

REPORT OF FINDINGS

ST. LOUIS THE KING CATHOLIC SCHOOL

4331 W. MARYLAND AVENUE

GLENDALE, AZ 85301

DIOCESE OF PHOENIX



Western Catholic Educational Association
Catholic Schools Accrediting Commission

IMPROVING STUDENT LEARNING 2012

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

NOVEMBER 30-DECEMBER 2, 2016

REPORT OF FINDINGS

for
E392 St. Louis the King Catholic School
Glendale, AZ 85301

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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Louis the King Catholic School for working together to make the school a loving and caring 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. Louis the King Catholic 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. We congratulate all of you on your 50-year history and contribution to Catholic education in the Diocese of Phoenix.

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 the faculty and staff were divided into four groups according to interest and expertise. The groups met regularly throughout the 18 months of self-study. The findings and recommendations of each group were presented to the entire faculty for discussion, clarification and recommendations. Shareholder input was considered throughout the review process. The School Advisory Board was given the opportunity for input and discussion.

The Leadership Team coordinated and facilitated the meetings and monitored the progress of the small groups according to the dates and schedule set. The completed report was then presented to the Pastor, Parochial Vicar, and School Advisory Board for feedback. After edits were made, the final version of the Self-Study was printed.

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.*

St. Louis the King Catholic School is highly effective in their involvement of shareholders in data review, analysis and dialogue about accomplishments and possible future goals. Regular communication efforts through SchoolSpeak, email, newsletters, parent/teacher conferences and parish bulletins provided information to the Pastor, Parochial Vicar, School Advisory Board, parents and parishioners.

The Pastor, administration, faculty and staff reviewed the mission statement and all agreed it did not need revision. However, they mutually agreed that the Schoolwide Learning Expectations

(SLEs) needed to be changed to focus more on student learning. They discussed and agreed on the needed changes in the SLEs and rubrics. These were presented to the school community at the beginning of the 2014-2015 school year.

Student, parent and faculty surveys were given and the data used in the committee discussions and open forum meetings. Parents, parishioners, alumni and other interested persons were invited to attend School Advisory Board meetings and a formal shareholders' meeting.

Data analysis related to student learning was a primary focus at faculty meetings. Assessment information was shared with parents throughout the year as ongoing data was collected.

Based on the findings, the principal, faculty and staff identified the goals for the Action Plan.

The school made a commitment to communicate progress to the shareholders on a regular basis. A "State of the School" address is planned for the spring of 2017. Each goal and strategy in the Action Plan identified how shareholders will receive communication on the progress of the goals. Because of previous involvement of shareholders, there is assurance that the ongoing systematic analysis of the school's effectiveness will be updated and shared with the whole school community.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that the demographics of the school have significantly changed throughout their 50-year history. The school began with a white middle-class population and now has grown into a culturally diverse community, with Latinos being the majority. In June 2014, the principal, finance director, and sixth grade teacher attended the Latino Enrollment Institute at the University of Notre Dame. They learned strategies for increasing Latino enrollment and how to incorporate Latino culture in the school community.

Ninety-eight percent of the school's total enrollment qualify for financial need from Catholic Education Arizona and other scholarship tuition organizations. In addition, over eighty percent of the students qualify for free or reduced lunch.

The school facility has undergone many changes and upgrades in the last six years. Most recently a substantial grant was awarded to make significant improvements in the physical facilities as well as the technological infrastructure and equipment.

Many sources of income have been sought (E-rate, United Way scholarships, Student Tuition Organizations, or STOs). These funds have enabled the school to keep tuition costs affordable to families. Many parent and community volunteers contribute to the educational program at St. Louis the King Catholic School through the sharing of resources, time, and talent.

The parent, student, and staff survey show a high satisfaction with the school. Almost all responses were in the two highest categories (highly effective / effective; strongly agree / agree; all the time / most of the time).

Based on the surveys, the majority of parents identified Academic Excellence, Catholic Values and Faith Formation as the top three reasons families have chosen to enroll their children at St. Louis the King Catholic 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 each of the 2010 critical goals were addressed. Most of the improvement only began in 2012. The progress was put in their 2014 Revisit Report. It was very thorough and after the revisit, the progress continued. St. Louis the King Catholic School is very effective in their use of prior findings to support student achievement. Their school community has grown in the process and has committed to continual improvement.

The following areas were noted:

Acquire and Update Technology Resources:

The school website was updated and each teacher received a laptop and an interactive projector in 2012-2013. In 2013 a technology committee was formed and a technology plan was created. The plan is updated annually.

Improved Process for Evaluating and Tracking Academic Progress

Administrators and teachers used the Iowa DataManager to identify student growth (grades 2-8) and identify areas where instructional support or enrichment was needed. Faculty meetings were used to articulate curriculum and to identify skills that needed remediation and enrichment. New textbooks were also purchased and placed on a textbook adoption cycle.

