

REPORT OF FINDINGS

SACRED HEART PARISH SCHOOL
670 COLLEGE STREET
HOLLISTER, CA 95023
DIOCESE OF MONTEREY



WCEA *Western Catholic
Educational Association*

AND

**ACCREDITING COMMISSION FOR SCHOOLS-
WESTERN ASSOCIATION OF SCHOOLS & COLLEGES**

IMPROVING STUDENT LEARNING

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

MARCH 13, 14, 15, 2012

REPORT OF FINDINGS

For
Sacred Heart Parish School
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Hollister, CA 95023

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PREFACE

We, the Visiting Committee, wish to commend you, the Pastor, Principal, Faculty, Staff, Parents, Board of Limited Jurisdiction, and Student Body of Sacred Heart Parish 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 Sacred Heart professionally enriching and personally rewarding. We experienced a community where everyone is dedicated to providing 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

What process has the school used to complete the Self Study (schedule of meetings, timeline, involvement of shareholders, etc.)?

School leaders cast a wide net to include the clergy, faculty, staff, parent groups, the Board of Limited Jurisdiction, other parishioners, and students in the collecting and analyzing of data and forming plans to grow the school. Staff met regularly, breaking into small focus groups, to address the many facets of this work, then reporting to the whole staff, reaching out to parent leaders, the relatively new Board of Limited Jurisdiction, and involving the pastor in discussion and brainstorming sessions. The new Superintendent/ Elementary WCEA Commissioner trained the team in the new accreditation protocol in the fall of 2011 leading and encouraging the community in their work.

What obstacles, if any, did the school experience in completing their Self Study?

The Sacred Heart Parish community was presented with several challenges in the framing and completion of the Self-Study. It was a time of transition on several levels. The school faculty and staff began this process trained and experienced in the previous protocol. There was a turnover of administration and several faculty members. The Improvement for Student Learning protocol expectations and the change in format presented a major shift in the scope and sequence of the Self Study, (and rendered some previously completed work obsolete.) This difficulty necessitated more time devoted to the ISL Self-Study than was originally planned, and pushed out deadlines to the date of the February Pre-Visit.

Because of the various factors impacting the school in the completion of this Self-Study, the In-depth Study was not completed. The school Leadership Team has been forthcoming in this regard in our conversations and in the Self-Study. The school addresses this issue in their Action Plan.

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.*

How effectively has the school involved all shareholders in data review and analysis, dialog about student progress, school accomplishments and needs, etc.?

The school has been highly effective in involving all shareholders in the preparing and completing of this Self-Study. The concerted, successful effort has been spearheaded by the principal and staff to involve all shareholders in the reviewing and understanding of student progress, discussion of various data, and identifying the needs of the school community as it works to direct a solid future. There is a true sense of rolling up sleeves and doing good, serious, work, valuing everyone in the community from the youngest students to the most senior staff

members, and informing all shareholders including the Student Council as well as the adult community.

How effective are the school's plans to keep shareholders involved in ongoing systematic analysis of the school's effectiveness?

Part of the school's Action Plan includes the informing of all shareholders regarding the progress of student achievement, community outreach, growth of enrollment, success of programs and solid reputation in the education and parish community. Timelines for publishing school information and important data have been set. The principal has established serious and regular communication with shareholders with full cooperation and support from the pastor and the Board of Limited Jurisdiction. Because parents are very informed of the nature and scope of this self-study, interest is high, commitment is palpable that they are partners in making this school a continued safe, Catholic place for their children to learn and achieve high goals.

Chapter 2: Context of the School

A. School Profile

To what extent has the school compiled and analyzed annually updated data (cultural, demographic, financial, survey, interview) that identified major changes or trends since the last Self Study?

Sacred Heart Parish School has been highly effective in analyzing and disaggregating the various data re: enrollment trends, student academic scores, staffing, ethnic diversity, and budget factors, and addressing the needs and trends that emanated from their analysis. The Board of Limited Jurisdiction has assumed a significant leadership role in the financial health and future of SHPS.

What do parent/student/staff surveys tell about satisfaction with the school?

