Confirmation preparation program.

To further their own spiritual growth and strengthen teaching capabilities and understanding of Catholic beliefs, teachers are encouraged to pursue professional growth activities as provided by the diocese and outside resources. Time away from school is provided to allow for professional development. In-service opportunities are occasionally provided via webinars, including "Forms of Prayer," a four hour workshop provided online during the last school year. Relevant documents are available for teachers to strengthen their understanding of Catholic doctrine. These include To Teach as Jesus Did, From the Ground Up, and the Catechism of the Catholic Church. We recognize that familiarization and incorporation of the doctrine contained in these documents is an area for growth, and will address this need as a faculty/staff.

Catechetical certification of all principals and classroom teachers is a requirement of the Diocese of Oakland. New teachers have three years to complete 42 hours of catechetical training to become certified. Certification must be renewed every three years with ten hours of instruction per year, for a total of thirty hours. While some opportunities are provided by the diocese, it is a concern that more such opportunities are needed.

The communities of faculty, staff, and parents were asked to complete the Survey of Catholic Identity in November, 2015. Approximately twenty staff members (71%) and forty families (appx. 30%) returned the surveys. Results can be viewed in the identified evidence binder. One area of great concern can be found in response to the last statement in Mission and Philosophy: *"Parents and students, teachers and staff, can paraphrase the mission statement if not quote it exactly."* Eighty-five per cent of the staff and forty-nine per cent of the responding parent community rated our achievement in this area as *Somewhat Effective* or *Effective*. It is clear that we need to do a better job in understanding, articulating, and promoting our Mission Statement.

In concluding our self study, it has become clear that we continue to make great strides in working together to live our Catholic identity. Catholic values are integral to our life at St. Joseph Elementary School. Together we strive to "know Jesus and make Him known."

## St. Joseph Elementary School

### **Significant Accomplishments:**

- Strengthening of Faith Families
- Opportunities for Service impacting local and global communities and determined by the classes
- Expanded emphasis placed on SLEs

### **Goals:**

- Strengthen understanding and ability to articulate Mission Statement in staff, student, and parent communities
- Strengthen understanding and articulation of Catholic doctrine and documents
- Discuss and remedy concerns about liturgies shared with SJND

### **Evidence:**

- Posting of SLEs throughout the school
- Student reflections and projects
- Middle school service learning projects

## **B. Defining the School's Purpose**

### **Criteria**

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

### **MISSION STATEMENT**

Serving Alameda and neighboring cities since 1881, Saint Joseph Elementary School embraces the principles of learning, loving and living God's word as Jesus taught us. We are dedicated to educating and nurturing the whole child by offering a time-honored and challenging Catholic education. Inspired by the teachings of the Catholic Church and driven by the spirit of effective collaboration, we join together as a diverse community to know Jesus and to make Him known.

### **PHILOSOPHY**

We believe that the children of St. Joseph Elementary School are the future of the community of St. Joseph, the City of Alameda, and the Catholic Church. Our school is dedicated to the education of each student in a Catholic environment rich in the love and teachings of Jesus Christ. We believe that each child is created in the image of God and want each one to thrive in an environment where the Gospel message is taught and lived.

Through our educational approach of balancing the spiritual, academic, physical, and social development of our students, we believe that they become well-rounded and caring individuals. We challenge our students to develop a love of learning by utilizing a variety of teaching

methods. We believe that this can be accomplished through a curriculum that fosters creativity, curiosity, and an understanding of their world. We motivate our students to realize their potential.

We are a Catholic school that builds our students' commitment to social justice and service to others through our outreach programs. We believe our dedication to community service helps students develop an active awareness of our local and global community.

We believe that the parents and guardians of our students bear the primary responsibility for providing the moral and religious development of their children. The school and the parish community enter into this active partnership to send forth responsible individuals who exemplify those values as well as the self-confidence and academic excellence necessary to attain personal success in their lives.



### **STUDENT LEARNING EXPECTATIONS**

Saint Joseph Elementary School encourages every child to be faith-filled, responsible, and respectful life-long learners. Through our educational approach of balancing the spiritual, academic, physical, and social development of our students, we believe that they become well-rounded and caring individuals. We are proud of the acronym, F.A.I.T.H. that has come to encapsulate our vision for the future of our students.

#### **Students at St. Joseph Elementary School are:**

##### **Faith-filled:**

- F1: know the beliefs, traditions, and practices of the Catholic Church
- F2: embrace the Gospel message
- F3: develop a relationship with God through prayer and liturgical celebrations

##### **Academically Confident:**

- A1: develop a love of learning
- A2: demonstrate knowledge in all areas of the curriculum
- A3: think critically and creatively
- A4: work independently and cooperatively
- A5: use a variety of study skills and resources
- A6: engage in self-assessment

##### **Intelligent Communicators:**

- I1: express ideas through the written and spoken word
- I2: listen actively
- I3: uses technology responsibly

##### **Thoughtful Community Members:**

- T1: demonstrate a respect for all of God's creation
- T2: accept responsibility for actions
- T3: value diversity and show compassion for others
- T4: pursue social justice and contribute to the greater good through local and global outreach

##### **Honorable Persons of God:**

- H1: accept everyone as a child of God
- H2: strive to know Jesus and to make Him known
- H3: learn to treat others as they would want to be treated

The mission statement and philosophy are the foundation of the ministry of St. Joseph Elementary School. Our Catholic identity is rooted strongly in the belief that each community

## St. Joseph Elementary School

member embraces the Gospel message and strives to know Jesus and make Him known. Our Schoolwide Learning Expectations (SLEs) stem from our mission statement and philosophy. They exist in order to encourage students to live their lives in a more Christ-like manner. Another goal of our SLEs is to improve student learning through faith-filled behavior.

Prior to 2014, the mission statement was reviewed by all St. Joseph Elementary School faculty, staff, School Board, and PTG. It was determined that our current mission statement did not need to be revised because it fully represents who we are as a community. It also reflects the Diocese of Oakland's mission of Catholic Schools. Our mission statement greets community members as it is prominently displayed in the foyer of the school. It is also displayed throughout the building and in every classroom.

Our philosophy statement is in alignment with our mission statement. It is posted on the website for all shareholders to review. The staff also reviews the philosophy statement on a regular basis.

The SLEs were written to support and give life to the school's mission and philosophy statements. In 2013, after a general discussion with all faculty and staff, the SLEs were rewritten in age-appropriate language. Previous SLEs were consolidated into more meaningful language while the content was maintained. After the SLEs had been rewritten, teachers of grades Kindergarten through third met to further revise them into age-appropriate language for the lower elementary students.

The SLEs posters are displayed in each classroom and on the school website. They are discussed frequently in the classrooms and addressed in the principal's weekly letter to the community. Teachers are expected to include the SLEs in their lesson plans and highlight which SLE their lessons address. Each week focuses on a different SLE. It is first announced at morning prayer, and throughout the week students are encouraged to follow the SLEs in various ways. Students are recognized each week for following SLEs at Town Hall through our Super Kid awards ceremony.

We recognize that more work needs to be put into creating a measurable and more universally consistent rubric to assess all SLEs. Currently, the SLEs are used and assessed in a variety of ways in the classrooms. Many grades use a combination of class discussion, journaling, and illustrating to examine each SLE, determining what each might look like in action. Students then assess themselves, noting how well they feel they exemplify the SLE of the week and where they might improve. Teachers responded to the question, "How do you use our SLEs in your classroom?"

- Kindergarten: Monday's circle time focuses on the school's weekly SLE. Age appropriate songs, poems, or books are chosen to illustrate the SLE. Following circle time, learners journal on the SLE, using a combination of writing and drawing.

## St. Joseph Elementary School

- 1st grade: Each student has a composition book. Every morning we discuss one of the SLEs (we start with the first one and go all the way through them). The first time we go through them we discuss them and draw a picture. The second time we go through them they write it and draw a picture. The third time we go through them, they write it and explain why it is important. The fourth time through, they write it and say how it plays out in their lives. The fifth time through, they write it and say why it's important and how it pertains to their lives.
- 2nd grade: Students discuss the weekly SLE at the beginning of the week as a whole class. Using their SLE booklets, the students then write the SLE and how they plan on addressing it for the week, and they also illustrate their writing. At week's end students self-assess by again writing or drawing in their SLE booklet, noting how they did in addressing the weekly SLE. Students also use an SLE worksheet to help with self-assessment after working with the SLE for the week.
- 3rd grade: In the third grade, the SLEs are integrated in our daily religion lessons. The students have journal notebooks. Each of the letters of the FAITH acronym are written in color-coordinated Post-it notes. After class discussion and sharing, the students write sentences on what they mean to them as 3rd graders. They also illustrate them with drawings and pictures.
- 4th grade: The SLE of the week is a subject of discussion each Monday morning. Students reflect on the description of the expectation as it was incorporated in morning prayer. Thoughts are processed and recorded in journal writing. As the year goes on, more detailed self-assessments will be included on a weekly basis, giving students the opportunity to analyze how well they did in utilizing the SLE, and what they might do better in the future. As opportunities arise, references are made to particular SLEs, helping students see that the SLE's are living, breathing entities of lives as Christians.
- 5th grade: As a class we discuss the week's SLE, what it means, what it looks like, and how we can strive to embody it. A self-assessment sheet helps students reflect on their own progress with the SLEs. Students also regularly assess our classroom assignments and activities, determining which SLEs each assignment addresses. Student write-ups about our classwork serve to fill our class evidence binder.
- 6th grade: As a class, we do a weekly SLE personal evaluation. The evaluation is changed each week and completed on one page of their religion notebook. We have done things like top ten lists, SLE strengths/weaknesses, or pictures showing how we demonstrate the SLE. We have used the SLE form as well.
- 7th grade: The class talks about the SLE for the week or often will write a free-form self-reflection about what the SLE means to the students. Then at the end of the week, we return to the SLE to write and share how the week went in light of the SLE. In addition, we also utilize a variety of reflections.
- 8th grade: In 6th, 7th and 8th grade math we have a assignment check sheet and when the student complete their math classwork/homework assignments they let me know what SLEs they used for their assignment and why they used this particular SLE.

