

==REPORT OF FINDINGS

E551 SAINT ROBERT CATHOLIC SCHOOL
345 OAK AVENUE
SAN BRUNO, CA 94066
ARCHDIOCESE OF SAN FRANCISCO



AND WESTERN ASSOCIATION OF SCHOOL AND COLLEGES

IMPROVING STUDENT LEARNING 2012

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

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REPORT OF FINDINGS

for
E551 Saint Robert Catholic School

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PREFACE

We, the Visiting Committee, wish to commend Father John Green, Mrs. Margo Wright, the administration, faculty, staff, parents, and student body of Saint Robert Catholic School for working together to make the school a faith-filled 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 Saint Robert Catholic School professionally rich and personally rewarding. We experienced a truly caring and committed community where everyone is striving to provide a Catholic environment where students are challenged to reach their highest academic potential.

We wish to thank the 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 [OPTIONAL CHANGE]

A. How the Self Study was Conducted

The Self Study process began in the fall of 2014. A four-person leadership team that consisted of the Principal, Vice-Principal, and two teachers was formed in September 2014. Archdiocesan instructional sessions with peer schools were utilized. The information from these sessions was then shared with the pastor, School Board, and faculty.

After completing an activity schedule, surveys were sent to the various shareholders to provide feedback and suggestions. This information was utilized when considering areas for growth and setting goals. Writing the Self Study began with a review of the Mission Statement, Philosophy, and Schoolwide Learning Expectations by the staff and School Board. Committees, headed by a member of the leadership team, were formed to discuss the Self Study prompts and then respond in writing to the individual sections of the Self Study. The drafts were then reviewed by the entire faculty.

In September 2015, the leadership team and faculty met to formulate appropriate goals for the school. The Action Plan drafts were peer reviewed by the Archdiocese Department of Catholic Schools. The school did not encounter any significant obstacles to completing the 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.*

Saint Robert Catholic School is a parish community school that collaborates in many ways. This was a true community effort to create and complete the self study process. Students, parents, alumni, school board members, parish committees, the pastor, staff, administration, and faculty were all active participants in this community effort.

The school's Mission, Philosophy, and Schoolwide Learning Expectations are reviewed, edited, and improved annually with input from the staff, parents, and the School Board. Enrollment and financial data are communicated with shareholders on a regular basis. Minutes from the School Board meeting are available on the school website as well.

Student assessment data is collected and analyzed by the administration, faculty, and aides to refine their differentiated learning strategies, establish student learning groups, as well as create goals to support student learning. The faculty reviews individual student assessment results with parents and reports the schoolwide results to the School Board. The Action Plan was discussed with the School Board, and progress on the Action Plan was shared with all parents through weekly newsletters and School Board minutes.

Accreditation surveys were sent to parents, the School Board, pastor, students, and staff. The results were used to help determine the effectiveness of school operations, impact on student learning, and feedback for developing appropriate action plans. Open and genuine communication between multiple parish organizations, parent groups, and the faculty and administration continues to promote Catholic identity and high achievement for all students.

The Visiting Committee found the School to be highly effective in collaborating with all shareholders, assessing the spiritual development of students, editing and revising the Mission, Philosophy and SLEs, assessing student progress toward clearly defined goals, reviewing significant accomplishments, creating goals and strategies, and monitoring implementation of the Action Plan.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that the data collected by Saint Robert Catholic School shows stable trends in enrollment, finances, and student demographics. Enrollment for the past ten years has been between 312 and 316 students. 97% of the students are Catholic and belong to Saint Robert Parish as well. Students of Hispanic and Caucasian ethnicity account for 76% of the population which reflects both the community of San Bruno and San Mateo County. Student achievement is also consistently evident with the Catholic high school student acceptance rate of 99% during the past five years.



Given the consistent enrollment for the past ten years, the school finances are also stable. The school and parish work closely together on a number of financial projects and fundraisers. They share the funds from the annual parish festival, which attracts parishioners and neighboring communities. Many of the parish organizations, as well as local businesses, support the school fundraisers. Parish families continue to give their time, talent, and financial support generously, which allows the School to maintain a tuition rate that is one of the lowest among parochial schools on the Peninsula.