The responses to surveys indicate high level of satisfaction among shareholders including the pastor. There were many comments on the high regard people have for the principal, faculty and staff, and the way the students are treated as well as taught. The pastor is clear about his sincere gratitude and great respect for the Principal and her leadership as she guided the SHPS community through some challenging years since the last accreditation. He expresses appreciation and awareness that the principal's leadership has modeled best practices in many areas of school life, and expresses great confidence that she will continue to be a driving force in the improvements for student learning and the high achievement of SHPS students. The Visiting Team discussed with the school Leadership Team various ways the school might increase the percentage of responders from their population in future surveys. The school has plans for incentives, but are also confident that as the high achievement of their children is widely communicated, parent response will greatly increase.

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.*

How effectively has the school used the prior accreditation findings and other pertinent data to support faith formation and high achievement of all students?

The school community attended seriously to the Findings of the 2006 accreditation. In the time frame from that accreditation to the present, the clergy, two new principals, several teachers, and the new Superintendent of Schools/Canonical Administrator, have effectively devoted their time and perspectives to deepening the faith formation of their students, and to giving every child the opportunity and the tools to achieve their best.

How effectively has the school implemented the concept of continuous school improvement, e.g., data analysis and action, focus on high achievement, etc. in non-accreditation years?

The school shareholders have commented that working together for the improvement of Sacred Heart has resulted in an appreciation of their interdependence and of one another's gifts. School clergy, faculty, staff, parents, and students realize the power of accomplishment when united in purpose, and are energized to continue to analyze and share the data that inform instruction, commit funds and other resources to ensure high student achievement, and attract new students and families to join the community.

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.*

How effectively has the school improved the spiritual formation of students, staff, and parents?

The school has effectively improved the spiritual formation by initiating a number of programs that are designed to bring the students, faculty, and parents closer together in their understanding and practice of their faith.

Students participate in daily morning prayers, say grace before meals, and pray at the end of each day. The students, depending upon their grade level, are involved in numerous religious activities designed to increase their knowledge of their Catholicism. Students attend Thursday biweekly Mass, and share responsibilities within the Mass. "Holy days and special events such as Back to School, Thanksgiving, and Epiphany are celebrated with all-school liturgies. Other para-liturgies such as lighting of the Advent Wreath and a farewell to graduates are attended by the entire student body." Preschool through first grade take part in Liturgy of the Word, and second - eighth grades actively participate in Mass by assuming the liturgical ministries, while the school choir leads the congregation in song. The student body participates in the Worldwide Children's Holy Hour.

Weekly assemblies include reading the Sunday Gospel, brief reflections, prayers for family, friends, and the global community. After the Lord's Prayer and Honor Code, *Christ is Alive* awards are presented to students, parents, or staff. These promote and support the awareness of Christ's presence in the school community.

Second graders and their families take part in a First Communion retreat as part of their sacramental preparation. During Lent and Advent, grades three - eight celebrate the Sacrament of Reconciliation. Second graders prepare for First Reconciliation during religious instruction and the parish Family Gathering for Sacramental Instruction.

The celebration of the Liturgical Year include an Epiphany blessing of each classroom by Pastor and Three Wise Men, palm branches are gathered in preparation for Ash Wednesday, Tritium paraliturgy on Holy Thursday, Passion Walk on Good Friday, May Crowning in expression of dedication to Blessed Mother, and school wide recitation of the rosary will commence next school year during the month of May.

The newly purchased Benziger *Blest Are We*, will begin (PK-8) reflects the new Roman Catholic Mission and school philosophy and is aligned with the Diocesan guidelines. The first - eighth grades use a Catholic student planner that includes liturgical calendar, prayers, and saints' feast days, with references to each Sunday's Gospel.

Students, teachers, and parents are involved in many programs such as: Adopt a Family at Christmas, Operation Rice Bowl during Lent, canned food drives throughout the year, Pink Day for Breast Cancer, Nike Shoe Recycle, Share Our Shoes, Hope Clothing Drive, and the Annual Penny Challenge.

Junior high students complete 12 - 18 documented annual community service hours and write a paper explaining how their service projects helped them grow in their faith.

A Big Buddy system is in place for older students to help their younger student Faith Partners during liturgies as well as in curricular and extra-curricular activities..