## St. Joseph Elementary School

Several assessment tools are used to help guide instruction. The Iowa Test of Basic Skills (IOWA ASSESSMENTS) test is administered in the beginning of the year. In addition, in 2014 we started the STAR Assessment testing as mandated by the diocese. Teachers use data from the IOWA Assessment and the STAR Assessment tests to guide instruction and help improve student learning. Each teacher in grades two through eighth creates a plan for any student whose IOWA National Percentile Rank (NPR) score falls below the 50th percentile in any subject. STAR assessment results can also be used as a tool to influence and differentiate instruction. The STAR assessment test results show what students need and provide resources to help them improve. Our Learning Support Coordinator is in the process of exploring how to more fully utilize the STAR data and resources.

Recognizing the parents' role as primary educators of their children, we expect our parents to "know Jesus and to make Him known." This theme stated in our mission statement is something we strive for as a faculty and staff. The school assists by offering parent education assemblies through PTG such as the Soul Shoppe Assembly. This assembly teaches students, parents, and teachers about bullying and other social struggles of school-aged children. Parents help the school community through required parent volunteer hours. They help organize and run fundraisers like El Rancho, PTG Hot Lunch, and the Auction. Our mission encourages collaboration, and as partners with parents, we work together to enhance Catholic identity through our religion curriculum. Each grade takes turns planning and reading for the Friday Liturgy, and many parents join us to celebrate the Mass. Parents often assist with our various service projects like Goodies for Good, toy drives, food drives, and Penny Wars. "We join together as a diverse community." This is in the last sentence of our mission statement, and it certainly rings true.

The community of St. Joseph Elementary School shareholders uses the Gospel message and the Doctrine of the Catholic church as the basis for the school mission statement and philosophy. We teach curriculum based on diocesan standards which are based on National Standards, California State Standards, and Common Core Standards. At the same time, we teach them to be honorable persons of God. The Gospel Message is the guide that assists us as we strive to accomplish this goal.

St. Joseph Elementary School has begun to incorporate the Common Core Standards into much of our curriculum. The newer textbooks are Common Core-aligned and the ones that are not are supplemented with other Common Core resources. These standards are the basis for student learning and improvement. Our teaching practices align with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools. We attend professional development workshops to better understand how to implement the Common Core Standards in the classrooms. Moving forward, we recognize the need to obtain more textbooks and materials that are based on the Common Core Standards.

## St. Joseph Elementary School

### **Significant Accomplishments:**

- Strong Catholic identity that is rooted in the Gospel Message
- Curriculum driven by the mission statement, philosophy, and SLEs
- Student-led prayer services and liturgies
- Rigorous curriculum rooted in Catholic doctrine

### **Goals:**

- Create a formal rubric to assess SLEs
- Obtain additional Common Core-aligned curriculum for all classes

### **Evidence:**

- Teacher lesson plans
- School displays of mission statement, philosophy, and SLEs
- Curriculum Standards
- School website
- Super Kid assemblies
- Newsletters
- SLE student self-evaluations
- Individual classroom SLE assessments

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

### **Criteria**

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

St. Joseph Elementary School is dedicated to creating an environment in which all students are supported to reach high achievement, while also strengthening their Catholic identity. The Mission Statement, Philosophy, and Schoolwide Learning Expectations (SLEs) of St. Joseph Elementary School are created to help every student reach his/her highest learning potential. The community of St. Joseph Elementary School, including the pastor, principal, faculty, staff, School Advisory Board, Parent Teacher Group, parents, and students, strives to work together to communicate effectively in order to promote student achievement. The community also strives to create a learning environment that is safe and nurturing, and encourages all students to excel academically. Our goal is to continue to support students in a safe, academically rigorous, and faith-filled environment.

Our school community works to create a strong Catholic identity. For example, the student body attends weekly and special occasion liturgies. The pastor administers sacraments and leads retreats for faculty and staff. Students in several grades also participate in religious celebrations and retreats. For example, second grade students prepare for and participate in First Holy Communion. Students in second through eighth grades participate in Reconciliation. Students in sixth grade attend Caritas Creek at CYO Camp, where they learn science curriculum in a way that is integrated with spirituality, reflection, and leadership skills. At the beginning of the school year, seventh grade students attend a religious retreat at St. Joseph Notre Dame High School that promotes reflection and team building. Toward the end of the school year, eighth grade students attend a spiritual retreat meant to help them reflect on their faith. The School Advisory Board creates a school budget that promotes the continued implementation of events that support Catholic identity. With the guidance of the administration, Student Council leads the school in daily morning prayer. The administration, faculty, and staff monitor religion curriculum in all classrooms and the planning of service projects, and promote the weekly focus of SLEs. The faculty and staff teach daily religion classes, plan and participate in weekly liturgies, promote service projects in the upper grades, model interpersonal communication with Catholic compassion, and display symbols of Catholic identity in the classrooms. Examples of such symbols include crucifixes, religious statues, bulletin boards, and prayer tables.

The pastor, principal, faculty, staff, School Advisory Board, and Parent Teacher Group work together with a focus on student learning. The faculty creates rigorous curriculum, provide

## St. Joseph Elementary School

opportunities to students for both individual and collaborative learning, hold high expectations of all students, differentiates lessons for a variety of learning styles, and provides meaningful feedback to students on tests, rubrics, and final trimester report cards. At the start of the 2015-2016 school year, St. Joseph Elementary School also “went live” on the Power School grade book portal, so parents and students can constantly monitor student progress and student grades. The administration provides guidance to ensure that faculty and staff are meeting the goal of promoting student achievement at school. The school operating budget provides all teachers and instructional assistants with a budget to be used to purchase materials that support instruction. The School Advisory Board meets regularly to advise the principal and plan strategically for the following school year. The Parent Teacher Group helps to support fundraisers, and the money raised is used to support programs such as chess, enrichment assemblies, and field trips. This money has also been used to purchase playground equipment, support teacher wish lists, and enrich classrooms with technology such as projectors, Elmos, and Hitachi StarBoards.

The St. Joseph Elementary School physical environment supports the high achievement of all students. The administration, faculty, and staff place equal focus on high and low achieving students in a supportive environment. Faculty members are the primary creators of a supportive learning environment at St. Joseph Elementary School. In support of this, the administration and the Parent Teacher Group generously provide annual funds to faculty and staff to purchase materials that enrich classroom instruction. The administration also financially supported several changes and updates to the school environment in recent years. For example, awnings have been added to classrooms on the east side of the building, the blacktop at the front of the school was repaved, and new benches have been placed on the blacktop surrounding the school and are repainted yearly. Both the exterior and the interior of the main school building have been repainted. A committee met to carefully choose a color for the Learning Center (the main congregating area of the school) and hallways in the interior of the main school building that was stimulating and contributed to a positive learning environment. Pictures of students are displayed on the walls of the Learning Center, to encourage the idea that students are a valued presence within the community. Recent discussion between the principal, faculty, and staff acknowledges the need to update these pictures in order to keep them current. The kindergarten classroom has new flooring and has been painted. The art/music room also has new flooring. The technology room has been completely updated. Also, as a next step toward providing more access to technology, we plan to purchase several mobile technology carts to be used in the classrooms. This will be an important action since the data from the WCEA/WASC Student Surveys shows a real need in this area, with 34% of students reporting that they “Disagree” and 42% of students reporting that they “Strongly Disagree” that they use computers in their classes. The WCEA/WASC Parent Surveys echo this sentiment, with many of the parents commenting that they want to see increased use of technology in the classroom.

The School Advisory Board and Parent Teacher Group make budget decisions to provide enrichment resources such as iPads, motor fitness supplies, and leveled books. Within the past five years, the library has been revitalized with the addition of several thousand new books for

## St. Joseph Elementary School

students of all levels of achievement. The library now holds over 5,000 books.. The Diocese of Oakland provides faculty and staff with staff development days and in-service opportunities throughout the school year. The diocese also provides resources, guidelines, and expectations, which the faculty then follows to create a safe physical environment at school.