Students, parents, and staff were surveyed during the completion of the Self Study. For students, the majority felt they are in a safe environment, are challenged to achieve high standards, are respected and cared for by the staff, and are supported in their faith development. Parents concurred in their survey responses that their children are in a safe learning environment, the school supports high academic achievement, and there is a strong emphasis on Christian values and practices. The student and parent surveys also revealed that additional student physical education classes and faith formation opportunities for parents are two areas for future growth. Staff members also agreed that religious instruction and faith formation are the most important aspects of the school.

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 Saint Robert Catholic School is highly effective in using prior accreditation findings to support high achievement for all students. A system has been implemented to review pertinent data and report to shareholders on the progress of student learning and accreditation goals. *Iowa* assessment results are annually reviewed by the staff to inform student achievement programs and make decisions about curriculum offerings. The results are also shared with the School Board. Additionally, annual surveys have been sent to shareholders in the last four years to elicit feedback on student academic progress and faith formation. This feedback has resulted in progress toward the additional goals of implementation of a schoolwide Spanish program and increased communication of Schoolwide Learning Expectations to parents and students.

The administration and faculty have worked together with school shareholders to monitor the progress of its Action Plan. Test scores have been used to assess the effectiveness of the math program as the Common Core standards have been integrated into the curriculum. The scores indicated above average student achievement and growth in the math program. Staffing

decisions, professional development, and a variety of math resources have positively impacted student learning.

A formal assessment program for measuring Schoolwide Learning Expectations has been developed through a multistep process. Numerous staff meetings and K-8 collaboration resulted in the creation of a formal SLE rubric. Teachers and students use the rubric to discuss expectations and areas for improvement. The results are shared with parents. Shareholder feedback has resulted in increased SLE, Mission, and Philosophy communication and awareness on campus and with parents.

The revision of the Saint Robert Technology Plan has been accomplished through staff professional development and a steady increase in financial resources devoted to technology during the past five years. Laptops and iPads have been added to the computer lab and classrooms. Additional computer programs and applications to enhance the curriculum and student learning have also been purchased in the last several years. Outside contractors have been utilized to update the technology infrastructure and enhance the Student Information System. The School's technology planning and goals have been communicated to shareholders through School Board updates, Back to School Night, weekly newsletters, parent emails, and the school website.

The Visiting Committee found the School has been highly effective using the prior accreditation findings and other pertinent data to support high achievement of all students, monitoring the progress of its Action Plan, and communicating this progress to its shareholders.

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.

The Visiting Committee found that Saint Robert Catholic School is highly effective in its capacity to develop and live a reality of Catholic Identity true to the teachings and traditions of the Roman Catholic Church. The school provides authentic Catholic teaching, many opportunities for worship and faith formation, and participation in the sacraments within the school community.

The Visiting Committee observed that the school uses its Mission Statement and Philosophy and Schoolwide Learning Expectations (SLEs) as guiding principles for the formation and development of Catholicity in its programs for students. Textbooks adopted for instruction in

religion and family life are approved by the United States Council of Catholic Bishops and focus on the four pillars of the Catechism of the Catholic Church.

The Committee affirmed that assessment of student knowledge of faith is accomplished through the ACRE test, chapter and unit tests, participation in class discussions, as well as teacher-observed school mass participation. ACRE test results indicate students score well, in the top quartile of each component of the test. Teachers have met certification and recertification requirements as specified by the Archdiocese of San Francisco. All faculty, staff, and parent volunteers meet employee and volunteer compliance of LiveScan (fingerprinting) and training through Shield the Vulnerable.