The staff attends an annual retreat, ten hours of religious professional growth each year, and voluntary attendance at the Annual Faith Formation Conference. Some faculty members have completed Catechist Certification, several are in the process, and new faculty members are required to complete certification following the diocesan guidelines. Catechist training is provided by Sacred Heart Parish, using the Diocesan prescribed *Echoes of Faith* curriculum. At regularly scheduled staff meetings, a pair of teachers prepare a prayer or meditation for their meeting.

Parents are encouraged to write and read commentaries and spiritual reflections for the weekly newsletter, *The Pulse*. Parents are also involved in attending and assisting with set-up for many school events.

The pastor is very involved with students, faculty, and parents. He attends school events, visits classrooms on a regular basis, and conducts religious ceremonies throughout the year.

How effectively has the school implemented changes to improve their Catholic Identity and fully integrate it into the life of the school?

The school has effectively implemented changes to improve their Catholic Identity; these changes have been fully integrated into the life of the school. Some significant accomplishments have been: kindergarten - eighth grade students attending Mass every other week, the Faith Partners program that was extended to first/seventh and second/eighth grades, and kindergarten - eighth grade students participating in the Adoration of the Blessed Sacrament as part of the World Wide Children's Holy Hour. The junior high students are required to write a service hour reflection paper each trimester, and to encourage the faith and spiritual formation of our parents through reflections and commentaries published in their weekly newsletter, *The Pulse*, and the weekly parish bulletin. Each classroom has a designated corner and/or wall for student prayer life. This may include prayers, statuary, crosses and crucifixes, a plate of food, baskets with hand-made crosses, and prayer requests. Students are encouraged to participate in these areas of the classroom.

How effectively has the school analyzed changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity?

The school has been successful in analyzing changes they've made in Catholic Identity to determine how these changes have strengthened their Catholic Identity.

After analyzing the data from the Governing and Catholic Identity surveys and through extensive discussions with faculty and staff, the school is committed to achieving the following things.

Students in grades three - eight receive the Sacrament of Reconciliation at school during Advent and Lent. The Self-Study revealed a need for the children to become confident and comfortable in approaching Reconciliation with greater frequency.

In order to strengthen the teachings of Roman Catholic doctrine, practices, and traditions throughout the curriculum, the school's goal is to have all faculty Catechist certified. This will be attained with the help of parish and diocesan resources for catechetical training.

The school has set a goal for recitation of the Rosary to develop greater devotion to Mary and teach meditation as a form of prayer. The students will learn to independently recite, categorize, and meditate upon the mysteries of the Rosary.

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.*

How effectively does the school's mission and philosophy reflect the Catholic nature of the school?

Evidence available in the classrooms, on display throughout the school, and shared through discussion, demonstrate a cohesive and consistent understanding of the school mission as well as a shared dedication to conveying applicable methods of acting out the mission beyond the classroom. Students are involved in many aspects of the mission application as evidenced in exposure to and practice of the Schoolwide Learning Expectations (SLEs) through the adoption and application of the acronym FIRE (Faith, Intelligence, Responsible citizenship, and Effective communication). When interacting with one another, students, faculty, family, and community (parish activities, e.g. school Masses and Reconciliation) have the benefit of exposure to and practice of the SLEs in a meaningful manner.

Teachers and staff recognize and address the need for continued professional growth in the area of stronger comprehension of the mission and philosophy in an effort to make the application more accessible for students and a well-established cornerstone of the SHPS spiritual and academic experience. The faculty, as noted in the Self-Study, is working to integrate the SLEs in lesson planning in order to highlight their importance for students as a supportive element for learning.

How effectively has the school integrated their mission, SLEs, and standards into the total reality of the school?

The school mission is posted and visible in each classroom. Students are aware of the significance of the SLEs and, as proposed in the "Goals to be accomplished," in section 3B, students and faculty are working toward a more cohesive and consistent application of the mission and SLEs in a manner that supports the spiritual and academic growth of all involved.

The SLEs, goals, objectives, and student-friendly language supporting each is readily available to students in each classroom at every grade level. The exposure is grade level and age-level-appropriate with a steady progression from direct instruction to student directed application. In discussing the method of measurement the faculty acknowledges the difficulty and challenge in devising and applying a quantifying evaluation tool that would measure the effectiveness of the SLEs in student behavior beyond the classroom interaction and school-based activity. The Principal and staff are committed to a plan of action to develop a meaningful tool in order to measure achievement of the SLEs.