Our school strives to effectively communicate student achievement to all shareholders, including the pastor, the principal, the School Advisory Board, the Parent Teacher Group, parents, and students. Parents and students receive regular and meaningful feedback in many forms. These include emails, PowerSchool grade book, goal-setting conferences, feedback on student performance, report cards, Super Kid awards, the State of the School Address, and meetings among faculty, staff, and parents as needed. In addition to the daily observation of student learning, student achievement is also assessed through the results of the IOWA Assessment and the Renaissance Learning STAR Enterprise Assessment in Reading and Math (STAR). The principal regularly reviews student achievement. The principal also serves as the liaison with the pastor, the School Advisory Board, and the Parent Teacher Group in order to communicate student progress. Faculty and staff communicate student achievement among each other by participating in grade level meetings and also engaging in informal daily communication. However, faculty and staff recognize that this is an area that needs improvement, which we will accomplish by meeting more regularly in grade level articulation groups.

St. Joseph Elementary School and all of its shareholders strive to create an environment that promotes high achievement of all students. During our self study, we have determined that though we succeed in many ways, there are areas to strengthen. Better communication among shareholders and more time toward grade level collaboration are two areas to improve that we will address. We are updating student pictures in the Learning Center in order to help students know that they are valued members of the community. As part of our effort to boost the technology program at our school, we will purchase three mobile technology carts with iPads and laptops. By making these changes, we will help all students reach their fullest academic potential.

### **Significant Accomplishments:**

- Strong Catholic identity that is modeled and supported by all shareholders
- High academic achievement of all students is supported by all shareholders
- Updates and renovations made to the interior and exterior physical environments of the school in order to create a positive learning environment
- Implementation of Motor Fitness activities in grades K-2
- Update of the school library and technology lab
- Implementation of Power School Parent/Student Portal in the Fall of 2015



## St. Joseph Elementary School

### **Goals:**

- Collaborate more frequently within grade level articulation teams (K-2; 3-5; 6-8)
- Update student pictures in the Learning Center
- Purchase and utilize three mobile technology carts

### **Evidence:**

- School website
- Renovated library
- Survey data
- IOWA Assessment and STAR Assessment test scores
- PowerSchool Parent/Student Portal
- Weekly lesson plans/classroom visitations/Report cards

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

### **Criteria**

*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. Joseph Elementary School uses a variety of assessment tools to measure student learning and achievement. Assessments utilized are both formative and summative. Formative assessments are used to guide instruction and determine how well students understand concepts. Summative assessments help determine if mastery of concepts had been reached. Data is collected and analyzed to ascertain most effective ways to improve student learning. This is accomplished through differentiated instruction to reach all learning levels and styles.

St. Joseph Elementary School uses two standardized tests to measure student achievement. One is the Iowa Test of Basic Skills (IOWA Assessment) and the other is the STAR assessment test. The IOWA assessment is given during September and is used to measure students' academic growth from year to year. The results are used to plan curriculum based on the needs of the individual students as well as the class as a whole. Results help to identify students who need more challenging academic work as well as those who need more support to grasp concepts. The standardized test data is shared among the faculty. From assessment results of both the IOWA and STAR assessment tests, faculty identify trends in curricular areas that need strengthening or that are already strong. At the current time, we realize the need to more adequately assess standardized testing data to identify trends that are common among the grade levels. To be able to assist all learners more successful the STAR assessments test data provides comprehensive assessment of student achievement in the areas of language arts and math. We analyze data to help identify students whose achievement is either at, above, or below grade level. We realize more time needs to be dedicated for analyzing and evaluating this data in order to identify skill levels for student improvement and high achievement and help teachers to more effectively reach all students.

The most recent data from the IOWA Assessment suggests that many students of St. Joseph Elementary School have been and continue to perform at or above grade level. The total ELA test scores show that all grades, second through eighth, on average, are performing above grade level (see test results appendix). Our math scores also show that all students, second grade through eighth grade, are performing, on average, above grade level. While we are aware that most students are above grade level, we also recognize that some students do fall below the 50th percentile in certain areas of each class. Classroom teachers use various teaching modalities to reach all learning styles. While we are strong at differentiating instruction for those students

## St. Joseph Elementary School

below grade level, we agree that we need to more adequately address the needs of high level achievers to enrich the curriculum with appropriate challenges.

The individual grade level IOWA Assessment scores are shared with parents during a PTG general meeting. The principal reviews how to read and interpret the test scores at that meeting. Individual test results are sent home to parents at the end of the first trimester.

The STAR Assessment is administered three times per year and allows teachers to track student growth throughout the school year. Currently, students are assessed using the STAR Assessment test in English/Language Arts and Math only. Since this year marks the start of the second year of the STAR Assessment test, no trend has yet been established. However, student results from the STAR assessments test serve to guide teacher instruction and provide individual student data. The STAR Assessment test also serves to identify those students needing intervention as well as those who need a challenge. Students identified as needing intervention will receive additional support from our LSC.

St. Joseph Elementary School has a strong Catholic identity. Teachers and staff promote Gospel values through daily instruction and the school's Schoolwide Learning Expectations (SLEs). In 2014, the staff reviewed and revised the SLEs to make them more concise and student-friendly. Along with this revision, the school is in the process of creating SLE rubrics that will be used to assess students. In the meantime, SLEs are being measured in a variety of ways, and are reinforced at Town Hall assemblies during the Super Kid presentations.

Since the publication of our last self-study, enrollment has remained stable, averaging 260 students per school year with the exception of school year 2014-2015. At the beginning of that year school opened with an enrollment of 239 students. That decline coincided with a high teacher turnover and the placement of a new administration. With the start of the 2015-2016 school year, enrollment returned to the average of the previous years and continues to grow as we have welcomed several new students since the school year began.

A strong indicator of how well our students are prepared to meet the demands of high school is the eighth grade Catholic high school acceptance rate. Since the 2011-2012 school year, 83% of all eighth grade students applied and 100% of those applicants were accepted into a Catholic high school.

The faculty and staff take advantage of opportunities to participate in staff development activities to enhance student learning and achievement. Teachers have attended in-services on curriculum mapping, assessment, Common Core Standards, priority standards, proficiency scales, and standards-based report cards. Due to a large turnover in teachers two years ago, teachers are in the early stages of curriculum mapping. Curriculum mapping ensures vertical alignment of the curriculum across grade levels and appropriate progress through the year. We have also had

## St. Joseph Elementary School

several in-services and webinars that have addressed the Common Core standards. We incorporate Common Core standards into daily lessons. Moving forward, we recognize the need to complete curriculum mapping, as well as to evaluate new instructional and assessment materials aligned with Common Core.

The financial standing of SJES is strong. We have an active Parent Teacher Group (PTG) that earmarks funds to support enrichment, teacher wish lists, and other improvements to our school. Just recently, the PTG purchased Hitachi StarBoards for all classrooms (K-8, Science, and technology lab), helped support the redesign of our technology lab, and established a scholarship fund to help assist with student tuition. The Parent Teacher Group and School Advisory Board also sponsor two major fundraisers each year, El Rancho and the school auction. Additionally, the school receives funds from Box Tops for Education, Choice Lunch, and donations to the Development and Annual Fund, from LifeTouch, families and other donors.

To ensure continued improvement of student learning, on-going discussion and analysis of data will help students of St. Joseph Elementary School continue to perform at a high level of achievement.

### **Significant Accomplishments:**

- Above average student performance on IOWA Assessment and STAR Assessment tests
- A strong Catholic identity
- Support of low level achievers
- Acceptance of 100% of St. Joseph Elementary eighth grade students who applied at Catholic high schools
- Stable enrollment and finances

### **Goals:**

- Provide professional development in technology and curriculum mapping.
- Extend the use Common Core aligned textbooks and support materials
- Use data analysis more effectively

### **Evidence:**

- IOWA Assessment Test Scores
- STAR Assessment Test Scores
- SLE self assessment documents
- Curriculum Standards
- Teacher Lesson Plans

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

### **Criteria**

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

St. Joseph Elementary School endeavors to ensure high student achievement of the Schoolwide Learning Expectations (SLEs) and curriculum standards. The school prides itself, first, on integrating Catholic values into a rigorous learning experience as outlined by our SLEs. Secondly, St. Joseph Elementary School prides itself on providing a challenging, current and relevant curriculum. National and state standard and those of the Diocese of Oakland in language and math guide the design of our curriculum. The SLEs and Common Core Standards serve in tandem to create a learning environment that educates both the spirit and intellect of every child.

### **Measuring Student Progress Toward SLEs**

St. Joseph Elementary School affirms and encourages living Catholic values by promoting the following expectations at the school. Students are expected to be **Faith-filled, Academically Confident, Intelligent Communicators, Thoughtful Community Members, and Honorable Persons of God**. These are the subheadings of our SLEs and form the acronym, FAITH.

The SLEs are integrated into our daily schedules. Every morning our community gathers before school begins for prayer. At this gathering, a student-led reflection and prayer set the tone for our day. A different SLE is highlighted weekly, with the accompanying prayers and narratives illustrating how best these goals can be met in our daily life, both as students and teachers. This morning assembly is a time for us to come together as a school family, share news, and most importantly, reflect on the greater purpose for our busy day.

