

REPORT OF FINDINGS

E580 - ST. PIUS SCHOOL
1100 WOODSIDE ROAD
REDWOOD CITY, CA 94061
ARCHDIOCESE OF SAN FRANCISCO



AND

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

IMPROVING STUDENT LEARNING 2012

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

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REPORT OF FINDINGS

for
E580 St. Pius School

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PREFACE

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

The team found our three days at St. Pius School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

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

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

Chapter 1: Introduction

A. How the Self Study was Conducted

The Visiting Committee observed that St. Pius School used a collaborative process to complete the Self Study. The process began in the fall of 2014 with the identification of a leadership team. The initial step was a review of the mission statement, philosophy and schoolwide learning expectations (SLEs). The leadership team then met to put a plan together for the various tasks required to complete the Self Study. Surveys were administered to the various shareholders and reviewed by administration and faculty. Committees prepared drafts of the report and then shared those with the faculty and selected parents who were involved in the process. Revisions were made, and the first draft was shared with the assistant superintendent for review. A final draft was completed using the input provided by the assistant superintendent and the entire faculty. Goals were generated by the committees, and then the entire faculty came together to identify the three goals for the action plan. The leadership team and faculty then worked to put a plan together for each of these goals. The main obstacle that the school experienced was making time to meet and work in committees, but this was achieved and the result is a thorough Self Study.

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

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

The Visiting Committee observed that St. Pius School was highly effective in involving shareholders in completing the Self Study. A highly collaborative process was used soliciting input from administration, faculty, parents and students. The mission statement, philosophy and student learning expectations were discussed by the faculty. Subsequently revisions were sent to the entire parent community and students in grades 6-8 for feedback. The entire faculty met both

in committees and as a whole and sought input from other shareholders on different sections of the Self Study. The self study process helped create a forum for open dialogue amongst shareholders, and the school has the infrastructure in place to ensure that all shareholders will continue to be involved in ongoing systematic analysis of the school's effectiveness.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that St. Pius School compiled a very thorough profile of the school and has been highly effective in compiling and analyzing data and identifying trends. St. Pius School has had a very stable enrollment over the past 10 years. The majority of students attending St. Pius School are Caucasian and Non-Hispanic, but the school does have diversity in its population. The school serves a middle class population.

The parent surveys indicate that families are overwhelmingly satisfied with the school. They noted that one of the main strengths of the school is the strong Catholic community that provides an atmosphere where Christian values and attitude are emphasized. Also noted as strengths are the dedicated teachers, the strong leadership of the administration and the active role of the priests. Parents of graduates feel that their children were well prepared for high school.

Student surveys show that the students are active Christians who value doing well in school and that religion classes and activities at school support their spiritual growth. They also noted that programs such as art, music, academic contests, sports programs, and poetry help them to become well-rounded students.

The schools financial footing has been made secure by the St. Pius School Endowment Fund established in 1986. The school receives funds from Title II and V and from various school fundraisers and grants that support the school's programs.

Students at St. Pius are at or above the national average on the IOWA Assessment. Teachers also use math benchmarks to gain information about student progress. It has been noted, through analysis of data, that as students move up the grades their test scores increase. Support programs are in place to address the needs of struggling students as well as those in the top quartile.

Since the last WCEA visit, a great emphasis has been placed on utilizing technology in the classrooms. Laptop carts, iPad carts, SMARTBoards and a 1:1 iPad program in 8th grade are examples of the technology available to St. Pius students. The infrastructure also has been upgraded to support the current level of technology that exists.

St. Pius School responds to the needs of the whole child and has continued to foster growth in its students for 60 years.

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

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee observed that St. Pius School was highly effective in addressing the goals of the prior Action Plan to support high achievement of all students. The first goal was to expand differentiated instructional strategies. Efforts included using an online resource such as Mathletics and providing Common Core math centers. Administrators also addressed this goal through the hiring of additional teaching staff to allow for small class instruction in Kindergarten. The resource teacher position became full time to better support students with special needs. The acquired technology and supporting professional development has allowed teachers to use iPads, laptops, and SMARTBoards as a means of differentiating instruction. Teachers articulate at the end of the year to discuss modifications and enrichment for each student as they advance to the next grade level. All of these changes have been effective in supporting student growth and achievement.