Introduction to the SLEs begins in the Pre-K classrooms with direct instruction and continues through progressive grades with less emphasis on direct instruction and more emphasis on individual application. Content lessons demonstrate specific application of the objectives in alignment with the school mission and philosophy. This serves to create a highly effective curriculum aligned to the expectation that all SHPS students develop into highly effective stewards of Catholic faith throughout their academic experiences and extending beyond the SHPS community as graduates. Each classroom has the SLE's posted and accessible for student review. As shared in the Action Plan, further integration of the SLEs will continue as the plan evolves. One suggestion toward integration is through notation in planners.

An important element to the cohesive mission of SHPS is the inclusion of the Honor Code. Daily recitation of the code by all students promotes and supports accessibility and applicability. There is a shared vision that drives the involved parties toward accomplishing the goal of building and strengthening the Catholic Identity for students while also providing an academically relevant curriculum that meets the needs of each student.

Evidence supports the individualization of projects and support of students as individuals while indicating stable progress toward full realization of academic and spiritual goals. Changes over the past few years have had an impact on the morale of the faculty, but the Self-Study process has had a unifying effect – everyone working toward the school improvement goal.

How effectively has the school communicated their mission and purpose, including any governing authority expectations, to their shareholders?

The faculty, in coordination with the Board of Limited Jurisdiction (BOLJ), worked to revise both the mission and philosophy of the school based on goals identified by faculty, students, parents, and other stakeholders. The needs of the school community as a branch of the parish community are addressed and quantified in a manner that supports and promotes the catechesis that is the spiritual and academic foundation of SHPS. The school mission and philosophy are displayed in all classrooms and communicated between home and school through regular use of email, *The Pulse*, and the school website.

Parents and board members were invited to participate in an online survey reflective of six specific aspects of SHPS educational practices: academics, social, religious, environment, communication, student programs, parent programs. Sixty-nine parents participated in the online survey. The results indicated 98.5% of those responding were satisfied overall with the academic and spiritual environment offered at SHPS.

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.*

How effectively have the organizational structures of the school supported the school's mission and created an environment that is focused on high achievement of all students?

The school has been very effective in supporting the school's mission and has created an environment that is focused on high achievement for all their students. The school has implemented a number of organizational structures which support their vision. The pastor, Board of Limited Jurisdiction (BoLJ), and principal focus on high achievement of all students through ITBS and Assessment of Catholic Religious Education standardized testing, classroom observations, summative/formative assessments, and parent/teacher conferences. The online student grading system, RenWeb, is kept current for parents, administration, teachers, and students to keep all informed of student progress. All grade levels use the diocesan grading scale.

The pastor plays an important on-going role in the school's mission. He is present at recruitment and school events. The pastor promotes, affirms, and encourages the school from the pulpit. He offers the weekly school Mass, which students prepare and participate in. The pastor leads faith assemblies and is involved in preparing students for the sacraments. He visits all classrooms on a regularly scheduled basis and Jr. High Religious Studies classes.

The administration has continued its focus on curriculum enhancements through new curriculum adoptions, updating of resources and professional development for staff, additions in technology tools and resources for teachers and students. A brand new school wide religious series has been supplied for the students. It is the goal of the principal to upgrade their instructional materials.

Catechist certification continues to be completed by all staff. Subscriptions to various publications are maintained in order to spotlight for all stakeholders relevant and timely articles linked to the liturgical calendar, celebrations, virtues, and values. Faculty members participate in professional development opportunities offered through the Diocese of Monterey, along with various county and state educational workshops. Strategies have been implemented by teachers from workshops in order to promote high achievement. The strategies have made a positive impact in the classroom.

The revised SLEs promote programs that enrich students' lives and educate the whole child. Music, technology, Spanish, and physical education are taught by expert instructors. The school provides a well-rounded, safe, healthy and nurturing environment that is conducive to learning. The student body participates in weekly assemblies, Mass, paraliturgies, build faith partners relationships and additional character building programs (e.g. Circle of Grace, Steps to Respect Program and Emotional Intelligence). High achievement is also supported through student participation in Science Fair, Art, Speech, and Essay contests.