As the day within each classroom begins, the Catholic identity and faith reflected in our SLEs, continually is woven throughout the day. The SLEs are often used to strengthen curriculum, as a framework for lesson plans, are reflected in student body assemblies and activities, and are modeled by faculty and staff. SLEs are addressed in classroom communities through journaling, SLE self-assessments, dialogues and role-playing. Students formally and informally recognize one another's efforts, using words of encouragement on the playground or writing letters of gratitude to a school-wide recognized Super Kid. Posters of the SLEs are displayed prominently in each classroom, on the school website and near various high-traffic areas throughout the school. The weekly SLE is also spotlighted in the principal's community newsletter.

## St. Joseph Elementary School

In addition, the faculty and staff take great effort to ensure that the SLEs are interwoven through all subject areas. While promoting Catholic values is intrinsically linked to religion classes, prayer services and Masses at St. Joseph Elementary School, other subjects offer opportunities for learning about Christ-like actions and behaviors as well. In middle-school math classes, for example, students are asked to self-report the SLEs they used during math projects or assignments. Such reports foster self-awareness, peer dialogue and a unifying set of values for the class, and ultimately, the school. In the primary grades, students may be asked to write or speak about a character from a book, and discuss what SLE the character most exemplifies. Or when writing Super Kid letters to their classmates, students are asked to include how the Super Kid exemplifies the SLEs to them. Plans to update and complete curriculum maps will include the integration of our SLEs in core subject areas beyond religion.

Similarly, great effort is taken to assess acceptable student progress toward the SLEs. St. Joseph Elementary School recognizes its strength in formative evaluation through clear communication between students, parents, teachers and administration. This clear communication assists classroom teachers in formatively assessing which students are struggling with SLEs, and in turn, allows teachers to modify lessons and teaching modalities. For example, a teacher observing a student struggling to accept responsibility for his or her actions (SLE-T2) on the playground will promptly notify the child's classroom teacher. In response, the teacher may ask the child to write a letter of apology, to make amends by offering help or choose peers to role play the situation. Further help may be requested of the Learning Support Coordinator or administration. As faculty and staff become more aware of which students are struggling, greater effort is taken to reward the student for small successes. In this way, the teaching team is continually assessing progress, differentiating lessons, and creating expanded opportunities for every student to succeed at the SLEs, an area of great strength for our school. In this way, the school is effective in identifying students who are not making acceptable progress, implementing informal plans to assist those students and modifying these plans as necessary to increase acceptable progress by all students.

An area in which St. Joseph Elementary School has identified as ready for further growth is in the summative assessments of the SLEs. The school has begun this process by integrating a set of Life Skills, prescribed by the Department of Catholic Schools, into trimester report cards. These assessments reflect student progress toward SLEs, and communicate to parents areas in which students could use greater support and growth. While the school has made great strides in creating clearly defined SLEs that are internalized by students, faculty and staff, there is still a need to create a measurable and consistent rubric to summatively assess student progress toward these SLEs. As earlier stated in this section and throughout this document, many classrooms use a combination of class discussion, journaling, worksheets, letter writing, and a variety of other self-assessments to report SLE progress. Though these self-assessments are not uniformly utilized throughout the classes, continuity is in the progress of discussion. Integrating these methods of assessment into a seamless kindergarten through eighth framework will ensure that

## St. Joseph Elementary School

student progress is measured uniformly throughout their years here at St. Joseph Elementary School. This will allow teachers to more objectively assess students' progress each year.

### **Measuring Student Progress Toward Curriculum Standards**

St. Joseph Elementary School strives to ensure that students make acceptable and measurable progress toward clearly defined curriculum standards. These national standards have been adopted by the State of California and the Diocese of Oakland and provide the foundation for a relevant, challenging and comprehensive curriculum for all students.

St. Joseph Elementary School teachers consistently develop and refine their standards-based curriculum to meet the needs of an ever-changing student population. Differentiating instruction in this way allows a diverse population of learners to successfully master standards in their own way. Similarly, the school uses a variety of methods in measuring student achievement. A variety of assessment methods allow teachers and administrators to view many "snapshots" of a student's progress, rather than viewing a single score or grade. These assessments include: the Iowa Test of Basic Skills (IOWA Assessment), STAR Assessments test, classroom quizzes, tests, daily classwork, homework, individual and collaborative projects, oral presentations, projects, informal observation, and self-evaluation. Student assessment is currently measured as summative (80%) and formative (20%). Formal and informal assessments, including observations, are used to measure progress. During planned articulation meetings among classroom teachers concerns about students are identified and suggestions to improve learning are often discussed. This allows the students' present and future teachers to be able to plan more effectively to meet the needs of all students. The IOWA Assessment, taken in the fall, helps teachers identify students' cognitive progress as well as their current academic abilities. Teachers can assess the curriculum standards and Diocesan expectations and decide how best to use each to help students successfully reach their potential. The information provided by STAR Assessment testing allows teachers to modify lesson planning and instruction as needed on a more frequent basis.

Using these assessments, St. Joseph Elementary School is effective in identifying students who are not making acceptable progress. Using data gathered from parent-volunteered information, direct observations and the assessments, teachers may ask for guidance from the Learning Support Coordinator (LSC). The LSC may coordinate further assessments through the local school district for students who are challenged, as well as provide documentation for steps taken to ensure improvement. This documentation, as well as open lines of communication between parents, teachers and the LSC, creates a safety net for students who need assistance. Classroom teachers adjust teaching methodologies to help students succeed. Differentiated instruction, along with scaffolding, often allows students to use a preferred learning modality to successfully access the curriculum. Instruction is often differentiated through reduced and modified student workload, extended time on tests, supplemental and enrichment materials, one-on-one instruction, peer instruction, and the use of technology. Teachers structure their curriculum plans

## St. Joseph Elementary School

around a variety of learning styles. It is planned that during future grade-level articulation meetings teachers will discuss more effective strategies to identify gaps in the curriculum, fostering vertical alignment. The standards-based curriculum, while rooted in a strong foundation of basic academic skills, is ever-changing and evolving to accommodate a diverse learning population.

St. Joseph Elementary School continues to aim for high student awareness of the SLEs and curriculum standards. Thoroughly weaving Catholic values into our challenging, relevant and ever-evolving curriculum creates a learning environment that educates the whole child. The accomplishments and areas of continuing development, described in this section, push us to continually foster this educational environment.

### **Significant Accomplishments:**

- Strong Catholic identity defined by SLEs
- Clear, concise communication of these SLEs between shareholders
- Strong Catholic school culture, traditions reinforced by the SLEs
- Formative assessment of SLEs clearly communicated between faculty and staff
- Implementation of standards throughout grades

### **Goals:**

- Further integrate SLEs into all subjects
- Create a formal rubric to assess SLEs
- Update and complete curriculum maps

### **Evidence:**

- Teacher lesson plans
- School displays of SLEs
- Curriculum Standards
- School website
- Super Kid assemblies
- Newsletters
- SLE student self-evaluations
- Individual classroom SLE assessments



## **F. Instructional Methodology to Support High Achievement of all Students**

### **Criteria**

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

St. Joseph Elementary School provides instructional methodologies to support high achievement for all students. We offer a challenging, standards-based curriculum implemented by a well-trained teaching staff that educates the whole child. Teachers use Common Core, state, national, and Diocesan standards to help drive instruction. In addition, a strong Catholic identity permeates our Schoolwide Learning Expectations (SLEs) and is integral to a variety of instructional methodologies. These methodologies guide teachers in planning lessons and assessing student learning. Results of formative and summative assessments direct the learning process. Teachers seek out collaborative learning and professional development opportunities to ensure effective teaching pedagogies. It is a priority for St. Joseph Elementary School administration, faculty, and staff to ensure that our students are learning 21st century skills.

St. Joseph Elementary School has embraced the adoption of the new curriculum standards. Teachers and administrators have worked tirelessly to adopt the new standards in both language arts and math. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning. Teachers have had Diocesan training and professional development focused on the implementation of Common Core Standards. Additionally, teachers have attended webinars, Diocesan-sponsored training, and outside seminars that concentrate on research-based teaching methodologies and standards. We recognize that we need to continue the work on our curriculum maps begun in 2010-2011. High teacher turnover during the 2013 through 2015 school years had necessitated curriculum mapping be put on hold. The plan is to resume mapping in 2016.

Catholic identity is woven throughout the curriculum and supports teachers in becoming apostolic and ministerial workers. All faculty are certified catechists or are in the process of being certified. The Diocese requires all teachers to fulfill a minimum of 30 in-service hours over a period of three years after initial certification. This year, St. Joseph Elementary School hired a Religion Coordinator. She teaches religion in grades 7 and 8 and helps each class prepare for the weekly liturgy. She will help prepare retreats for students and teachers.

The faculty and staff also participate in an annual retreat in August. The purpose of our retreat is to allow the faculty and staff of St. Joseph Elementary School to reflect on our ministry and center ourselves in the presence of Jesus Christ as we prepare to welcome the students at the

## St. Joseph Elementary School

beginning of each school year. The administration, faculty, and staff view our Catholic identity as one of our strengths.