The Committee observed traditional symbols, sacramentals, traditions, and rituals of the Roman Catholic Church in the school environment and routine practices. Prayer, monthly liturgies, and sacraments are routine throughout the school year. The faculty gathers together in mass and reflection at the beginning of the school year. Seventh and eighth grade students participate in one retreat each. Each classroom has a prayer area, focused on various patron saints and/or petition postings for the class and the community. Seasonal rituals, such as observing October as the month of the Rosary, display of Advent wreaths and Advent preparation, Lenten Stations of the Cross, and other Catholic traditions further solidify the liturgical year and foster Catholic Identity. Charitable collections by each class give service to community organizations that provide support to community health and human services. Parent surveys indicate their belief that the school effectively teaches Catholic values. Opportunities for parental involvement include sacramental preparation meetings, Back-to-School-Night, room parent participation, opportunities for volunteering at the festival, coaching, as well as chaperoning field trips, outdoor education and the eighth grade retreat.

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 found St. Roberts Catholic School to be highly effective in defining the school's purpose through the mission statement, philosophy, SLEs, and curriculum standards.

St. Robert Catholic School's Mission and Philosophy statements establish a clear purpose and Catholic foundation for the school. All shareholders in the school community contribute to the



Catholic environment of the school and have input and ownership in the creation and revision of the Mission Statement and Philosophy. The Mission Statement and Philosophy are prominently displayed on the school website, classrooms, and homework planners. The staff reviews the documents annually for possible revision. Parents, pastor, and the School Board were surveyed to assess their understanding of the SLEs.

St. Robert Catholic School has integrated their SLEs and curriculum standards to define the school's purpose. The SLEs are used as the basis of growth and development of students, teachers, and staff. The SLEs (**R.E.A.L. Kids**) are displayed prominently throughout the school and are integrated into parental communication vehicles such as the website, handbook, homework planners, parent/teacher communication forms, and newsletters. The school introduces the SLEs at parent, parish, and athletic functions. The School engages parents to strengthen the faith formation of its students and to reinforce their knowledge and understanding of the SLEs.

The needs of the students are addressed by strong academic programs and enriched by the religious dimensions of their education. The administration and faculty have worked diligently to integrate their Mission, Philosophy, the SLEs and both California State and Archdiocesan standards into the total reality of the school. The faculty incorporates the SLEs into their lessons to help students recognize and connect the SLEs to their daily lives. The "Virtue of the Month" program allows students to pray and reflect on the SLEs while focusing on Catholic virtues. Students are rewarded for living the SLEs through the "Virtue Voucher" program.

The Visiting Committee affirms the SLE goal that will implement an age appropriate leadership program and improve parent communication about student growth in SLEs will contribute positively to the school improvement.

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 found Saint Robert to be highly effective in the organizational structures that focus on high achievement of all students, and communicate student progress to all shareholders.



The Visiting Committee observed clear communication of Catholic Identity to all shareholders. The pastor demonstrates his commitment to the parish and school by leading prayer at events and meetings with parents. The pastor recognizes a positive aspect is the alumni enrolling their children in the school. The principal actively demonstrates Catholic Identity with the "Virtue of the Month." She includes scripture in the weekly letter to parents, and prayerful reflection during school meetings. Through conversations with staff, parents, and students, the Visiting Committee learned that the school community sees the principal as welcoming and inviting. The teachers routinely develop Catholic Identity via the SLEs and service learning projects. Each class has an opportunity to prepare a school liturgy, an important aspect of Catholic Identity. Parents describe the community as creating an environment of belonging. Parents and alumni continue to be active members of parish organizations.

The Visiting Committee found that split math groups, student study teams, instructional assistants, small group instruction for reading, varying instructional methodologies, response to intervention, and collaborative staff are organizational structures that support high achievement of all learners. The inclusion of non-academic opportunities such as the Garden Club and grade level service projects provide students with learning opportunities beyond the classroom walls. For students who have learning differences, the School reaches out to the public school system to assist families with further assessment.

The Visiting Committee found that the School offers a standard venue for communication to parents and community. The website provides a central link to the shareholders and weekly newsletters and School Board minutes are effective means to keep shareholders informed of school events. The School provides Cornerstone as a tool to inform parents of assignments and student progress.