How effectively have the organizational structures of the school communicated student progress to the shareholders?

The principal is working closely with the Board of Limited Jurisdiction, PASS, Canonical Administration and Pastor to communicate student progress to shareholders in a variety of ways including The Pulse, and bilingual parish inserts. Based on the parent survey from 2011, 85.5% of parents are very satisfied with frequent written communication from the school.

SHPS faculty and staff annually review written policies (e.g. teacher and family handbooks) to ensure consistent understanding across all grade levels.

Regular reports made to parents through: progress reports, trimester report cards, ITBS results, SST meetings (as required) fourth through eighth grade individual weekly reports via Ren Web, emails, phone calls, and written home correspondence. Monthly updates are provided to the pastor, BoLJ and PASS by the principal regarding school events, academic status, special events, and field trips that support curriculum. Updating of curriculum and planned adoptions are discussed with the board in the context of the annual school budget planning process.

Regular reports on student progress are made to parents through: progress reports, trimester report cards, ITBS results, SST meetings (as required). Fourth through eighth grade teachers post grades on RenWeb weekly.

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.*

How effectively has the school used educationally sound assessment processes to collect, disaggregate and analyze student performance data? (Note: include information about the use of standardized tests, teacher-made tests, and text-created tests; as well as the school's use of clear interpretations of the data analysis.)

Students participate in multiple assessment formats throughout the year. In addition to formative and summative classroom assessments directly aligned to content curriculum, students participate in diagnostic and standardized/normative testing as appropriate to grade-level. Students in grades K-3 receive diagnostic testing three times a year (beginning, middle, and end) to establish a baseline literacy-efficiency level and monitor on-going growth throughout the school year.

Students in grades two through eight participate in the Iowa Test of Basic Skills (ITBS) each fall. Comparison of student growth in 12 subtest categories indicate faculty use of test data to drive planning in a manner that promotes focus on skills indicated as needing improvement. This supports the self-study findings that teachers use test data to support and promote student growth in key academic areas.

How effectively has the school assessed SLEs and academic standards?

In accordance with the self-study, faculty revised the SLEs to create a document supportive of the mission and philosophy of the school while providing students with clear spiritual expectations in conjunction academic expectations. The adoption of the acronym FIRE has presented students with a memory tool that is applicable to all grade levels and offers an easy way for students to access the SLEs through a student-friendly modality.

As acknowledged by faculty through the self-study, no assessment tool for measuring individual student knowledge of the SLEs is in place; however, faculty and staff recognize this deficit and have intimated an intention to strengthen the formal integration of the SLEs into lessons and reinforce both student and parent knowledge pertaining to these academic principles.

How effectively has the school used data analysis, trends, etc. as a basis for improving student learning such as: modifying instruction, challenging students to achieve, implementing new curricular materials, etc.?

Evidence confirms a highly effective balanced continuum of progress for students. Specific interventions are being made available to students who demonstrate specific literacy deficiency (as determined by DIBELS testing) through the use of Title I intervention programs. In addition to the Title I funded intervention, teachers' schedule specific after-school tutoring time for students who demonstrate a need for additional support and reinforcement of concepts taught in class. Assignment of a resource teacher, in accordance with Ed Code and pertaining to the application of Title I funds, has been established by diagnostic assessment and supplemented through the local public school district.

In evaluating the reading proficiency scores of students, teachers noted a marked drop in grade three. The faculty then investigated and adopted the language arts program, *SuperKids*, to enhance and strengthen the language arts skills of students in grades pre-kindergarten through three. After implementing this program, scores improved 16-32% over the next two years indicating the successful application of this curriculum format.

When engaging students in the classroom, teachers routinely use interactive techniques to include all students in the lesson while maintaining an atmosphere of supportive learning. Students access content material through multiple-modality access (visual, auditory, tactile), think-pair-share activities, group response, teacher-guided individual practice, and evaluation of text-to-self activities designed to personalize instruction for maximum effect. Such differentiation allows students to access materials more comfortably while adhering to the lesson objectives.

E. SLEs and Standards-Based Curriculum to Support High Achievement of All Students

Accreditation Factor #7: *The school provides a challenging, comprehensive and relevant curriculum for each student that results in achievement of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations. All students make acceptable progress toward clearly defined and measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

How effectively has the school developed a curriculum based on SLEs and curriculum standards?