The second goal was to focus on faith and moral development and to find ways to fully integrate Catholic identity as the primary theme of student life. Students and families are encouraged to attend Mass, and there are opportunities for student participation at liturgy such as altar serving and student choir. Guest speakers were brought in to speak about faith topics, and priests teach religion in all classrooms. Retreats and weekly inserts in the newsletter were put in place to support parent spiritual growth. Charity drives continue to be led by each class to enhance community outreach, and service opportunities were made available to students.

The final goal was to strengthen marketing strategies to ensure stable enrollment. The school's website and brochures were updated, and open houses were widely publicized. Press releases were sent to local newspapers and the 60th anniversary celebration gave an opportunity to invite neighboring community members to the school. The parish bulletin was used to publish the "Good News" of the school for a year. The expansion of the technology program, upgrades to the physical plant, implementation of a Spanish program, and opening of a preschool helped with marketing to parents. St. Pius School students participate in local art and essay contests, and banners were hung to increase school visibility. As a result of these efforts enrollment is strong, and the school offers an excellent academic program.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

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

St. Pius School has a strong religion curriculum based on Catholic doctrine and archdiocesan standards and supported by an approved text and wide variety of supplemental teaching materials. Catholic values are incorporated into all curricular areas. All religion teachers are current with or working toward the required catechetical certification. Teachers avail themselves of Archdiocesan and parish in-services, and the principal provides ongoing faith formation activities. The Visiting Committee observed evidence that St. Pius School has a strong Catholic identity and is highly effective in assessing and improving the spiritual formation of students, staff, and parents. The Catholic nature of St. Pius School is clearly identified in its philosophy statement and is highly evident in the day to day life of the school. Numerous opportunities are provided for all members of the school community to experience prayer, the Sacraments, and various traditions and rituals of the Church.

School and parish personnel work together to support the educational experience of the students. Priests frequently visit the students and teach in the classrooms, including the pastor who teaches weekly in the eighth grade. The principal encourages teachers, students, and parents to practice and grow in their faith. Teachers draw from their own spiritual life to model the morals and values of Catholic teachings. Crucifixes, statuary, prayer tables, and other religious imagery are clearly displayed throughout the school.

St. Pius School provides its students with numerous opportunities to participate in community outreach programs and service projects. The service opportunities provided are overt expressions of the themes of Catholic social teaching. Students and parents are generous in their donations and participation in such activities, and the faculty and staff would like to see the students spend more time reflecting on the effects of their efforts.

The principal and faculty utilize data from the NCEA ACRE assessment, the Catholic Identity Survey, and WCEA Self-Study surveys, in addition to their insightful observation of student daily life, to identify areas in which they can improve their Catholic Identity and better publicize it to parents and the community. Goals for improvement identified by the school include increased communication with parents regarding the Catholic identity of St. Pius School and a student reflection component to the school's existing service programs. It has always been and continues to be a priority that St. Pius School remains Catholic in practice, not simply in name.

B. Defining the School's Purpose

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

The Visiting Committee observed that St. Pius School's mission statement and philosophy are highly effective in reflecting the Catholic nature of the school and integrating the Roman Catholic faith into all aspects of school life. St. Pius School's mission and philosophy emphasize the need to educate the whole child so each student can become an active and productive participant in the Church, family, community, and society. The Visiting Committee met with

parents who stated St. Pius School truly is a faith-based learning environment that teaches the mind, body, and soul of each student. Both the parent group and the student group spoke of the Catholic community and how this community is the strength of the school.

St. Pius School is highly effective in using their SLEs and curriculum standards to define the school's purpose. The SLEs clearly and concisely express the fundamental purpose of the school and Catholic identity. Parents are the primary educators of their children and are supported in that role by the community of St. Pius School. It is recognized that Catholic values begin with the family.

St. Pius School SLEs are driven by the school's mission statement and philosophy. The SLEs were created to embody the whole child both academically and spiritually. They are intended to shape the students' morals and values and become inherent in their future. Students are encouraged to become "Active Christians" through participation in liturgical celebrations and service, annual stewardship efforts, and the religion curriculum. Criteria for becoming "Responsible Citizens" include setting high expectations for performance, practicing good study habits, persisting in tasks, and striving to do one's personal best. Progress toward becoming "Educated People" is assessed through the IOWA Assessment results, benchmark testing data, publisher-generated and teacher-made tests, the PowerSchool Parent Portal, and parent-teacher conferences. A "well-rounded person who is respectful of our world and all of its cultures" is visible through effective communication skills, conflict resolutions, good and conscientious stewardship of the Earth, and exploration of diverse cultures and beliefs.