The School analyzes how it can improve student learning using yearly surveys as a means for shareholders to express concerns. The new Spanish program and additional PE classes, which were suggested by parents and students, are evidence of school improvement.

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 Committee found that Saint Robert Catholic School uses an array of educationally sound assessment measures, both formal and informal, to assess student progress, and areas of instructional need. The School is effective in its use of data to drive curricular change and improvement of student learning. Results of assessments are analyzed to identify trends in student performance. Data interpretation informs modifications to instruction, staff development, and selection of curricula (textbook, web, and technology) for adoption and implementation. Assessment of students' Schoolwide Learning Expectations informs lesson planning and guides faith formation.

The Committee affirmed that the school administers standardized tests, *Iowa Assessments*, every September in grades two through eight. Results are used to identify individual and group instructional needs and to determine student progress, areas of instructional need, and lesson plan modification. Group data indicate that cohorts consistently have met or exceeded the grade equivalency measure. Students who score in the lowest quartile are identified for further analysis by the principal, classroom teacher, and learning specialist. While the majority of students scoring in the lowest quartiles have identified learning differences, all such low-scoring students in grades 2-5 are considered for intervention that includes communication through a Student Study Team meeting with the parents, classroom teacher(s), and learning specialist. Intervention can include assistance from the learning specialist and classroom aides, daily check of homework planners, peer help, adjusted work, modified tests, extended time, and small group instruction. When response to intervention proves insufficient to improve student learning, the school encourages outside tutoring and/or additional academic testing.

For students who score in the ninetieth percentile, a recommendation to the Johns Hopkins Center for Talented Youth Program, math grouping, and project-based learning are employed to challenge these high achieving students.

The Committee affirmed that the *Assessment of Catechist/Religious Education* (ACRE) is administered each February to students in grades five and eight. Analysis of three years' data indicates students annually score at or above the national average. While the results indicate students' substantial knowledge of faith, there are areas the School has astutely identified for additional focus, specifically church history and Catholic social teaching.

The Visiting Committee observed that progress toward reaching the SLEs is determined through student self-assessment, starting in the fifth grade and continuing through junior high, and through classroom discussion in the primary grades. SLEs are measured at the end of the year by

each classroom teacher through whole-class assessment and reported to next year's homeroom teacher for targeted improvement.

The Visiting Committee found that teachers in every grade level use a variety of formative and summative assessments to plan instruction and guide teaching methods. Formative assessments include informal inventories, quizzes, running records, sight word tests, informal observations, and pretests. Summative assessments include chapter tests, math benchmark assessments, projects, teacher created tests, and standard assessments. Primary grade students are assessed formally each quarter through Reading A-Z running records, Dolch Sight Word tests, summative assessments, and teacher observation.

The Visiting Committee observed that for adaptive instructional purposes students are grouped in accordance with results of the *Iowa Assessments*, previous years' teacher observations, and class performance. The Committee affirmed that targeted instructional approaches effectively focus on re-teaching, fluid groupings, small group settings, multi-sensory methods, visual demonstrations, and multi-media presentations. In particular, science provides varied auditory and kinesthetic opportunities, such as lectures and hands-on activities.

The Committee found that the school effectively meets the needs of learners with individual needs, specifically with support of the learning specialist who works closely with classroom teachers in such areas as phonemic awareness, phonics, and reading comprehension at the elementary grades. Junior high students receive support as needed through re-teaching, oral test delivery, or one-on-one assistance. For students with identified learning disabilities, the resource teacher works with administration, teachers, students, and parents to monitor accommodations and interventions necessary for improved student learning.

The Committee affirmed that the principal and faculty effectively communicate student progress to shareholders. Test scores, student progress, and classroom assessments are communicated regularly to parents through parent-teacher conferences, weekly classroom communications, progress reports, the use of Cornerstone in grades 4-8, and mid-quarter and quarterly progress reports for those on academic probation.

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 found that Saint Robert Catholic School has clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards. The School incorporates Catholic values into the curriculum across all content areas.

