

THE REPORT OF THE VISITING COMMITTEE

Saint Benedict Catholic School
4811 Wallingford Avenue North
Seattle, WA 98103

ARCHDIOCESE OF SEATTLE

Prepared for
The Accreditation Commission for Elementary Schools

Submitted to
Western Catholic Educational Association
and
Northwest Association of Accredited Schools

PREFACE

We, the Visiting Team, wish to commend you, the pastor, administration, faculty, staff, parents, parishioners, and student body of Saint Benedict Catholic School for working to create a school environment that reflects a long standing commitment to the Catholic faith.

The Visiting Team is grateful for our time at Saint Benedict Catholic School and found our three day visit professionally rich and personally rewarding. We extend our gratitude to all of you for your warm and generous hospitality.

May the Christ we serve bless you with every success.

Part I: Context of the School

School/Community Profile

References:

- School Self-Study Chapter 1 (School Community Profile)

To what extent has the school compiled and analyzed data (cultural, demographics, financial, survey, interview) that identified major changes or trends since the last self-study?

It is highly evident that Saint Benedict Catholic School has had a long and successful history. The current pastor and administration have worked diligently to increase enrollment and presently the school population is 180 students, an increase of 30% in the last four years. Evidence from the document and interviews indicate that the parish is dedicated to the financial well being of the school.

In an effort to gather information about the school, Saint Benedict Catholic School distributed on-line surveys to staff, parents, parishioners and students. The data from these surveys was compiled, analyzed and disseminated to all school share holders. It served to affirm and identify areas of strength and growth for the school. Along with the survey information, results of standardized testing were analyzed and used to drive curriculum planning.

The school has noted a change in neighborhood demographics in recent years due to a population shift which influenced student enrollment. A predicted baby boom occurred as evidenced by a full kindergarten and preschool programs. The parish recognizes the importance of the school as evidenced by their recent five year plan that specifically leaves room for the recommendations of this present accreditation report.

To what extent is the Catholic identity of the school prominent including fostering healthy interactions among teachers, students, parents, shareholders, and the greater community?

At Saint Benedict Catholic School, the Catholic identity is evident and permeates the entire school community. The mission statement, philosophy, and SLE's demonstrate a strong Catholic identity among all stakeholders. The pastor is actively involved in all aspects of the school and is very visible to the students and community. Staff attends daily morning prayer and catechetical training is ongoing. Students participate in many traditional Catholic activities such as daily prayer, weekly Mass, sacramental preparation, Stations of the Cross, praying the rosary, and Easter activities. The use of religious symbols throughout the school is highly evident. Students participate in many service projects modeling the values they have been taught. Every grade level takes part in Service Stewardship Projects. Students attend Mass at least three times a month with

each class preparing one Mass per year. Sacramental preparation is provided for students at the parish level.

The school and parish maintain an exemplary relationship that serves to strengthen the school and models Christian community for the students. Communication and collaboration among all entities was clearly evident. The pastor, administration, faculty, and staff are ministers of Catholic education and are committed to modeling Gospel values. There is a strong partnership between the pastor and administration.

After various interviews about the future of the school, it is apparent that the stakeholders of the school recognize that the Catholic identity of the school remains the foundation for the mission and philosophy of the Saint Benedict School.

Progress Report

References:

- School Self-Study Chapter 2 (Progress Report)
- Accreditation Criterion #11 (Use of Prior Accreditation Findings)

To what extent have the prior accreditation findings and other pertinent data been used to ensure high achievement of all students and have driven school improvement?

Seven target areas were identified in the last visiting team's report. There is strong evidence to support the use of prior accreditation findings and other pertinent data having been used to drive ongoing school improvement.

The target goals of the prior accreditation have been addressed to the following extent:

List each goal and explain progress

1. Implementation of Student Learning Expectations for lesson planning and assessment.

Using the categories of Learn, Grow, Love, and Serve, the Schoolwide Learning Expectations were revised in 2008-2009 with input from all shareholders. Teachers highlight evidence of alignment of the SLEs in their daily lesson plans and assessment. SLE posters are in each classroom and common areas of the school. SLEs are incorporated in the daily life of the school as well as faculty meetings, School Commission, PAC, assemblies, discipline, and conferences.

2. Continue to encourage staff development focused on student learning, aligned with the Schoolwide Learning Expectations and based on data from assessments.

Strategies for the improvement of writing skills were identified, implemented, assessed and evaluated for each grade level at quarterly intervals in 2005-2006. Six trait writing guidelines were implemented in each grade. Grade level teachers compared classroom based strategies and assessments. Teachers were trained and now use technology as a tool

to focus on student learning. Since 2006 teachers have taken advantage of numerous staff development opportunities focused on student learning. Staff development and meeting times have been added to the school calendar.

3. Alignment of Report Cards with Schoolwide Learning Expectations prior to computerization of reporting systems.

In 2007, Saint Benedict School implemented a network-based grading and progress reporting system known as PowerSchool. This computer program allows administration and teachers to enter grades, keep attendance records, and generate progress reports and report cards. It also allows teachers to meet the needs of individual students to a greater degree concerning assessment and has the capacity to provide additional resources such as analyzing student work to meet educational needs. The school needs to discuss whether the report cards should be aligned with their SLEs.

4. Address the needs of individual students and their learning styles, especially the highly capable. Mel Levine's book: "A Mind At A Time" was used as a teacher-training tool. The teachers implemented specific strategies explained in this resource. Faculty members have attended in-service programs focusing on differentiated instruction. The Accelerated Reader program is used in each classroom. Four teachers in the Professional Certification program have identified differentiation of instruction, especially for more capable students in their goals. After school enrichment opportunities are also provided.