The faculty at St. Pius School promote the SLEs in everyday lessons and interactions. There are posters in each classroom, reminders of the SLEs in daily morning announcements, inclusion of the SLEs into lesson plans, tracking of each student's progress, and creation of methods to assess the students' achievement of the SLEs. Starting in the 2014-2015 school year, students began to assess their own application of the SLEs each quarter. Students also started labeling the top of their assignments to show the SLEs represented. Teachers have been incorporating the SLEs into various writing assignments, journals, and religion class lessons. Teachers continue to develop ways to use reflections and assignment evaluations to help strengthen student achievement of the SLEs.

St. Pius School is highly effectively in communicating their mission and purpose, including any governing authority expectations, to their shareholders. Parents are recognized as their children's primary educators in academic and faith formation. The school's mission statement, philosophy and SLEs are a true reflection of the school's Catholic values and community of faith.

The Roman Catholic faith is integrated into the mission statement and philosophy of St. Pius School and is evident in all aspects of life at the school. They are displayed in the school office, classrooms, school handbook, newsletters, registration information, bulletins, and school website. The pastor and principal make parents aware of the mission statement and philosophy at the beginning of each school year. Prospective school families receive information concerning the mission statement and philosophy during the application process.

St. Pius School has been highly effective in discovering what improvements are needed to its mission statement and philosophy, SLEs, and standards. The data generated by a schoolwide survey in the fall of 2014 indicates that the mission statement and philosophy of St. Pius School are reflected in the school community. The parent survey reflected a strong Catholic identity and a mission statement that integrates the Catholic faith. The survey also indicated strong religion and academic curricula with a staff of professionals actively engaged in bringing the Good News of Christ into a total educational experience. The staff met in the spring of 2015 to analyze the SLEs and their current effectiveness. Input from parents and students was considered when modifications to the SLE rubrics and student self-assessments were made.

St. Pius School's current mission statement and SLEs have been in place for many years with minor revisions. They were created and approved by the staff and reviewed by the pastor, school board, and parents.

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

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

The Visiting Committee observed that St. Pius School is highly effective in supporting and promoting the Catholic identity of the school. Leadership is vibrant and highly supportive of the faith formation of students. The pastor and clergy's presence is witnessed around school and they visit and teach classes and interact with students frequently. All teachers of religion are certified or in the process of becoming certified to teach religion. The Catholic school environment is enhanced and enriched by the full participation of all shareholders within the organizational structure. A religious education curriculum and instructional practice are expanded on in ways such as themed bulletin boards, visible prayer, and school liturgies. The school worships together, and the faculty attends annual faith-based retreats. Organizational structures are in place and clearly defined, and the philosophy of the school is supported by the faculty, staff, and school board to assure that St. Pius School remains a Catholic school existing to pass on the faith to all students to be the best Catholics they can be.

St. Pius School is highly effective in creating an environment that focuses on student learning. Faculty and staff are cohesive and fully committed to the high achievement of all students. They meet formally and informally to collaborate and provide the best support and accommodations. Students are grouped and instruction is differentiated to increase learning opportunities. The resource teacher provides extra support. Leadership is highly supportive of academic achievement. All teachers are given opportunities to learn instructional strategies through in-services, workshops, and collaborations. Instructional aides are provided in primary grade classrooms, and iPads are used to enhance instruction and classroom management. The pastor, teachers, and school board discuss school curriculum, and the school board is restructuring membership and developing committees to support student achievement. Annual standardized test assessments and teacher input are considered when addressing the academic and spiritual needs of students and the community.

St. Pius School is highly effective in communicating achievement by all students to shareholders. The school has a good reputation in the community. Shareholders understand the organizational structure and school board members act as informal ambassadors of the school in the community. Parents help with school tours at Open House. Student achievement within the school is consistently communicated in a variety of ways to parents and other shareholders. Class and principal newsletters, email, and a range of websites highlight and share student achievement. Surveys indicate parents' feelings that there is an active partnership between them and the teachers that fosters children's progress through strong working relationships based on mutual respect.