Create a Language Arts Curriculum Map with Emphasis on Writing

Language Arts curriculum maps for kindergarten through eighth grade were created by teachers in 2013 and are continually revised and updated. Teachers have attended professional development on backward design and curriculum mapping. They also continue to articulate how Diocesan Curriculum Standards are addressed. Teachers recognized that additional work needs to be accomplished in the writing curriculum.

Staff Development

Principal, teachers, and staff meet weekly for two hours to discuss school related events and needs. These meetings are dedicated to spiritual renewal and improving instructional practices and curriculum. They have also attended workshops through the public-school districts, Catholic Schools Office, and other professional development available to them. Teachers are required to share what they have learned and how they will implement the new knowledge.

Programs to Meet the Needs of Students

Several programs were implemented since the fall of 2012 that helped meet the needs of students spiritually and academically. Some of the spiritual programs are: sacramental preparation, junior high retreats, altar server training, and service projects.

Individual learning styles and abilities were addressed through the practice of differentiated instruction. Teachers employed many strategies such as: literacy and math work stations, listening centers, ability-leveled math and reading groups, peer tutoring, iPads, project-based learning, online resources, and cooperative learning groups.

Other programs used to meet individual needs are: DIBELS, Simple Solution Math, Spanish Instruction for grades two through eight, IXL Math, RazKids, SuperKids, Book Buddies, school math tutoring, and Katzin Classical Music Program. Extra-curricular activities included: Peer Assisted Leadership Club, Drama Club, Sign Language Club, Yearbook, Band, Student Ambassadors, Student Council, etc.

Develop, implement, and monitor a school wide comprehensive plan to enhance classroom instruction utilizing researched based instructional strategies to support the high achievement for all students.

During the regular weekly faculty meetings, it was recognized by all that analyzing student performance data was necessary to improve student learning to make appropriate decisions about student intervention, enrichment, and placement. A school-wide comprehensive plan to assess student achievement was developed. This included using the Iowa DataManager, PD360 online classes for teachers, a reading specialist who trained teachers in monitoring student progress, and using some Six Minute Solutions materials.

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 agreed that St. Louis the King Catholic school is highly effective in Catholic Identity.

It is clear and evident that the Catholic identity at St. Louis the King Catholic School is authentic, providing opportunities for community worship, participation in the sacraments, as it promotes evangelization and service to the community. The entire staff at St. Louis the King Catholic School is a member of the Catholic faith. The teachers and staff are involved as lectors and Eucharistic ministers at school liturgies. They actively participate in the yearly staff retreat and have opportunities to come together for special prayer throughout the week.

The school's mission statement is simple, easily read, and able to be understood at all grade levels. The mission statement is recited each morning by students, staff, and parents. The school's philosophy focuses on spiritual growth at school and at home, with service, prayer, and faith development essential to each child's Catholic formation. Each day at St. Louis the King Catholic School the SLEs are lived out through prayer, academic challenges, and skills acquired in self-discipline, fine arts, and technology.

The administration and staff recognize the parents as the "primary educators of their children," and provide varied opportunities for parents and their children to share and practice their Catholic faith together. Signs and symbols throughout the school campus reflect the school's commitment to on-going faith formation, rituals, and traditions. The Cross Garden, Beatitudes wall, and Our Lady of Guadalupe mosaic speak loudly to all visitors of the Catholic faith. Weekly liturgies, as well as monthly parish Sunday masses are attended by students and parents. Friday Adoration by the Student Body, staff, and parents strengthens the prayer-life of all who attend. Reciting the Angelus before lunch, recitation of the Rosary, the enactment of the Stations of the Cross and the Sacred Triduum, as well as celebrating Holy Days, rituals and traditions involving the Saints, enhance the Religion curriculum and strengthen the spiritual atmosphere of the school environment.

The school has adopted the Beatitudes Project as a focus for this school year. A different Beatitude is highlighted each month and corresponding prayers, service activities, SLEs, social justice issues, and a school-wide project are taught at each grade level. The school campus reflects the Beatitudes theme with a special wall and area designated for each month's focus. Parents and parishioners are invited to be a part of these activities.

School, parish, and community service are a natural result of the Beatitudes theme. Students are consistently engaged in projects that promote charity to all, self-sacrifice, using skills for the benefit of others, as well as responsibility to help those in need. Students in sixth, seventh, and eighth grade are expected to complete fifteen hours of service each school year, either at school or off campus. Primary children participate in school-wide projects such as sock and gently used jacket drives, weekly food collection for the St. Vincent de Paul Parish pantry and the annual Thanksgiving food collection, Bottles for Bethlehem, and Buck-a-Jean Day for various shelters in the Phoenix area.

Parents contribute to the education of their children by volunteering their time and talent to help further the Catholic identity of the school. Their assistance as School Advisory Board members, helping with fund raising activities, and completing the required service hours benefits the school and the children. The presence of the parents at school liturgies, special prayers, retreats, and faith formation provides an excellent example of faith in action. Staff, students, and parents are actively involved in the parish and civic community through participation in the Glendale Hometown Christmas parade, the Lenten Living Rosary Prayer Service and Soup Supper, and the multicultural Mass to celebrate Catholic Schools Week.