Our SLEs, which encourage our students to become persons of FAITH (Faith-Filled, Academically Confident, Intelligent Communicators, Thoughtful Community Members, Honorable Persons of God) are a part of our everyday language and instruction. The SLEs are integrated into lessons throughout the day in various subjects. During our morning reflection and prayer, a Student Council member refers to one SLE to focus on for the week. The principal also highlights the SLE in the weekly newsletter. Our SLEs are prominently displayed in the classroom, indicated in weekly lesson plans and verbally discussed in grade-appropriate language on a regular basis.

St. Joseph Elementary School faculty use a variety of learning modalities to reach different types of learners. We accommodate and engage students through the use of visual, auditory, and kinesthetic lessons. Some ways that we have incorporated these modalities are through field trips, use of manipulatives, technology, role playing, skits, Reader's Theater, motor fitness in kindergarten through second grade, journal writing, Colonial Day in fifth grade, Opera a la Carte in sixth grade, cooking projects, and Wax Museum Biographies in third grade. Teachers often use both small group and whole group instruction. At times students are placed in flexible groupings. Students participate in collaborative learning groups, student-led instruction, peer-to-peer instruction, project-based learning, and exploratory learning in order to reach different modalities. We also have a Learning Support Coordinator, who provides support for students who are performing below grade level. She meets with these students, both in the classroom and in small groups, on a consistent basis in order to assist with their learning.

St. Joseph Elementary School strives to meet the needs of students of all abilities. Teachers include strategies to differentiate instruction to support struggling students, those of average ability, and those who achieve at a higher level. We plan to implement more strategies to successfully challenge our higher-achieving students.

Both formative and summative assessments are used to direct and evaluate the instructional process. All teachers use a variety of assessments to support high achievement for students. Assessments are weighted as part of the grading process in all grades. Students in grades two through eight take the Iowa Test of Basic Skills (IOWA Assessment Test) in the fall. Teachers evaluate the data and use this assessment tool to help drive instruction for individual students, small groups, as well as their class as a whole. Teachers identify both students performing below grade-level and high-achieving students in various curricular areas and differentiate for them based on their IOWA Assessment results. Another summative assessment we use is the Renaissance Learning STAR Enterprise assessments for Reading and Math. As of last year, the Diocese of Oakland implemented this tool to help assess all students in reading and math. The test is administered once a trimester (but can be given more often as needed) on the computer. The test provides teachers with a grade level equivalency, developmental areas that are low and

## St. Joseph Elementary School

need to be worked on, strategies that will help individual students, and data that show the growth of a student over time. Other summative assessments include tests, quizzes, project based learning, and oral presentations. Formative assessments include evaluation of class work, homework, KWL charts, classroom discussions, classroom observations, and work with individual dry-erase boards.

Professional development and continuing education opportunities all foster our ability to support high achievement of all students. The Diocese of Oakland requires our teachers to be credentialed through the state of California, or working towards certification. The diocese also provides mandatory professional development opportunities three times a year. Recently, the Diocesan meetings have been focused on priority standards and rubrics as we move toward implementing standards-based report cards. The Diocese also requires all teachers to be certified through Shield the Vulnerable, an ongoing education that keeps teachers up to date on maintaining a safe environment for children.

Teachers are given the opportunity to pursue professional development both individually and at the school site. Our Learning Support Coordinator, core curriculum teachers, and single subject teachers have attended conferences, workshops, and webinars that allow them to grow as professional educators and stay abreast of trends in education and methodology. When teachers return from these conferences, they are encouraged to share what they have learned in their grade level articulation meetings or with the whole group.

Professional development continues to be a central focus of our commitment to improve student learning. Financial support has been provided by the school as well as Title IIA funding. These funds have been used to support a variety of training opportunities, including those offered by the Diocese of Oakland, professional development in math, science, technology, and language arts, and Beginning Teacher Support and Assessment (BTSA). St. Joseph Elementary School has also paid the cost for teachers to attend the Google Apps for Education Summits. These workshops have provided teachers with technology-based lessons that could be used immediately in the classroom. St. Joseph Elementary School faculty and staff look forward to additional opportunities for professional development focused on emerging student needs.

Use of technology is an integral part of the methodologies used throughout St. Joseph Elementary School. Over the past year, St. Joseph Elementary School has undergone significant upgrades to its technology program. This year saw the construction of a new technology lab, designed with the philosophy of putting mobile devices in the hands of our students. Upon completion of the technology lab, several of the old desktops were recycled and placed in classrooms. Additionally iPads are available for classroom use. Teachers have taken advantage of these resources by engaging students in online learning programs such as Mathletics, Raz-Kids, website research, and cross-curricular projects. Hitachi StarBoards and their interactive capabilities have been purchased for every classroom. Teachers have received initial

## St. Joseph Elementary School

professional training in using the StarBoards. Ongoing professional development will help teachers take full advantage of all the StarBoards have to offer.

St. Joseph Elementary School is also revising its technology plan, with the focus on integrating technology into classroom curriculum. Working with the Technology Coordinator, all classroom teachers have been asked to incorporate at least one technology-based project into their curriculum for the 2015-2016 school year, with the expectation that the number of projects will increase each year.

Overall, St. Joseph Elementary School provides instructional methodologies that support the high achievement of all students. Through rigorous standards-based curriculum, the use of different teaching pedagogies, SLEs, meaningful assessment, collaborative learning, professional development, and the use of technology, we are able to more fully educate the whole child.

### **Significant accomplishments:**

- Updated technology lab
- Hitachi StarBoards in every classroom
- Variety of assessment tools and techniques
- Strong Catholic Identity
- Support for students with learning differences

### **Goals:**

- Update and complete Curriculum Maps
- Challenge high achieving students
- Integration of technology throughout the curriculum

### **Evidence:**

- Professional growth in-services
- Lesson plans
- IOWA Assessment and STAR Assessment tests
- SLEs
- Common Core, Diocesan, State, and National Standards
- Technology plan
- Formative and summative assessments
- Classroom projects
- Online learning programs

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

### **Criteria**

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

In our faith-filled community, we are reminded daily to know Jesus and to make Him known. Our community members, students, parents, and teachers experience many opportunities to strive to know Jesus spiritually and personally. Students are encouraged to live as Jesus did by participating in prayer and through service and spiritual growth. We live the Gospel message when we encourage others to live as Jesus did. We also show through our actions how to make Jesus known.

Students and teachers attend liturgy every Friday. Parents are also invited to attend. Each class is responsible for preparing the liturgy on a rotating basis. Students take an active role in the planning and production of the Mass. This includes the readings, songs, altar serving, petitions, and the offertory gifts. Students attend Mass in their Faith Families. These consist of a student representative from grades eight through kindergarten. The opportunity to lead the family is given to the eighth grade student. This role is another example of providing students with opportunities to grow spiritually as well as personally. Eighth graders are encouraged to lead through example and by being positive role models.

Students and faculty attend retreats and/or liturgical prayer and meditation opportunities throughout the year. Teachers attend catechetical workshops and various other academic in-services to further professional growth and expand their Catholic faith. After certification, classroom teachers are required to fulfill 30 hours every three school years. Students are exposed daily to our Student Learning Expectations (SLEs). On Mondays, our school day begins with a specific SLE reminder for the week. This occurs at morning prayer. Often, there is a connection made between prayer and the week's SLE, demonstrating how each plays a part in personal growth. Teachers are responsible for incorporating the weekly SLE into the curriculum in age-appropriate lessons.

Staff, parents, and students use their individual and collective talents to perform Christian service throughout the parish and school communities, the city and the world. Some examples of where service is important and observable include during El Rancho (our major school fundraiser), the Spring Auction, the Art Docent Program, Goodies for Good, Random Acts Toy Drive, Alameda

## St. Joseph Elementary School

Food Bank collection at Thanksgiving and Penny Wars during Red Ribbon Week. St. Joseph Elementary School has a student council composed of ten students from sixth through eighth grade. These students help lead the school in daily activities as well as specific events and outreach programs. These events create many possible ways for students, as well as staff members and parents, to witness and participate in a variety of service opportunities. At SJES, all strive to assist in making a difference within our own small community, local and neighboring communities as well as throughout the world. We believe that these acts of service help us to know Jesus better and to make him known to others through our actions.

Many other opportunities for student personal and academic growth are provided throughout the school year. A wide variety of teaching methods are employed within the classroom to improve student learning through the use of multiple learning modalities. Large and small group direct teaching, one-on-one instruction, peer teaching and learning groups, use of technology, projects, presentations, journaling, modeling, cross-grade level reading buddies, questioning, comparing and contrasting, predicting, and estimating are often incorporated into lessons. This use of multiple methods ensures that all learning styles are being addressed. Students participate in sports that emphasize Christ-like sportsmanship and positive attitudes. Students pray before each game or sporting event, calling upon Jesus to be present. Parents and athletes sign a Code of Conduct. More recently a sports handbook was developed which reflects the ideals and values of our Catholic faith.