Teachers at SHPS have effectively developed a curriculum based on SLEs and curriculum standards. The school uses the California State Standards, the Diocesan standards, and the national standards. Teachers use their year long plans to align their curriculum to these standards. From interviews with the staff it was determined that the school would benefit from curriculum mapping. They have identified this as an area of improvement. The school's SLEs have been revised to include measurable indicators.

How effectively has the school measured student achievement of the SLEs?

Tracking sheets are used to set goals for students and classes based on ITBS scores. ITBS scores are used to determine eligibility for Title I services. Students who qualify meet with a teacher once per week. In music, post-test scores and performances are compared for growth. In P.E., fitness tests, evaluations, journals, and goals, are used to show progress. Test scores are used to inform instruction and review curriculum. One recent result is the 2010 adoption of the SuperKids Language Arts Program.

How effectively has the school measured student achievement of the curriculum standards, e.g., the use of multiple assessments to measure student progress, etc.?

Teachers use a variety of assessments to measure student achievement of the standards. Some of these assessments include formal, informal, summative, and formative assessments. Standardized Tests and their results provide necessary data to the school in measuring and analyzing student achievement. The Iowa Test of Basic Skills (ITBS) is administered in the fall to students in grades two thru eight. The NCEA's Assessment of Catechesis of Religious Education (ACRE) is administered to students in grade five. The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) (grades K-3) and a variety of classroom formative and summative assessments are used to indicate student progress.

How effectively has the school ensured that each student is making acceptable progress toward the achievement of SLEs and curriculum standards?

Sacred Heart Parish School uses RenWeb. In grades four through eight, weekly progress reports are sent home via email. School-wide progress reports are sent home every six weeks in grades first through eighth. Teachers use a variety of effective techniques to ensure high student achievement. Front loading strategies are available for students who need more time.

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.*

How effectively has the school integrated Catholic values throughout the curriculum?

The teaching staff is effective in integrating Catholic values throughout the curriculum. SHPS follows national standards, California Standards, as well as the diocesan guidelines for religion. Bully Busters and Steps to Respect are used to teach anti-bullying strategies. The staff also

teaches Second Step which emulates Catholic values. Prayer corners are seen in classrooms as well as prayer request walls. There are also virtue crosses in a lot of the classrooms. Religious crafts are seen hanging on the walls in the lower grades. To ensure that faculty is qualified to teach religion, they are required to complete their Catechist certification.

How effectively has the school used research-based instructional techniques to improve student learning?

SHPS effectively uses research-based instructional techniques to improve student learning such as: think-pair-share, use of the Promethium board, document camera, guided instruction, independent practice, group discussion, small group and whole group discussion, grade-level appropriate guided/choral reading, brainstorming, manipulatives, and skits/plays. Teachers also provide differentiated lesson plans and tutoring after school.

How effectively has the school integrated technology into the teaching/learning process?

Various forms of technology are effectively used at Sacred Heart. There is a computer lab where computer classes are scheduled for all students beginning in Pre-K. The staff regularly uses: videos/DVD's, internet research, PowerPoint, graphing calculators, YouTube videos, Google images, CDs, document cameras, and Interactive whiteboards. The school is effectively trying to improve its infrastructure to support new technology such as wireless access. The facilities committee of the BoLJ initiated efforts to overcome the challenges of an older building.

How effectively has the school used assessment to modify instruction/curriculum to help all students achieve the SLEs and curriculum standards?

SHPS has effectively used assessment to modify instruction/informs curriculum planning to help all students achieve the SLEs and curriculum standards. Report cards are used to track progress. Students who are below a 2.0 grade point average attend study hall for extra support. Students who continue to struggle are referred to the Student Study Team. Through the SST process, students are referred to Hollister School District for testing. Standardized Tests and their results provide necessary data to the school in measuring and analyzing student achievement. The Iowa Test of Basic Skills is administered in the Fall to students in grades two through eight. The NCEA's Assessment of Catechesis of Religious Education is administered to students in grade five. The school also uses the new SuperKids (K-2) curriculum and the DIBELS assessments to identify Primary Grade students for reading intervention and tutoring.

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.*