Sacrament preparation for the reception of Reconciliation, First Eucharist, and Confirmation is taught by parish catechists as well as classroom teachers. New students who have not received a

sacrament are prepared through their daily religion classes, as well as extra catechesis pertinent to the sacraments they will be receiving.

Parents are expected to participate in the sacramental faith formation and preparation of their children. Although these opportunities for parent faith formation are required, the school recognizes the need for more sessions with all parents to further their own spiritual growth as well as that of their children. The administration and staff are continuing to plan ways for parents to receive more in depth religion classes, such as Family Faith Night, implementing the Catechesis of the Good Shepherd, collaborating with the Parochial Vicar for faith formation classes, and investigating the implementation of a K-8 Family Life series.

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. Louis the King Catholic School is highly effective in defining the schools purpose (mission, philosophy, and SLEs).

St. Louis the King Catholic School has a clearly-defined mission statement and philosophy. The school's mission to "provide a high-quality education in a caring, Gospel-centered environment," points to a strong Catholic identity. Additionally, the school's philosophy statement communicates its Catholic identity by focusing on a Gospel-centered environment, growth in personal faith, respecting parents as primary educators, and teaching Catholic doctrine and values.

The School Wide Learning Expectations are clearly communicated and incorporated into the daily routine of the school community and reflect the mission and philosophy of the school. The school adheres to the use of Diocesan Curriculum Standards when planning instruction. The curriculum standards as well as the SLEs are listed in a web-based lesson planning book, which assists teachers in ensuring that both curriculum standards and SLEs are incorporated into each lesson. Additionally, the faculty has created curriculum maps for religion, language arts, mathematics, and science, to serve as a guide for teaching standards and provide articulation between grade levels.

The school communicates its mission daily with all shareholders. The St. Louis the King Catholic School community recites the mission statement and SLEs each day. Additionally, the school's mission is posted in the school office, classrooms, school handbook, newsletters, registration materials, parish bulletin, and school website. The School Advisory Board meetings begin with prayer and the reading of the mission statement.

The school has reviewed its mission and philosophy as well as the strategic plan. Revisions were made to the strategic plan, however the mission and philosophy were left intact, as the advisory board determined no revisions were necessary. Additionally, the school reviewed the Student Learning Expectations, and these were revised to better reflect the mission and philosophy of the school. The SLEs were adjusted to better assess the students' demonstration of them. As a result,

the SLEs are now self-assessed by students, while teachers use rubrics developed for appropriate age/grade levels. The revisions made to the SLEs were approved by the School Advisory Board as well as the Pastor.

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 the organizational structures of the school were highly effective in focusing on high achievement of all students and communicating student progress to all shareholders.

The organizational structure of the school promotes and supports the Catholic identity of the school. The pastor delegates the operations of the school administration and is involved as a pastoral presence for the students, parents, and staff. The parochial vicar serves as the school chaplain and leads school Mass weekly. Both attend special school events. The school installed a mailbox to facilitate communication with the parochial vicar.

All administrative staff communicates clearly and openly with parents, members of the parish, and other shareholders to emphasize the Catholic identity of the school and expectations for academic success. As a school, they integrate the Catholic faith into all academic teachings and model high expectations of Catholic values. Teachers, administration, and staff begin the year with a spiritual retreat, and teachers renew their Catechist certification every three years. This certification gives teachers the tools they need to assist students in sacrament preparation, reflect on liturgies, and contribute to prayer services. Junior high teachers and the principal lead mini retreats for sixth through eighth grades. The school hosts Sunday Mass once a month, and students lead prayer, participate in the choir, and alter serve. There is a morning prayer assembly each Monday morning, and Student Council leads prayer over the intercom at the beginning and end of each school day. Students lead the Angelus over the intercom at lunchtime. There is also Eucharistic Adoration on Fridays.

The organizational structures also create an environment that is dedicated to student learning. Teachers discuss strategies concerning diocesan standards and objectives in faculty and grade level meetings, child study teams, intervention meetings, and data meetings. Teachers utilize many assessments in order to make curricular decisions and gauge student mastery of specific objectives. Assessments that are used are ITBS for second through eighth grades, DIBELS for kindergarten through sixth grade, and STAR testing as a benchmark for kindergarten through eighth grade. Teachers use these assessments to differentiate instruction. Many resources are utilized to reach students, including IXL Math, Simple Solutions, Foss Science Kits, Reading A-Z, RazKids, 95 Percent Group, and WriteToLearn. Many teachers have received training in the usage of the Six-Minute Solutions Intervention Program for students who are below grade level in reading. Classroom teachers complete a Child Study Team packet for students who are facing academic or behavioral challenges. These students are referred for further evaluation, and depending on the results, a Student Service Plan may be implemented. Students identified with reading delays are serviced by the Title I program. Students who have been identified through the Arizona English Language Learner Assessment (AZELLA) as ELL may receive free tutoring provided by the ABC

Phonetic Reading School, funded through Title III. Struggling students may also receive tutoring before and after school.