Various non-sporting activities are also provided for students. Chess is offered to students in first through eighth grades beginning in January. These classes take place during lunch. Students learn the rules and are encouraged to maintain a Catholic attitude while playing. M.U.S.E. band is offered to fourth through eighth graders. Students learn to play instruments and have opportunities to demonstrate their talents to the school community. Students are invited to participate in the Children's Choir during student body liturgies as well as during Sunday Family Masses.

The Learning Support Coordinator (LSC) meets with teachers and students to assess and support the needs and abilities of all learners. The LSC provides students and teachers immediate support and resources as needed. She employs either a pull-out or push-in teaching method depending on what best accommodates the needs of the students. This is determined with input from the classroom teacher. Most often the LSC works with small groups of students who need more support to help grasp concepts or with those who need time to make up work (as after a prolonged absence). She is also available to facilitate during standardized testing and to provide a place for those students documented as needing more time.

Kindergarten through second grade students participate in Motor Fitness activities under the direction of the LSC. Kindergarten and first grade students use the program two times each week while second grade uses it once a week. The program is used by each class individually

## St. Joseph Elementary School

and is intended to increase development of fine and gross motor perception. We have recently begun the process of including parent volunteers to assist with the program.

Students in the sixth through eighth grades are invited to join the Yearbook Club which chronicles the school year's events in photos and videos. This group meets weekly and works independently with the guidance of the Yearbook Advisor. The main responsibilities of the students in this club are the layout and design process. This club provides another opportunity for students to use their time and talent.

Students in the sixth through eighth grades are recognized as first or second honor recipients for points received as indicated by their grades. (See Handbook.) They are recognized and commended in front of the student body at Town Hall each trimester. They receive certificates indicating their specific honors.

Each school year, parents are required to fulfill 30 hours of service to the school community. In addition to these hours, parents must also serve at El Rancho, our school's annual main fundraiser. Students in middle school must complete 30 hours of service. Within the parameters of the trimester theme, students may choose to serve the school, local, or global communities. Current themes have included: Human Dignity, Dignity of the Environment and Animals, and God's Mercy. Students follow the guidelines of community service and complete a reflection project. Options may include a poster, pamphlet, or art project.

Student support is offered in a variety of ways. Students who are ill, injured or anxious receive assistance from faculty and staff. If necessary, Student Success Teams (SSTs) and Individualized Education Plans (IEPs) are facilitated by the staff, the principal, the LSC, and parents. The team participates in meetings and works with public school representatives as needed to help all students be successful learners. Students are referred to their primary caregivers for pediatric and psychological evaluation as needed.

For a nominal fee, our before and after school Extended Care program provides a safe environment for any student in kindergarten through eighth grades. Homework supervision and guidance is often provided by the extended care staff, peer and/or high school students from St. Joseph Notre Dame High School (SJND). The staff also provides various indoor and outdoor activities for students who participate in the program.

St. Joseph Elementary School has a rich history of providing academic growth through extracurricular and enrichment activities. Students are actively engaged in Student Council, Catholic Youth Organization (CYO) sports, Children's Choir, M.U.S.E. band, Chess Club, altar serving, Opera a la Carte, the annual talent show, Young Authors' Faire, Lillian Black Festival of the Arts, CYO Camp at Caritas Creek, class field trips, Diocesan Science Fair, school-wide monthly enrichment assemblies, Yearbook Club, and Faith Family activities. These activities and clubs provide our students with the chance to use their time and talents in many ways.

## St. Joseph Elementary School

Through the service opportunities offered with these enrichment activities, students demonstrate personal and spiritual growth along with learning how to make Jesus known to others.

The revitalization of our school library, spearheaded by an energetic group of parents and staff, has provided teachers and students with a vast array of educational, recreational, reference books and materials. These resources are often necessary for use during activities such as projects and presentations within the classroom. The librarian is very helpful in assisting students when they require specific subject material. Information about these resources can be accessed online by parents, students and teachers through the classroom connection on the school website.

Our school technology plan is being implemented with the support of all shareholders. Students and teachers are beginning to utilize new StarBoards. We recognize that there is a need for ongoing training for students and teachers to fully integrate technology into the classroom. The technology lab has a new bank of computers including laptops, desktops, and iPads. These new additions and the teaching opportunities that they provide will significantly enrich the learning of our students.

St. Joseph Elementary School devotes itself to the academic, spiritual and personal growth of each student. Planning, ongoing assessment, and creative thoughtfulness guide the staff in making decisions for the enhancement of all aspects of student growth. The administration, staff, and parents work together exploring new possibilities to improve upon existing programs in order to challenge our learners to be high-achieving, life-long followers of Jesus, students who are prepared for the challenges of the 21st century.



## St. Joseph Elementary School

### **Significant Accomplishments:**

- Catholic identity permeates school environment
- Implementation of Motor Fitness program for students in grades kindergarten through second grade
- School, local, and global service
- Multiple opportunities for student activities and service projects
- Revitalization of the school library

### **Goals**

- Develop and explore more opportunities for students to grow academically, spiritually and personally
- Expand technological support and encourage integration within the classroom

### **Evidence:**

- Catholic identity
- Photos of participants in school activities (yearbook)
- Lesson plans
- Notes from weekly student council meetings
- End of the year school video
- Family and student handbook
- Faculty handbook
- Weekly school newsletter
- School website

## **H. Resource Management and Development to Support High Achievement in All Students**

### **Criteria**

*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.*

Catholic values are integral to life at St. Joseph Elementary School. We are firmly rooted in our philosophy which states that the SJES environment is rich in the love and teachings of Jesus Christ. The SJES environment, in all aspects, speaks to these beliefs. Catholic identity is evident within the classrooms as well as in the curriculum and in extracurricular activities. The student body gathers for prayer each morning and the Schoolwide Learning Expectation (SLE) for the week is highlighted and shared with families via the weekly newsletter. During Advent and Lent, the Sacrament of Reconciliation is celebrated by students in grades three through eight, with a special invitation to non-Catholic students to come to the priest for advice and/or a blessing. Catholic students in our second grade along with children from the parish Faith Formation program receive First Reconciliation and First Holy Communion. Confirmation preparation began this year for the first time in eighth grade and will be completed at the end of freshman year in high school. Financial resources are always available for programs and opportunities that will aid in the support of Catholic Identity and the formation of the moral and spiritual lives of our students.

St. Joseph Elementary School uses the General Accounting Practices and procedures of the Diocese of Oakland. During the school year the principal, bookkeeper, and finance committee members monitor the current budget. They compare this budget to the previous year's, noting trends that affect the current budget. This provides information for how we will budget for the next year. This budgeting process for the next school year always begins in January. Since the overarching goal is to offer affordable quality Catholic education to families, tuition assistance is a line item in the budget. Assistance amounts are determined in conversation with the principal and family and with the approval of the pastor. At the State of the School presentation in the spring a preliminary budget is presented to the parent community. It includes the tuition schedule for the coming school year. Enrollment is the driving factor in determining income for the school. This information is used to analyze salary and benefits' costs and discretionary expenditures thus forming the basis for tuition increases. In 2014-2015, the Finance Committee restructured the tuition schedule helping to support our goal to ensure an affordable Catholic education for our families. In this revised structure, the gap between parish and non-parish families was lessened, and the rate restructured for multi-student families. The principal, bookkeeper and finance committee construct a final budget at the beginning of the new year,

## St. Joseph Elementary School

reflecting actual enrollment numbers and more accurate income/expense figures. This is then submitted to the diocese at the end of September.

Tuition covers most of the cost to educate a student at SJES. In addition, El Rancho, the school's large fundraising and community-building event, raises funds for the school. El Rancho is a long-standing event and often a fun-filled family day at SJES. All parents are expected to participate in this event which raises funds from the raffle and fundraising activities supported by school families, people from the parish, and the surrounding Alameda community. Additional revenue is realized from programs such as the Development Fund, the growing Annual Fund (established in 2012), the Spring Auction, and the SCRIP program.

The bookkeeper submits monthly reports to the pastor, the principal and the Finance Committee of the School Board. These reports also go to the Fiscal Controller from the Department of Catholic Schools. These reports are comprised of the monthly income statement, balance sheet, and year-to-date comparison. All parties review the financial information and direct any questions or comments to the bookkeeper. This information is then shared with the pastor and School Board. The Finance Committee includes a CPA, a purchasing account manager for the Alameda County Office of Education, and a project manager for BART. The former CFO of the Diocese of Oakland sits on the School Board as well.

The principal along with teacher input analyzes the needs for textbooks and other educational resources, program improvements, and capital improvements. Salaries and benefits predominantly drive the budget. With careful budgeting and the fundraising efforts of the School Advisory Board (SAB) and Parent Teacher Group (PTG), resources (human, instructional, physical, and financial) are sufficient to sustain the school program and carry out our purpose to know Jesus and make Him known and to ensure the highest student achievement.