St. Pius School is highly effective in analyzing the governance and other organizational structures that could be improved to support student learning. A collective of the pastor, administration, Parish Finance Council, St. Pius School Board, St. Pius Parent Teacher Group, faculty, and staff contribute to the development of a strategic plan that identifies the financial, academic and other needs of the school and students. With input from this collective, a five-year plan, reviewed and updated annually, was created and has now come up in conversation to extend through three more years to set both short and long term goals for the school. A few recent notable accomplishments include a new preschool, remodeled student bathrooms and a new Spanish curriculum. Focus groups and consultations have led the way for future planning. St. Pius School's governance is rooted in Catholic identity, and everyone included works well together. Communication and collaboration are aimed to support the high achievement of all students, and therefore all input is welcome.

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

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

The Visiting Team observed the variety of methods St. Pius School uses to effectively collect, disaggregate, and analyze student performance data. The school administers the Catholic Identity Survey according to the Archdiocesan timeline. Results from the the Catholic Identity Survey show 96% of the shareholders indicated that the Roman Catholic faith is integrated into all aspects of school life. The staff is supported in their personal faith development. St. Pius School has used the results from the ACRE test to identify and address issues from the religion curriculum. The school's results have been above average when compared to the national norms. Students in the 8th grade take an exit survey on the Student Learning Expectations (SLEs) and 96% of the students stated that they put their beliefs into action and make moral choices based on their Catholic values.

The faculty regularly collect, review, and analyze multiple data sources to determine trends in student learning. A few assessments that are given several times throughout the year are DIBELS, Mathletics, Raz-Kids, STAR, and Math Common Core benchmarks. Data is the guiding force at St. Pius School, steering curriculum improvements and focusing attention on student achievement.

Data from the IOWA Assessments help teachers develop short and long term strategies for remediation and enrichment for struggling students. In 2014-2015 the majority of St. Pius students scored above the 50th percentile in all core subjects. Teachers pay special attention to any students who score above 75th or below the 25th percentile and have strategies to support or help challenge these students. The teachers at St. Pius School used the results from the Math Common Core benchmarks to group the students into three categories (independent, progressing, and emergent).

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

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

The Visiting Committee observed that St. Pius School is highly effective in ensuring that students make acceptable academic progress towards SLEs and curriculum standards. The school upholds strong Catholic ideals and incorporates them into every subject. A strong religion curriculum and daily opportunities for prayer support student faith formation.

The school uses both the San Francisco Archdiocesan Curriculum Guidelines and the California State Standards to design and implement the curriculum. Common Core Standards for the math program have been implemented, and the ELA Common Core Standards will be implemented in the upcoming year. Teachers attended professional development meetings during the transition to CCSS. Teachers have reviewed the Common Core ELA standards, and evaluated the vertical alignment to incorporate the ideas of the Six Shifts into the lesson plans.

Teachers utilize multiple assessment types in order to measure acceptable progress by students towards achieving curriculum standards. Teachers base progress on standards and skills expected to be met within the current grade. The school has made a targeted effort to identify students who are not making acceptable progress in primary grades and support them with early intervention. A full time resource teacher supports students who are struggling in conjunction with the efforts of the classroom teacher.

Each grade attends a technology class once a week. Students are given instruction on internet skills, software tools, as well as digital citizenship. Technology is also integrated into the curriculum and used in the classrooms. The International Society for Technology in Education (ISTE) standards are the framework that are used to help students focus on the relevant 21st century technology skills.

F. Instructional Methodology to Support High Achievement of All Students



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

The Visiting Committee observed that St. Pius School is highly effective in applying research-based instructional methodology to support high achievement of all students. Teachers use methods learned from professional development in all subject areas to help all students achieve the standards. Recent professional development has been focused on the integration of technology and the implementation of Common Core Math and ELA. Teachers share strategies with their colleagues at faculty meetings so all have opportunities to implement research-based trends in their classrooms that appeal to all types of learners.