High achievement by all students is communicated between the shareholders through school-wide newsletters, which are sent out monthly via email, posted on School Speak, and sent home with students. The information is also posted in the parish bulletin, and parishioners are welcomed and encouraged to attend school events and activities. Classroom teachers communicate with parents through Class Dojo, behavior logs, phone calls, emails, parent/teacher conferences, and informal meetings. Scores from assessments are communicated with parents during parent/teacher conferences. Parents and teachers collaborate to develop the best plan of action to address any areas of concern for each student. Parents who were interviewed were very satisfied with the communication with their students' teachers and appreciated having many ways to contact them. School-wide grade level scores are shared with the School Advisory Board. This board is made up of the pastor, principal, and parents, and it meets monthly to discuss school-related topics, such as facilities, finance, marketing, technology, safety, and more. School Advisory Board members post their contact information on the campus bulletin board and the school's website so that parents can contact them any time.

In January 2016, surveys were distributed to all shareholders to gain information on the school's success and/or areas of improvement. Parents and students surveyed believe that they are receiving a good education, were motivated to learn, and that the teachers support student learning. Parents hope to see more hands-on science activities and an increased use of technology in all subject areas. Technology has been upgraded since the survey. Broadband was enhanced and new equipment was purchased. Goals for improvement include continued professional development and more resources for English Language Learners, disaggregation and analysis of data to drive instruction, and continued teacher training in the Six Minute Solutions Intervention Program.

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 observed that St. Louis the King is effective in using educationally sound assessment process to collect data.

St. Louis the King Catholic School utilizes data concerning faith formation to strengthen their Catholic identity. Instruction is centered on students' role as Christian witnesses, and is strengthened through implemented SLE rubrics across all grade levels. Formative assessments include preparation and participation in class liturgies, prayer services, Morning Prayer, class retreats, and responding to the call of discipleship through student action. The administration and faculty of St. Louis the King Catholic School has adopted an implementation of the Assessment of Children/Youth Religious Education (ACRE assessment) for grades fifth and eighth as a key critical thinking and growth analysis component to determine the effectiveness of the current religion program and to strengthen areas of weakness.

In terms of educationally sound assessment processes, St. Louis the King Catholic School effectively collects, disaggregates, and analyzes student performance data. As the school expanded in enrollment figures, a Gesell Development Observation assessment has been administered to incoming pre-kindergarten and kindergarten students to ensure developmental readiness. In addition, all students in grades first through eighth grade were administered a grade level placement test to identify students' unique academic needs and to appropriately place students in the grade securing the most success.

Various forms of sound assessment processes to collect data are implemented by St. Louis the King Catholic School administration and faculty to support high achievement of all learners. Assessments aligned with the Diocesan Curriculum Standards include DIBELS, ITBS, Accelerated Reader (AR), STAR, AZELLA, IXL online Math, SLE rubrics, as well as formative and summative assessments spanning curriculum areas and grade levels are used as a driving force behind instructional methodology and curricular improvement. In addition, classroom teachers administer pre/post-tests in the areas of reading, vocabulary, grammar, and math. This pre-assessment data utilized at the beginning of the school year offers a baseline assessment of student knowledge in particular curriculum areas. Post-test results are then reviewed at the end of the school year by teachers to assess if students displayed academic growth.

Curricular change, modifications, and academic support at St. Louis the King Catholic School are driven by effective analysis of collected assessment data. ITBS test scores, assessed through Riverside DataManager, a web-based system to aid in identification of areas for additional instructional support or enrichment, is one such example. After analysis of ITBS data through this medium, it was determined by administration and faculty that a significant number of students were performing below grade level in reading, language arts, and math. To support this need in English and Language Arts, a part-time reading specialist as well as a part-time primary grade instructional assistant were hired. In addition, school-wide implementation of DIBELS tri-annually tracks reading growth and determines the effectiveness of reading intervention and classroom instruction. A new Easy Grammar program for second grade through eighth grade and Sadlier-Oxford Vocabulary for third through eighth grade was another such solution offered by St. Louis the King Catholic School to support students in the bottom quartile in vocabulary and grammar on the ITBS test. A *WritetoLearn* web-based program was similarly designated for grades sixth through eighth to strengthen students' conventions in writing. To support student comprehension and literacy achievement, Accelerated Reader and RazKids enable teachers to prescribe appropriate comprehension and vocabulary level of books to students.

To support this need in mathematics, Simple Solutions Math was implemented in first through eighth grade as a supplemental resource to the core math curriculum. St. Louis the King Catholic School acquired a school-wide grant enabling the purchase of Go Math. Teachers collect and utilize data from IXL Math in conjunction with ITBS test scores to drive and differentiate instruction. Since the introduction of these math interventions, there has been an increase in math proficiency. In August of 2016, three eighth grade students qualified for an online Algebra I advanced course by scoring eighty percent or higher on a math placement test. Upon successful completion of the course, they will receive high school credit.