Service outreach to the parish and wider communities is an important part of the school program. Coupled with the SLEs, service projects are designed by theme and implemented each trimester. Though student-led, these projects also involve parents and the support of the parent community is strong. Our SLEs and service component make it clear that in this, the Jubilee Year of Mercy, SJES students, faculty, staff, and families will have many opportunities to live out the call of Pope Francis.

The Development Committee of the SAB works closely with the principal and bookkeeper to provide and maintain connections with alumni and the parish communities. The Development Committee holds an event each year to recognize those who have been actively involved and supportive of SJES through the years. This Spring event is a wine and cheese reception in conjunction with the Student Art fair. In addition to those supporters who have been involved in the past, former SAB and PTG presidents are also invited. This has proved to be an effective way to keep alumni and parishioners up-to-date on new activities and projects over the past year.

## St. Joseph Elementary School

The SAB and principal have created a Three Year Strategic Plan – currently 2015-2018. With the goal to improve student learning, this plan addresses the future in the areas of Catholic Identity, Community Building and Marketing, Enrollment, Development, Finance and Facilities. The annual joint board retreat (SAB and PTG) in August affords an opportunity to review, update and make any changes to the current Three Year Strategic Plan.

Technology is an important component for ensuring improved student learning and high achievement. To this end, in the summer of 2015 the technology lab was redesigned and updated with the goal of integrating technology into all strands of the curriculum and to expose students to 21<sup>st</sup> century technology skills. The “new” lab now includes a combination of desktops, laptops, and iPads in PC and Mac platforms. This year each classroom received a SmartBoard which provides the faculty with the technology to improve teaching and learning. Financial support for renovation of the lab and purchasing of new hardware and software was made possible through the efforts of the PTG and the entire SJES community.

In order to ensure improved student learning, teachers have expressed a desire to take advantage of conferences and workshops, and utilize new resources through professional development opportunities. Under the Elementary and Secondary Education Act (ESEA), St. Joseph Elementary School is eligible to receive federal funds through Title II Part A. These funds are used to provide resources for professional development of teachers and administrators, for teacher recruitment efforts, and to cover costs of consultants and associated materials. Allocation for the 2015-2016 school year (based on September enrollment) is \$6,576 and will be used for costs associated with workshops and conferences focusing on teaching strategies, implementation of Core Curriculum, and authentic assessment.

Due to the diligent stewardship and hard work of parents and shareholders, we have healthy financial reserves. With the help of the Finance Committee of the School Advisory Board and the bookkeeper, the administration is able to maintain a balanced budget, provide tuition assistance, fund extra activities, and provide resources to enrich the educational experience here at SJES. The continued improvement of student learning and high expectations for achievement is ensured while the maintenance of a healthy reserve is maintained.

### **Significant accomplishments:**

- Strong Catholic Identity
- Healthy financial reserves
- Growth of the Annual Fund
- Strong, active School Board and Parent Teacher Group
- New technology opportunities

### **Goals:**

- Promote and grow Annual Fund
- Promote professional development in the use of technology

St. Joseph Elementary School



## Chapter Four Action Plan



WASC/WCEA 2016

## CHAPTER 4: ACTION PLAN

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

#### Significant Accomplishments:

- Strong Catholic Identity rooted in the Gospel Message
- Curriculum driven by philosophy, mission statement, and SLEs
- Weekly liturgy celebrated in Faith Families and prepared by each class
- Revised SLEs in 2013-2014 to be more inclusive and age appropriate
- Faith Families encourage a strong Catholic identity through various community building activities
- Service projects that encourage social justice and local and global outreach
- Goodies for Good (Kids' involvement)
- Recognition of students in their efforts to live the SLEs at weekly Town Hall assemblies
- Rigorous curriculum based on Gospel values
- Faculty and staff are strongly committed to implementing strategies to meet the needs of all students
- Faculty and staff committed to living and sharing Gospel values
- Analysis of various sources of data to improve student learning
- Effective resource program with strong leadership provided by the Learning Support Coordinator
- Numerous educational, multicultural, and inspirational assemblies funded by our PTG
- Field trips designed by teachers to enhance classroom instruction and support curricular standards
- Updated and modernized library
- Addition of STAR Assessments tests to assess student academic strengths and areas of concern
- Use of a wide variety of instructional strategies to improve student learning and meet or exceed diocesan, state, and national standards
- Sacramental program that includes parish children which encourages an inclusive parish community

## St. Joseph Elementary School

- An extended care program that supports high achievement through a nurturing and safe environment
- Updated technology lab
- StarBoards in each classroom
- Strong involvement of parents through School Board, PTG, and volunteers
- Strong financial base and administrative support in providing classroom resources and in-service opportunities
- Growth of development program and Annual Fund
- Support for students with learning differences
- Student Council
- Variety of assessment tools and techniques
- Initial implementation of assessment of SLEs
- Infusion of SLEs throughout the school day
- Implementation of Common Core standards throughout

### **Goals:**

- Provide increased professional development on use of technology
- More fully integrate technology into curriculum
- Use testing data more thoroughly to drive instruction and improve student learning
- Grow Development Fund and promote the Annual Fund
- Create formal rubrics to assess our SLEs
- Update and complete development of Curriculum Maps
- Provide additional professional growth opportunities in technology and curriculum mapping
- Investigate new curriculum resources to support Common Core
- Collaborate more frequently within grade level articulation teams (K-2, 3-5, 6-8)
- Strengthen understanding and the ability to articulate our mission statement with all shareholders.

### **Critical Goals:**

- More fully integrate technology into the curriculum
- Update and complete curriculum maps
- Use test data to more effectively drive instruction and improve student learning

## **B. Capacity to Implement and Monitor the Action Plan**

### **Criteria**

*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. Joseph Elementary School has been successful in implementing the critical areas for follow up as identified by the Visiting Committee at the previous accreditation visit. There is a Strategic Plan in place that is monitored and updated by the School Board. With the focus on ensuring high achievement of all students the faculty has worked to strengthen teaching methodologies and utilize curriculum resources and instructional materials. Curriculum mapping has been initiated to ensure vertical alignment of the curriculum. Technology is utilized to a greater degree as skills and knowledge are gained by teachers. The faculty is committed to continuing professional growth opportunities to improve the teaching/learning environment. The third area the school was asked to address is the need for a school counselor. Serious consideration was given to filling this position. We have re-evaluated our need for an on-site school counselor. As a result of several faculty-staff discussions, we have come to the conclusion that the hiring of a counselor at this time is not feasible.

The current action plan was developed with input from as many shareholders as possible. The pastor, faculty, staff, parents, School Advisory Board, and Parent Teacher Group board assessed the school programs and activities. This input has become part of the self-study. As we move forward all shareholders will be updated on the progress of the plan through board meeting reports, newsletters, and faculty meeting discussions.

We are committed to the evaluation of our Action Plan and the impact it has on student learning and achievement. As we look to the beginning of the 2016 school year, we realize that we will need to diligently monitor the continuing progress of each critical goal. By revisiting the plan and its timeline all shareholders will be made aware of progress, areas of success and challenges. Faculty meetings and articulation meetings will provide immediate feedback. Testing data showing student progress and the sharing and assessment of student work will be evidence of progress. The faculty and staff are committed to the on-going goal of improving student learning and ensuring high achievement.

St. Joseph Elementary School has the capacity to implement and monitor this Action Plan. The faculty and staff are committed to continued improvement as evidenced by work that is already in progress in each of the critical areas. By assessing progress along the way, sharing this evaluation, communicating the findings, and refining as necessary, the Action Plan will be a living document guiding continued improvement in our school. Over the next six years, each of



## St. Joseph Elementary School

the identified areas for growth will be incorporated into our overall school improvement plan leading to increased fulfillment of the ultimate goal “to know Jesus and make Him known.”

### **Evidence:**

- Previous Self Study Action Plan
- Strategic Plan
- Financial statements

## IMPROVING STUDENT LEARNING

### Appendix F-1

#### ACTION PLAN FOR ST. JOSEPH ELEMENTARY SCHOOL

#### GOAL # 1: Expand integration of technology into the curriculum

##### Rationale:

Best practices in teaching and high achievement in student learning take place in educational environments rich in technology. Expanded use of technology enables teachers to design lessons that will address the needs of all learners providing support for remediation as well as challenging the students who are at grade level and those above grade level. Teachers must gain the skills and knowledge to use technology most optimally in order to accelerate learning, implement web-based lessons, and guide students in their use of technology through project-based education.