The faculty and staff of St. Pius School model Catholic values through the implementation of religion curriculum and professional development, both of which are aligned with Archdiocesan guidelines. Each year, the faculty decides on a faith-based theme to unite the school. The faculty and staff continue to grow in their faith by participating in daily school prayer, weekly faculty prayer, penance with the school, and an annual retreat.

Teachers utilize a variety of assessments in order to measure the progress made by students in the learning process. The results of these various assessments inform the teaching and learning process and modify their teaching.

Technology is an integral part of the instructional methodology to support achievement of all students. Students in every grade have access to iPads, laptops, and SMARTBoards that are used as instructional tools in the classroom to support learning in all subject areas. These technological tools both reinforce and enhance skills as students learn at their own pace through a variety of instructional methods.

St. Pius School has identified the integration of technology, collaboration time for teachers, and implementation of Common Core ELA Standards, as improvements needed to support high achievement of all students.

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

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

The Visiting Committee observed that the school is highly effective in providing opportunities to participate in support services as well as curricular and co-curricular activities, to enhance learning. Service opportunities provided to the students of St. Pius School are overt expressions of the Themes of Catholic Social Teaching. Students participate regularly in charity drives to reach out to the poor and vulnerable. Classes gather together in school families to complete

service projects and one class each month has lunch with the parish senior citizen group. Service projects are sometimes done in response to guest speaker presentations about specific causes near and far, including the Missionary Childhood Association and Blue Star Moms.

St. Pius School provides a multitude of services to support students' curricular needs through the services of a full time resource specialist, teacher aides, peer tutoring, and differentiated instruction. Students are invited to participate in programs to strengthen their curricular knowledge such as Academic Decathlon, spelling bee, and essay contests as well as non-curricular programs such as the parish play, choir, chess, golf, scouts, and Girls on the Run. All students participate in bi-weekly physical education and Spanish classes as well as weekly art and music classes to enhance their academic program.

The joint partnership between teachers and parents, in creating a technology team, has aided the school in the acquisition of software, hardware, enhanced internet connectivity and supplemental curriculum materials. Student laptops and iPads are utilized in traditional means for research, document creation and note taking as well as innovative ways to provide differentiated instruction to all learners.

Through a variety of teaching and learning opportunities, as well as service connections and high academic expectations, St. Pius School students are educated people both in and out of the classroom.

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

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

The Visiting Committee observed that St. Pius School is highly effective in using its financial resources to support Catholic identity. Each student's Catholic identity is formed by following the school's Student Learning Expectations (SLEs) which aim to produce Active Christians, Responsible Citizens, and Educated People. Resources are used to ensure that the proper curriculum and any supplementary materials are purchased for the students. The school's resources are dedicated to the continuing education and faith formation of the teachers through religion workshops in order for the teachers to have all the tools necessary to make sure the students achieve their highest potential within a learning environment rich with a Catholic identity.

St. Pius School is highly effective in developing, implementing, and monitoring a financial management system. The financial goals are met through a systematic and thorough accounting and budgetary process that adheres strictly to Archdiocesan standards. The budget is created each February by the school principal and the parish operations manager. The budget is created from and based upon the financial information from the current year. Teachers are asked for input and

suggestions regarding what is needed for the following year. Test scores are reviewed, and if any major concerns are identified, resources to address this may be added to the budget. Once the budget is prepared it is shared with the pastor and the school board for their input. It is then presented to the parish finance council for their approval. Budget reports are given monthly to the finance council for review, to ensure adherence to the budget. If circumstances arise, the principal and the pastor can amend the budget. Due to excellent planning this has never occurred.

St. Pius School is effective in reporting its fiscal status to its shareholders. Yearly, when the new tuition schedule is established, the administration explains any new financial needs to the parents. All fundraising is explained in the school newsletter along with amounts raised and how the money will be spent. The faculty and staff have input on needs for the upcoming year.

St. Pius School is effective in planning to ensure that its resources are sufficient to sustain the school's program, carry out the school's purpose, and support student achievement. By making use of Title II funds available through the Redwood City School District, more professional development is able to take place. These funds have been used for many Common Core math workshops and to assist teachers in clearing their credentials, along with other in-services and workshops.

St. Pius School is highly effective at planning for its long-term viability. The administration carefully monitors the finances to ensure that all students receive what they need to succeed and that teachers have resources that they need to effectively teach. A sizable endowment fund has put the school on solid financial footing to face the future and continue to educate the children of St. Pius Parish for many years to come. This fund subsidizes the tuition of each family, and is also available to assist in the event of a financial emergency.