Students who need additional support can attend Homework Club. The club is designed for students in first through third grade performing below grade level in reading and math. Students receive services based upon ITBS test scores, DIBELS data, STAR reports, and teacher observation. Title I Reading Intervention is provided by Alhambra School District Private School Consortium as well. Twice a week, strategic reading intervention is provided to kindergarten through third grade students. Services are restricted for students residing in a Title I district and are performing below grade level in reading. Additionally, a special education teacher from Alhambra School District meets once a week with St. Louis the King Catholic School students on a Student Service Plan. AZELLA tests are administered to determine student proficiency in English. Students who do not score as proficient are identified as ELL. Assessment continues each spring until proficiency in English has been reached.

In order to achieve the goal of student progress monitoring to increase academic support, St. Louis the King Catholic School plans to acquire and implement the Measure of Academic Progress (MAP) benchmark. This adaptive assessment, along with ITBS, will facilitate student placement and translates instructional plans for all students.

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. Louis the King Catholic School is effective in providing for all students to make acceptable and measurable progress toward clearly defined SLEs and challenging, comprehensive, and relevant curriculum standards.

St. Louis the King Catholic School has incorporated Catholic values into the curriculum by providing a challenging curriculum which is Christ-centered and based on Diocesan Curriculum Standards. A new social studies textbook series was added which focuses on teaching history as the story of God's dealing with man.

St. Louis the King Catholic School has ensured that the curriculum standards are challenging, comprehensive, and relevant for all students by evaluating resources and teaching strategies regularly to determine if they align with curriculum standards. The staff meets in grade level and faculty meetings to evaluate curriculum and to prevent any gaps between grade levels.

The school ensures that each student is making acceptable progress toward the achievement of curriculum standards by developing and yearly updating curriculum maps. They measure student achievement of the curriculum standards by using formal and informal assessment. Some of these assessments are ITBS, COGATs, DIBELS, STAR reading tests, AR (Accelerated Reading), and IXL Math. The school measures student achievement of the SLEs by weekly student self-assessment which are developmentally appropriate.

The school has integrated technology into the learning process by updating and maintaining technology within the classrooms. The library was modified to accommodate a computer lab in 2014. Since 2014/2015, 109 Chromebooks books have been purchased. A Google account to access the school's Chromebooks has been made available to each student. Additionally, beginning in 2014, one iPad and an Apple TV was obtained for each classroom. A part-time information technologist was also hired in 2014.

The school identifies students who are not making acceptable progress. The school then implements plans to assist these students and evaluates and modifies these plans as necessary to increase acceptable progress for all students in a variety of ways. Teachers and staff meet on a regular basis. New curriculum is discussed and data is analyzed. When needed, intervention methods and goals are discussed and/or a student service plan is implemented. A Child Study Team packet is completed and evaluated by the Director of Student Services in the Alhambra School District.

The school assesses their programs used to support disaggregate groups and ensure acceptable progress for all students by having recognized deficiencies in the Language Arts program with the previous instructional material. New curricular materials were purchased, which utilize the Spalding method, for kindergarten through second grades.

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. Louis the King Catholic School is effective in applying instructional methods to support high achievement in all students.

St. Louis the King Catholic School applies research-based knowledge about teaching and learning in the instructional process. Beginning with the mission statement and SLEs, the integration of faith with academic rigor is apparent throughout the culture and curricula. The faculty and staff use a variety of techniques that is supported by studies, research, and students' achievement.

In an effort to encourage students to work to their highest potential, a variety of instructional and curricular methods are used. Teachers chart curriculum maps, which are a visual way for parents, administrators, and other teachers to see the arc of studies. Developmentally appropriate class schedules pay attention to all areas of student learning. In planning schedules, teachers attempt to address each domain (religion, language arts, math, social studies, science) according to the suggested instructional minutes highlighted in the Diocesan Curriculum Standards. Differentiated strategies include lecture combined with lab practice for math and other subjects; small group instruction; learning centers/work stations; project-based learning; individual response boards; ability-leveled groups; class discussion; cooperative learning; think/pair/share; peer tutoring; educational games; listening centers; incorporation of visual arts into projects across subjects; craft and building opportunities for projects in social studies, science, and others; and use of manipulatives in the early years of math. Instructional assessment technologies are used to track student growth over time.

St. Louis the King Catholic School uses frequent and varied assessments integrated into the teaching and learning process that is supported by studies, research, and students' achievement. Many of the written assessments are comprised of more than one type of item, including multiple-choice, fill-in-the-blank, index card summaries, graphic organizers, Cloze items with word banks, matching (words and/or images), essay questions, and verbal questions. Assessment projects often count towards grades in two or more subjects. For example, teachers will collaborate to have students conduct web-based research on a topic (for a technology grade), write a research paper on it (for a language arts grade), and build a diorama or other craft/visual arts item (for a science grade). Results of assessments lead to instructional review of the subject matter across subjects, in order to better align projects to the curriculum standards. Other less formal assessments include observation, teacher questions to students, and writing samples, for pre-kindergarten through second grades. Informal assessments are based on rubrics, including those for SLEs.