Teachers identify curriculum goals and objectives, standards, and SLEs for each lesson. The adoption of two new math textbook series ensures that the curriculum is current, and aligned with Common Core. A variety of instructional materials, aligned with curriculum standards are used in the classrooms. Such materials include the adoption of the new math textbooks (*enVision* and *Big Ideas*), Mathletics, Reading A-Z, and other teacher-selected supplemental materials.

R.E.A.L. Kids is a lived reality and permeates the school, parish, and homes of the community. As indicated previously, the Visiting Committee affirms that the School effectively measures student achievement and provides substantial resources to ensure that all students make acceptable progress toward academic achievement. For students with additional learning needs, the School provides a systematic method to identify students with learning differences, and a resource program is in place to support them.

In response to its prior accreditation, the School effectively enhanced its technology tools and digital resources. The implementation of Google Docs, iPads, laptops, interactive digital programs (Mathletics) reflects the School's commitment to integrating technology into the curriculum. The use of the computer lab fosters small group instruction and benefits students. The Committee reports that the pastor, parents, students, and faculty are in agreement that there is a need for further growth in the area of technology.

The Visiting Committee concludes that St. Robert Catholic School is highly effective in fostering high achievement for all students toward clearly defined SLEs and curriculum standards.

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 Saint Robert Catholic School is highly effective in planning curricula and employing a wide variety of teaching methodologies using research-based knowledge that supports high achievement for all students.

The Visiting Committee noted that all teachers employ a wide variety of teaching techniques that use a variety of formative and summative tools including, but not limited to, formal and informal assessments that are used both to guide instruction and formulate curriculum as well as to measure learning post-instruction.

The Visiting Committee found that the school identified a need to improve and increase their use of technology throughout the grade levels to support high achievement of all students. Faculty and administration make consistent, effective use of technology both with students in the classroom and also to facilitate collaboration and professional development with each other. The increased use of technology has allowed teachers to plan curriculum that is structured, consistent, and collaborative. The school also models its SLEs by providing access for those with limited technology at home by making its computer lab available at lunch and after school. Finally, the school uses Cornerstone to inform parents and students about academic progress.

Varying instructional methodologies, such as center-based reading, small group instruction, response to intervention, and collaborative teaching support high achievement of all learners. Students who have learning differences are supported through additional, personalized instruction from the resource specialist.

The School's administration, faculty and staff model Catholic values through their daily interactions with the students that emphasize responsibility, fairness, and empathy for others. The school recently implemented a process whereby reference to the school's SLEs are specified when notices of misbehavior are sent home to parents. The School's expectation is that parents will work together with the school towards actualizing the SLEs for 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 St. Robert Catholic School to be highly effective in supporting student spiritual, personal, and academic growth.

Service learning opportunities are rooted in Catholic values, and each class has a service learning project. The School responds to needs in the community to benefit victims of natural disasters, the elderly, and veterans. Service projects are focused on creating accountable citizens that are respectful Christians. Participation in student retreats, faculty retreats, 6th grade Outdoor Education, school liturgies, and prayer services foster faith development among all members of the school community.

The School has a variety of after school programs including PPSL sports, band, choir, gardening, chess, yearbook, and altar serving. The School also offers challenging curricular enhancements such as essay and poster contests, speech contests, and the Scripp's National Spelling Bee.

The School has upgraded its security system with entry-door locks, secure-perimeter gates, and classroom doors that can be locked from the inside. The School follows San Mateo County's Big Five Guidelines for emergency response. Each classroom has emergency procedures displayed and an emergency kit readily available. The staff is CPR-certified, and the school purchased a defibrillator for emergency resuscitation.

St. Robert Catholic School curriculum addresses the needs of all its students. The School identifies students in the lowest quartile, and the resource teacher sets a course of action with the parents and teacher. Technology is integrated into the curriculum to target the differentiated needs of each student. Project based learning provides additional opportunities for teachers to differentiate the curriculum to challenge students with greater learning aptitudes. The School has partnered with local businesses to bring in experts into its science program. Title IIA funds are used to support staff development.