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

St. Pius School is highly effective in analyzing their financial position to determine the most effective way to exercise financial stewardship to ensure the financial viability of the school. Every year the school principal and the parish operations manager review the financial resources of the current year and compare them to student numbers, instructional personnel, and the school plant to see what has worked and what may be needed, as well as potential problems. The school's resource management and development is very thoroughly, thoughtfully, and carefully handled. The school takes its fiscal responsibility very seriously, and it shows in the rich Catholic learning environment provided to the students. Additionally, the sound financial planning is evident through the way the school is able to provide the curriculum, staff and tools needed for students' high achievement based on SLEs. This is supported by how well the budget has been followed and resources have been considered year after year.

Chapter 4: The Action Plan

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

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

Schoolwide Lists of Significant Accomplishments and Critical Goals

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

1. Strong parish, school, family relationship and community
2. Visible evidence of Catholic Identity throughout the school
3. Technology actively used for engagement, differentiation, and interactive activities to meet the needs of the students
4. Strong resource program and teacher support including diverse materials to supplement curriculum.
5. Variety of assessments, administered throughout the year, to monitor student growth
6. Creation of a strong strategic plan in conjunction with thorough fiscal planning by the principal and Parish Finance Council, have opened up a way to address and implement significant long-term goals
7. Creation of a strong Catholic learning environment through a well established mission statement, philosophy, and SLEs
8. Well-established policies and good communication fostered through strong administration

Critical Goals (identified by school)

1. Promote and evaluate Student Learning Expectations as a natural part of students' everyday life
2. Utilize differentiated instruction and twenty-first century learning skills as noted in the strategic plan
3. Use data to further guide planning and curriculum implementation
4. Implement and assess Common Core ELA teaching methodologies to increase student mastery
5. Restore the value of practicing the Catholic faith through an active sacramental life

The St. Pius School community has been highly effective in identifying critical goals that are focused on improving student learning. The Visiting Committee affirms that these goals were determined as a result of the needs identified throughout the self-study process.

The Action Plans aligns with and addresses the school's critical goals in order to support the high achievement of all students in a highly effective manner. Each of the goals will have long-term benefits for the students at St. Pius School.

The Action Plan identifies specific strategies, activities and identifies implementation strategies to be accomplished in a highly effective manner. The Action Plan includes specific assessments designed to monitor growth in student learning.

All of the goals selected by St. Pius School have as their focus the improvement of student learning. The goals were developed after collection and analysis of data. Additionally, all goals have value to the school community and represent their priorities. This was affirmed in meetings with all shareholder groups.

The Action Plan activities and strategies are highly effective in their alignment with the school's critical goals and are designed to strengthen student learning. Many of the strategies emphasize professional development in order to strengthen and expand the skills of faculty and staff. Responsibilities, resources, monitoring and benchmark assessment and communication for each strategy are clearly outlined. A realistic timeline has been established for addressing each goal and strategy.

B. Capacity to Implement and Monitor the Action Plan

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

The Visiting Committee observed St. Pius School to be highly effective in addressing the goals of their previous Action Plan. The administration, faculty, and staff are highly dedicated and capable of implementing and monitoring their current Action Plan. Student achievement results will be used consistently over an appropriate period of time to identify priorities and further actions for steady improvement.

The monitoring process as delineated in the Action Plan timeline effectively outlines methods of assessing student success and identifying those persons responsible for implementation. Goals and strategies were evaluated in terms of their impact, and the rationale for each goal thoroughly justifies how their plan will impact student achievement. Their choice of goals shows the intention to ensure high achievement of all students in relation to faith and academic development.

The school has adequate resources to implement and sustain the plan. Systems are in place to inform and involve shareholders of progress. With the strong leadership and dedicated staff there are no foreseen impediments to St. Pius school successfully implementing its Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed that St. Pius School is a vibrant community whose Catholic identity is evident as soon as one enters the school. The committee believes that the school has the resources and tools in place to ensure high achievement of all students. The excellent administration, supportive pastor, dedicated staff and highly supportive parent community will be able to collaborate to put the Action Plan in place.