The administration and faculty have determined, after examining ITBS math, reading, and language arts grade equivalency scores, that there are significant achievement gaps in sixth through eighth grade. The administration and faculty are developing a plan to place students in these academic classes based on their ability level, not grade level. These leveled classes will be implemented in the 2017-2018 school year to provide more effective instruction to meet the needs of students. Students who score at grade level or higher will have the opportunity to be placed in advanced math, reading, and English classes. The advanced math class will provide students the option to take higher-level math courses provided by a neighboring Catholic high school if the student qualifies. Students will receive high school math credit upon successful completion of the course.

The administration at St. Louis the King Catholic School is dedicated to providing the faculty with opportunities to receive professional development. The principal encourages incorporation of different methodologies into teaching across grades and subjects. Dedication to teaching and incorporating best practices into the classroom so all students realize their potential, no matter the skill level, is an important goal for St. Louis the King Catholic School faculty. All teachers are committed to best practices and work diligently to provide the highest quality education and faith experiences for every child every day. Teachers implement effective instructional practices and teacher aides provide individualized help and small group instruction to support student learning in the classroom. Most teachers offer students additional help with before school and after school tutoring.

Teachers are evaluated annually. Novice teachers (under two years in a subject matter or grade) receive two formal assessments each year. More experienced teachers receive one formal and one informal assessment each year.

Significant strides have been made in researching and using different resources to ensure student achievement. The school recognizes a need for the inclusion of a STREAM (Science, Technology, Religion, Engineering, Arts, Mathematics) implementation plan. Teachers will look for opportunities for professional development to optimize student strength in these areas.

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 St. Louis the King Catholic School is highly effective in supporting students' academic, spiritual, and personal growth.

Catholic values are the basis for all aspects of the processes and programs in place to ensure growth in their school community. Through a combination of academic and extracurricular programs, spiritual experiences, parental involvement, and security measures, the aim was a higher performing student body.

Programs and processes currently in place at St. Louis the King Catholic School are aimed at reaching all students at their current level of academic achievement whether it be remedial or advanced. All junior high students are required to take a study skills class. St. Louis the King Catholic School uses federal funding to support high achievement of all students. This includes Title I reading services, which provides a reading teacher on campus twice per week for students who are performing below grade level. It also includes the Title I Private Consortium, which provides professional development for teachers. Title IIA funds also allow for professional development for all teachers to enhance teaching strategies and resources to aid teachers in the new academic standards and methodologies. Title III for English Language Learners (ELL) provides government funds to identify and assess ELL students. Monies are used to purchase curriculum programs and pay for individualized tutoring.

First Things First, a state funded program, provides pre-kindergarten with curriculum resources, manipulatives, classroom supplies, professional development, and teacher coaching. Scholarships are awarded to students and to teachers to help them further their education.

The school will refer students to the Alhambra School District for evaluation if Special Education needs are presented or suspected. A Child Study Team is assigned to each student to assess their needs in this area. Should a child qualify for services, St. Louis the King Catholic School staff works with the Alhambra School District staff to create and implement a service plan. Annual meetings are held to reevaluate qualifying students' needs and assess if any adjustments need to be made.

The school has embraced a move towards more technology integration into the classrooms, and as such has also implemented the use of the following electronic-based resources to help struggling students and challenge advanced students: IXL Math, Raz-Kids, Accelerated Reader, Vocabulary Workshop, WriteToLearn, Code.org, MindPlay, We Believe, Superkids, Starfall, and Symbaloo.

St. Louis the King Catholic School recognized a need to provide options for performing and fine arts. A music teacher was hired in October of 2012. A band program was implemented in August

of 2013. An honors choir began in August of 2014. St. Louis the King Catholic School became a participant of the Katzin Classical Music Program in August of 2012. Kindergarten through third grade students participate in the Art Masterpiece Program once a week. Fifth grade students learn about ballroom dancing during a ten-week program called Dancing Classrooms. Funded through a grant, students learn a variety of dances from a trained instructor from the American Ballroom Theater Company. The program addresses the positive development of student self-confidence, respect, manners, cooperation, and social skills.

St. Louis the King Catholic School is rich and diverse in extra-curricular activities. They cover a wide range of disciplines and opportunities. These electives include: Junior Thespian Club, Peer Assistance Leadership Skills (PALS) Club, Yearbook Club, Math Maniacs Club, Book Buddies Club, Junior Legion of Mary, Band, Honors Choir, Diocesan Spelling Bee, Student Ambassadors, Student Council, interscholastic sports for fifth through eighth grade, and an after-school soccer program for Pre-Kindergarten through fourth grade students.

St. Louis the King Catholic School promotes Catholic values and spiritual growth throughout the school day and in all school activities. Students show they are Christian Witnesses through helping others and interacting during sports. Students provide service to others through food and clothing drives, monetary collections, and service to public groups, which include the following: Buck-A-Jean Days for Maggie's Place, St. Vincent de Paul, Southwest Autism Research Center, Thanksgiving food drive, sock drives, collecting coins for Fr. Joseph Bui's Filipino Orphanage, gently used coat drive, Bottles for Bethlehem, weekly canned food collection for the St. Vincent de Paul parish pantry, and water bottle drives.