The Committee notes that the School has aptly identified the need to increase students' knowledge of Church history and Catholic social teaching and also expand differentiated instruction for high achieving students. The Committee commends the School for identifying these goals and encourages the staff to pursue them.



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 recognizes that Saint Robert Catholic School is highly effective in managing resources and planning development to ensure the sustainability of school programs that support high achievement for all students.

The pastor, principal, and School Board have developed resources and implemented procedures to monitor the effective use of those resources to carry out the school's mission. The school's use of multiple reviews by shareholders (pastor, principal, accountant, School Board, Parish Council, and Parish Finance Council) ensures the goal of maintaining a balanced budget annually.

The development and fund-raising activities undertaken by the School and the parish have been successful and have resulted in surpluses that have been placed in a savings account. This combination of sound budgeting practices and development of resources is highly reflective of the sound financial practices and a responsible stewardship that will assist in the long-term viability of the school. This perspective was clearly voiced by the pastor, parent community, and administration.

Sound fiscal management and plentiful resources afford the opportunity for substantial investments and improvements in technology. Consistent and prudent efforts are made by the School to allocate all financial resources in ways to maximize student learning in concert with their Catholic identity, Mission, Philosophy, and the SLEs of the school.

The Visiting Committee noted that the School's goals include exploring the possibility of receiving Title I funds, which would further bolster the comprehensive plan for the long term viability of the school.

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. Ensuring that every grade level participates in age appropriate activities that promote community service along with gaining empathy and understanding of the needs of those less fortunate
2. Creation of a formal rubric for teachers to evaluate their class attainment of the SLEs
3. Increased opportunities for differentiated instruction to support student learning needs
4. Spanish language instruction added to every grade level's academic program
5. Further inclusion of SLEs in curriculum
6. Improvement, enhancement of facilities and security
7. Ongoing implementation of Common Core Math program
8. Integration of technology across all curriculum areas

Critical Goals (identified by school)

1. Update and implement the Technology Plan with particular emphasis on the integration of technology across the curriculum
2. Continue staff development for and implementation of Common Core Standards for Language Arts
3. Increase knowledge of Church History and Catholic Social Teaching
4. Expand differentiated instruction program for high achieving students
5. Develop a positive behavior (**R.E.A.L.**) recognition program, which resonates with the junior high students, allows for additional communication opportunities with parents about their students' progress in SLE achievement, and develops junior high students in their "**R.E.A.L. Kid**" leadership role.

St. Robert Catholic School is highly effective in its development of an Action Plan. The Visiting Committee observed the community has identified three critical goals that are focused on improving student learning and the Visiting Committee affirms that these goals were determined as a result of the needs identified throughout the Self Study process. The Action Plan aligns with and addresses the school's critical goals to support student progress. Each of the goals will have long-term benefits for the students at St. Robert Catholic School. The Action Plan identifies specific strategies and activities to enhance and support student achievement. Each Action Plan item has a specific timeline and adequate benchmark activities to assess and evaluate the effectiveness of the Action Plan.

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 found the School has been highly effective using the prior accreditation findings and other pertinent data to support high achievement of all students, monitoring the progress of its Action Plan, and communicating this progress to its shareholders. The Committee observed that the school will be able to implement and monitor the Action Plan and will continue to communicate the progress and ultimate accomplishment of the goals to all shareholders. The Committee believes that the school will provide ongoing evaluation of the goals on the basis of their impact on student achievement. The Committee affirms that the School has sufficient resources and management skills to accomplish this plan and therefore does not believe that there are any impediments that the school must address in order to accomplish the Action Plan. For these reasons the Visiting Committee has found the school highly effective in its capacity to implement and monitor the Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed St. Robert Catholic School successfully teaches its students and provides a well-rounded education in Catholic Identity, Schoolwide Learning Expectations, and best teaching practices. Collegial work and dedication to personal and professional growth among the faculty is commendable. A significant factor of success is the strong and supportive leadership of the school administration, a hallmark also noted by the pastor. The School successfully fosters parent engagement that results in a community that is also a family.