Strategy #1	Take advantage of Professional Growth opportunities to learn new technology skills and application in the classroom
Activities	<ul style="list-style-type: none"> <li>Teachers to attend workshops, webinars, tutorials</li> <li>Technology Coordinator to research workshops and consultants</li> </ul>
Cost	<ul style="list-style-type: none"> <li>Determined by fees for specific workshops, resources</li> <li>Use Title IIA funds</li> </ul>
Responsible parties	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty</li> </ul>
Baseline Assessment	<ul style="list-style-type: none"> <li>Evidence of use of StarBoards</li> <li>Lesson plans reflecting technology</li> </ul>
On-Going Assessment	<ul style="list-style-type: none"> <li>Evidence of technology use by teachers</li> <li>Student use, i.e. presentations, projects</li> </ul>
Timeline Start/ Stop	<ul style="list-style-type: none"> <li>Fall 2016 and ongoing</li> <li>Progress checks during year; end of year evaluation</li> </ul>
Communication Process	<ul style="list-style-type: none"> <li>Sharing at faculty meetings, articulation meetings</li> <li>Newsletters</li> <li>Meetings of boards and parent gatherings</li> </ul>

St. Joseph Elementary School

<b>Strategy #2</b>	<b>Investigate further opportunities for professional growth in the use of technology in the classrooms</b>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Teacher input re: implementation to day (recap of 2016)</li> <li>• Faculty and staff needs survey moving forward</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• Determined by costs of workshops and resources</li> <li>• Use of Title IIA funds</li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty and Staff</li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• Analyze current use of technology – scope and effectiveness</li> <li>• Evidence of teacher competencies and student performance</li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• Analyze current use of technology – scope and effectiveness</li> <li>• Evidence of teacher competencies and student performance</li> </ul>
<b>Timeline Start/ Stop</b>	<ul style="list-style-type: none"> <li>• On-going from 2016</li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• Sharing at faculty meetings, articulation meetings</li> <li>• Newsletters</li> <li>• Meetings of boards and parent gatherings</li> </ul>

## IMPROVING STUDENT LEARNING

### Appendix F-1

#### ACTION PLAN FOR ST. JOSEPH ELEMENTARY SCHOOL

**GOAL # 2: Analyze testing data more thoroughly to inform instruction and improve student learning.**

**Rationale:**

The full and effective use of test data is essential in meeting the needs of all learners. Analyzing this data, sharing this information in collaboration among teachers, and consulting with the Learning Support Coordinator will be most effective in planning and instruction. Looking at trends and exploring the causes and ways to address what the trends mean is important for growth in student learning and high achievement for all learners.

<b>Strategy #1</b>	<ul style="list-style-type: none"> <li>• <b>Create data team</b></li> <li>• <b>Analyze testing ITBS testing data from a 3 year period in articulation groups</b></li> <li>• <b>Review previous year Star testing results of current grade</b></li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• <b>Data team to gather relevant data from 3 year period</b></li> <li>• <b>Devote meeting time to the review and discussion</b></li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• <b>N/A</b></li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• <b>Data team</b></li> <li>• <b>Faculty</b></li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Initial information</b></li> <li>• <b>Comparisons year to year</b></li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Refer to Star Testing data regularly</b></li> <li>• <b>Adjust lessons and teaching strategies to address student needs</b></li> </ul>
<b>Timeline Start/ Stop</b>	<ul style="list-style-type: none"> <li>• <b>Fall 2016 (after ITBS testing)</b></li> <li>• <b>On-going</b></li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• <b>Articulation meetings</b></li> <li>• <b>Faculty meetings</b></li> </ul>

St. Joseph Elementary School

<b>Strategy #2</b>	<ul style="list-style-type: none"> <li>• <b>Analyze new data and compare</b></li> <li>• <b>Discuss strategies and methodologies for addressing the needs of all learners</b></li> <li>• <b>Explore opportunities for professional growth in use of data for curricular/instructional improvement.</b></li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• <b>Continue discussions in articulation meetings</b></li> <li>• <b>Involve Learning Support Coordinator in discussions</b></li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• <b>Workshop fees – Title IIA funding</b></li> <li>• <b>Relevant materials for teacher use in designing lessons to address the needs of every learner</b></li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• <b>Principal</b></li> <li>• <b>Faculty</b></li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Monitoring of subsequent test scores and comparison of data</b></li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• <b>Analyze student test scores for year to year higher achievement</b></li> <li>• <b>Analyze Star Test results at each testing period</b></li> </ul>
<b>Timeline Start/Stop</b>	<ul style="list-style-type: none"> <li>• <b>Fall 2016 and ongoing</b></li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• <b>Faculty meetings</b></li> <li>• <b>Articulation meetings</b></li> <li>• <b>School Board meetings</b></li> <li>• <b>Parent conferences</b></li> </ul>

## IMPROVING STUDENT LEARNING

### Appendix F-1

#### ACTION PLAN FOR ST. JOSEPH ELEMENTARY SCHOOL

#### GOAL # 3: Update and complete Curriculum Maps

##### Rationale:

Curriculum maps for Religion and the core curricular areas is a directive from the Diocese of Oakland. The faculty is required to map all grade level curriculum standards to ensure vertical alignment of the curriculum and laddering of content from grade to grade. Mapping is in the early stages and completing the process is a goal. The time devoted to this process will provide valuable opportunities for collaboration among teachers to regularly assess continuity and make adjustments as necessary.

<b>Strategy #1</b>	<ul style="list-style-type: none"> <li>• Evaluate early work on mapping</li> <li>• Continue work on Religion mapping begun in 2013</li> <li>• Identify next curricular areas in priority order</li> <li>• Utilize Diocesan expertise for training</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Complete Religion curriculum mapping</li> <li>• All teachers to be part of this process to learn how</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• Continue membership for Collaborative Learning Inc. (CLI)</li> <li>• Cost determined by Diocese</li> <li>• Source: CLI maps</li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• Current curriculum maps</li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• Progress of subsequent curricular maps</li> <li>• Teacher input re: continuity of curriculum maps grade to grade</li> <li>• Principal review</li> </ul>
<b>Timeline Start/ Stop</b>	<ul style="list-style-type: none"> <li>• Fall of 2016 and on going</li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• Articulation meetings</li> <li>• School board and parent meetings</li> </ul>

St. Joseph Elementary School

<b>Strategy #2</b>	<ul style="list-style-type: none"> <li>• Professional development workshops that support mapping</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Attend workshops for professional development</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• CLI membership</li> <li>• Costs of specific workshops, to be determined</li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• Principal\</li> <li>• Faculty</li> <li>• Diocese</li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• Current curriculum maps</li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• Sharing and evaluation of maps at articulation meetings</li> <li>• Progress of subsequent mapping</li> </ul>
<b>Timeline Start/ Stop</b>	<ul style="list-style-type: none"> <li>• Fall of 2016 and on going</li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• Articulation meetings, faculty meetings</li> <li>• Sharing with school board, parent teacher board and general meetings</li> <li>• Newsletters</li> <li>• With parents at conference time</li> </ul>

<b>Strategy #3</b>	<ul style="list-style-type: none"> <li>• Continue curriculum map review and maintenance</li> <li>• Align maps with Common Core</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>• Refine maps as determined by teachers</li> <li>• Continue to check vertical alignment of curricular strands</li> </ul>
<b>Cost</b>	<ul style="list-style-type: none"> <li>• CLI membership maintained</li> <li>• Schedule specific articulation meetings to evaluate maps</li> </ul>
<b>Responsible parties</b>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Faculty</li> </ul>
<b>Baseline Assessment</b>	<ul style="list-style-type: none"> <li>• Current maps</li> <li>• Provide training for new faculty</li> </ul>
<b>On-Going Assessment</b>	<ul style="list-style-type: none"> <li>• Teachers review and update curriculum maps</li> <li>• Share and evaluate in articulation meetings</li> </ul>
<b>Timeline Start/ Stop</b>	<ul style="list-style-type: none"> <li>• Fall 2016 and on going</li> </ul>
<b>Communication Process</b>	<ul style="list-style-type: none"> <li>• Principal and faculty meetings</li> <li>• Diocesan access to; Curriculum Mapper</li> <li>• Share with parents at conferences</li> </ul>

St. Joseph Elementary School

**Action Plan Timeline**

<b>Month/Year</b>	<b>Goal</b>	<b>Strategy or Activity</b>	<b>Cost</b>	<b>Persons Responsible</b>	<b>Other</b>
<b>Fall of 2016 and on-going</b>	<b>#1 integrate technology into the curriculum</b>	<b>Attend Professional Growth workshops</b>	<b>To be determined – Use Title IIA funds</b>	<b>Principal, Faculty</b>	
<b>August 2016 and on-going</b>	<b>#2 Analyze testing data more thoroughly to inform instruction and improve student learning</b>	<b>Investigate professional growth opportunities through Star Renaissance to utilize test data</b>	<b>Star Renaissance per/pupil cost  Title IIA funds for professional growth</b>	<b>Principal Faculty Staff</b>	
<b>October 2016 and on-going</b>	<b>#2 Analyze testing data more thoroughly to inform instruction and improve student learning</b>	<b>Analyze data in articulation groups over current and past two years  2015-16 Star Test data</b>	<b>Cost associated with Star Renaissance (per pupil fee)</b>	<b>Principal Faculty Staff</b>	
<b>August 2016</b>	<b>#3 Update and complete Curriculum Maps</b>	<b>Evaluate current maps Complete Religion Prioritize curricular areas</b>	<b>Cost of CLI mapping software upgrades</b>	<b>Principal Faculty</b>	
<b>August 2017</b>	<b>#3 Update and complete Curriculum Maps</b>	<b>Evaluate complete maps for core curricular areas</b>	<b>Cost of CLI membership</b>	<b>Principal Faculty</b>	



## St. Joseph Elementary School