The administration and faculty provide many and varied opportunities for the faith formation of students. Students reflect on the Gospel message after school-led Masses in each classroom. Student-led Mass is celebrated every Wednesday with parents and the Church community. The whole school attends weekly Eucharistic Adoration on Fridays. Prayers are incorporated throughout the school day. Prayer tables are used in each classroom. Students participate in a novena, Mass, and play in honor of their patron saint, St. Louis the King. Sacramental preparation for students of all levels of formation is provided, and not limited to just those in the second and third grades. Students in fourth through eighth grade who have received the Sacraments of Holy Communion and Confirmation have the opportunity to be altar servers. Spiritual retreats are held annually for students in sixth and seventh grades. Spiritual retreats are held twice a year for students in eighth grade. Junior high students are required to complete five service hours per trimester, with altar serving being limited to one-third of the total hours.

Parental involvement is crucial at St. Louis the King Catholic School. Each family fulfills a minimum of twenty hours of service to the St. Louis the King Catholic School community. Opportunities to ensure parent involvement include the School Advisory Board, library and classroom volunteers, lunchroom aides, field trip drivers, chaperones, school sports coaches, the parish Fall Festival, campus clean-up, annual fundraiser night, and class fundraisers.

Faculty and staff are offered opportunities for spiritual growth through principal-led prayer every Tuesday and an annual retreat at the beginning of the school year. School-wide events that provide spiritual experiences for faculty, students, and parents include: Back to School Mass and Potluck

Barbeque, Grandparents Mass and Breakfast, St. Francis of Assisi Feast Day and Blessing of Animals, Rosary Sunday, altar serving, Dia de los Muertos - Display of Student Ofrendas, All Saints' Day Mass, Veteran's Day Mass and Reception, bi-annual communal penance, Advent prayer service, St. Nicholas celebration, Our Lady of Guadalupe play, City of Glendale Hometown Christmas Parade, Keep Christ in Christmas annual program, Living Rosary and soup supper, Holy Week prayer service, Stations of the Cross, and May Crowning.

Security is of the utmost importance at St Louis the King Catholic School. The school has developed and implemented emergency plans for fire, lockdown and campus evacuation. Implementation of consistent communication opportunities between school and home has been a focus. The school uses the following for communication: weekly classroom news email, monthly school newsletter, school website, parent/teacher conferences, SchoolSpeak, Facebook, Class Dojo, and SchoolMessenger. The school has installed security cameras and a security system. All volunteers are required to attend a Called to Protect Class through the Diocese of Phoenix before being allowed contact with the students.

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.*

Resource management and development to support achievement of all students is highly effective.

The pastor, principal, and School Advisory Board develop, implement, and monitor resources and plans to ensure the sustainability of the school program and support high achievement of all students in the SLEs, Diocesan Curriculum Standards, and other governing authority expectations.

St. Louis the King Catholic School uses sound resource management practices to ensure sustainability and further the mission of the school to meet the Diocese of Phoenix curricular standards, and the school's local Student Learning Expectations.

To ensure that tuition revenues meet budgetary expectations, St. Louis the King Catholic School uses a variety of funding outlets. First and foremost is tuition, which is currently set at \$5,725 and is the goal amount for all students enrolled at the school. However to offset out-of-pocket costs for families unable to afford the full price of admission, St. Louis the King Catholic School takes part and relies on a number of programs, such as: Diocesan Organizations (Catholic Community Foundation, Charity and Development Appeal, Today's Children Tomorrow's Leaders,) Student Tuition Organizations (Catholic Education Arizona, AAA, Brophy Community Foundation, Arizona Leadership Foundation, Institute for Better Education, Arizona Community Foundation, and Arizona School Choice Trust,) as well as fundraising programs (hot lunch revenues, SCRIP, extended care, Scholastic Book Fairs, and various other fundraising endeavors.)

In addition, to navigate the previous programs, St. Louis the King Catholic School conducts workshops on the various application processes. In addition to the previously stated funds, which

are used for the normal budgetary operations, St. Louis the King Catholic School also uses federal funds and school district resources to meet student academic needs, namely Title I and Title II, which are used for student tutoring and teacher professional development, and special education services through the Alhambra School District. These funds and resources are used to meet the needs of the students in the school with exceptional and educational needs. Through the use numerous funding streams, St. Louis the King Catholic School strives to meet budgetary expectation and address student financial and academic needs.

To ensure fiduciary responsibility, St. Louis the King Catholic School has multiple checks and balances in place to plan, create, and execute the school budget. The school created a strategic plan to give an overarching view of financial priorities. Yearly, the principal, pastor, and the school finance director work together to create a budget, which is then presented and approved by the Parish Financial Council. Starting in 2014, St. Louis the King Catholic School has worked with the Diocesan Superintendent, the Manager of Parish Finance and Corporate Services, the Diocesan Chief Financial Officer, and the Vicar General to ensure fidelity in yearly budgetary planning and execution. St. Louis the King Catholic School is dedicated to making a workable, reliable, and realistic school budget.

The last and very important component of St. Louis the King Catholic School's plan for resource development is focused on activities that increase enrollment. The school has implemented numerous marketing strategies, such as advertisements in the church bulletin, the diocesan newspaper, city periodicals, like *Raising Arizona Kids*, and on the City of Glendale's website. There are also enhanced school activities during Catholic Schools Week. Each of these promotional ideas is to increase awareness of the school and enrollment.

St. Louis the King Catholic School has also worked to enhance the physical plant and infrastructure to create a more inviting environment for current and prospective students. The most profound additions in this category come courtesy of a fostered corporate partnership with the Shea Homes Corporation. St. Louis the King Catholic School has diligently worked to enhance infrastructure and increase enrollment to ensure sustainability.

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. Increased Catholic identity: new religion texts, religious visuals, Beatitudes Project, weekly Eucharistic adoration, and regular Mass within the school and parish
2. Implementation of research-based intervention programs
3. Updated strategic plan for technology resources and facilities
4. Professional development for teachers to support the diocesan curriculum
5. Use of federal funds for professional development and special education services
6. Updated SLEs in every classroom, incorporated into lesson plans, and assessed weekly
7. Incorporation of the Arts
8. Increased enrollment and support for families obtaining STOs

Critical Goals (identified by school)

1. Strengthen student and family Catholicity
2. Increase student proficiency in math and science
3. Increase student proficiency in reading and writing.

The Visiting Committee observed that the school is highly effective in identifying the critical goals. All significant goals were focused on improving student learning. Many of the identified significant goals were related to the three identified critical goals that the Action Plan addresses.

The first goal was to strengthen student and family Catholicity. The strategies include:

- Implement a Family Faith Night
- Acquire and implement the Catechesis of the Good Shepherd program for Pre-K through third grades
- Implement a new family life program for Pre-K through eighth grades
- Acquire an assessment tool, such as ACRE, for fifth and eighth grades

The second goal was to increase student proficiency in math and science. The strategies include:

- Implement Foss Kits to supplement the math and science curriculum
- Acquire and implement a robotics program in sixth through eighth grades
- Implement hands-on field trips for fourth through eighth grades

The third goal was to increase student proficiency in reading and writing. The strategies include:

- Research professional development opportunities in ELL instructional strategies and ways to acquire ELL resources
- Implement a kindergarten through eighth grade language arts curriculum that includes the needs of ELL students
- Implement MindPlay for individualized reading intervention
- Acquire and implement Measurement of Academic Progress (MAP) test in kindergarten through eighth grades
- Increase “Written Expression” and “Conventions of Writing” scores by at least one grade level on the ITBS test

Implementation of the strategies of each goal are well spaced out over the next few years. They are realistic to what the school can accomplish and the costs and resources needed. There is a person or group responsible for each strategy as well as a process for monitoring.

OPTION A: *Modification of a critical goal:* N/A

OPTION B: *Critical Goal Identified by the Visiting Committee:* N/A

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 that each of the 2010 critical goals were addressed. Most of the improvement only began in 2012 with new school leadership. The progress was put in their 2014 Revisit Report. It was very thorough, and after the revisit, the progress continued. St. Louis the King Catholic School is very effective in their use of prior findings to support student achievement. Their school community has grown in the process and is committed to continual improvement. (See comments for Chapter 2 B)

The timeline for implementing the new Action Plan is very thorough and realistic. It begins with four goals that are ongoing from August 2013 to 2022. The other goals are specific as to the month and year as well as who is responsible. The monitoring of the processes is very specific and part of the Action Plan. In addition, they are part of the Appendix F-2 timeline.

Costs for implementations of all strategies have a solution for acquiring the funds needed. These costs will be included in the annual school budget.

Communication and involvement of shareholders on the process and progress are ongoing through the regular communication systems as well as faculty, parent, and School Board meetings.

The school has no impediments to accomplish the Action Plan.

Because of the progress made in addressing the last Action Plan, the visiting committee is very confident that the school will address the goals and strategies of the new 2016-2022 Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed that all shareholders are deeply dedicated to providing a high quality Catholic education for the students at St. Louis the King Catholic School. The community is warm and welcoming and celebrates their multicultural population. It is evident that each person in the St. Louis the King Catholic School community is valued. Parents, faculty, staff, and administration focus on the spiritual and academic formation of each child. The collaborative relationship between all shareholders provides a living example to students of the mission, philosophy, and SLEs of St. Louis the King Catholic School. Each classroom is inviting and promotes collaboration between students, and the outdoor spaces are peaceful and clean. The community is working together to accomplish their goals, always looking for ways to improve. St. Louis the King Catholic School embodies servant leadership and is to be commended for all its accomplishments.