5. Develop more localized curriculum standards based on the Archdiocesan guidelines and the Washington State Essential Academic Learning Requirements.

Saint Benedict School uses all Archdiocesan educational guidelines, which are based on State standards. A new draft of curriculum standards, learning objectives and matrix of prayers by grade level were distributed in 2004. The school continues to update curriculum as new standards and guidelines are created by the Office of the Superintendent of Instruction and adopted by the Archdiocese. On a local level, Math Curriculum Mapping was conducted during several in-services throughout the 2008-09 school year.

6. A licensed professional should provide counseling services on a regular basis.

Allocations were made for families and students to receive a one-time referral with Catholic Community Services Counseling as well as one or two private counseling referrals.

7. Implementation of procedures to assure active supervision of students at all times when they are outside the building or play area.

Immediately following the on-site visit adjustments were made providing before school supervision. In 2006 additional supervision was added in the morning and afternoon. The school staff received training for playground supervision and uses a regular supervision schedule. Entrance and exit routes have been updated for ease of traffic flow.

Part II: Self-Study Process

Involvement and Collaboration in Self-Study Process

References:

- School Self-Study (Introduction)
- Accreditation Criterion #1 (Involvement and Collaboration of Stakeholders)
- Key Outcome #1 (Involvement and Collaboration of School Community Members)

To what extent has there been involvement and collaboration of shareholders in the school's Self-Study process?

Over the past six years, Saint Benedict School been working on the seven recommendations as well as goals from the school's Five Year Plan approved in 2006. Because of administrative turnover in the three years following the 2004 accreditation, significant progress only began in 2006. The process for the present accreditation began in spring 2008 with a review of the mission and philosophy statements by school shareholders. In order to create measurable Schoolwide Learning Expectations, the Saint Benedicts' School Commission reviewed and revised the SLEs developed in 2006, requesting feedback from all shareholders including the pastor, Parent Advisory Committee (PAC), administration, faculty, staff, parents, and parishioners. The School Commission adopted the revised SLEs in May 2009. On-line surveys were conducted during December 2008 and January 2009 for grades four through eight. Students in grades kindergarten through three participated using hand written surveys. It is extremely clear that shareholders of Saint Benedict School community were extensively involved in the self-study process from the beginning to the end with data and information shared with parents, parishioners, pastor, principal, faculty, staff, students, and the School Commission.

Schoolwide Learning Expectations

References:

- School Self-Study Chapter 3 (Schoolwide Learning Expectations)
- Self Study Chapter 4 (Self-Study Findings)
- Accreditation Criterion #2 (Defining the School's Purpose)
- Key Outcome #2 (Clarification of School's Mission, Philosophy, and SLEs)

Are the Schoolwide Learning Expectations an articulation of the school's mission and philosophy? How and to what extent are the SLEs integrated into the total reality of the school? How and to what extent are the SLEs and academic standards measured?

The school maintains a clearly understood mission and philosophy. The mission and philosophy and Schoolwide Learning Expectations of Saint Benedict School provide

evidence that call for students to Learn, Love, Grow and Serve. Students are expected to grow intellectually and spiritually and to serve others with care and love. The SLEs are well integrated into the total reality of the school. In 2008, the SLEs that were determined during the first accreditation were revised so that they were more measurable. The revisions were reviewed by stakeholders and adopted into use. Colorful posters have been printed with the school philosophy and SLEs and are displayed in all classrooms and common areas. At many assemblies and events the school mascot “Benny the Bear” sings a song with the students about the SLEs. Mass intentions contain the words learn, love, grow, and serve. The SLEs are also listed in the literature and web sources provided by the school to the community. The staff is to be commended for their efforts to make them meaningful for students. SLEs have been translated into language that can be understood by students at all grade levels and are being integrated into classroom lessons and discussions and are noted in teachers’ lesson plans.

Academic standards at Saint Benedict School are measured continuously. Computer generated reports are sent to parents at mid-trimester and more formally with trimester report cards. Other forms of communication include email, telephone conversations, conferences and newsletters.

A variety of standardized, formal, and informal assessments are used. Teachers use information from these assessments to differentiate instruction. To effectively determine the needs of students, the staff recommended more in-servicing and instruction regarding the use of the computer program PowerSchool.

Assessment Process

References:

- Self-Study Report
- Accreditation Criterion #3 (The use of a professionally acceptable assessment Process to collect, disaggregate, and analyze student performance data)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent is a professionally acceptable assessment process used to collect, disaggregate and analyze student performance data to improve student achievement of the SLEs and academic standards?

Saint Benedict School uses many formal assessment tools to analyze student achievement. These include the ITBS, WASL, DIBELS, and various published reading inventories or assessments. Information regarding student progress is communicated through conferences, email, principal’s newsletter as well as report cards. ITBS scores were used to guide curriculum mapping for mathematics to help strengthen the math

program, thus increasing student achievement. There is evidence that the information obtained from these tools has been used to improve instruction.

Language Arts teachers have expressed concern that the current curriculum is not cohesive across the grade levels and are presently investigating resources that can be used to address this issue. The principal and teachers would like to see students reach an 80% proficiency skill level within the next three years and have listed this as a goal in the Action Plan.

It is highly evident that Saint Benedict School uses assessment tools for analyzing student performance to increase student achievement.

Part III: Quality of School Program

References:

- School Self-Study
- Accreditation Criterion #4 (The acceptable progress by all students toward defined SLEs, academic standards and other institutional and/or governing authority expectations.)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent is there evidence of acceptable progress by all students to attain SLEs, academic standards and other institutional and/or governing authority expectations?

The school is highly effective in demonstrating acceptable progress by all students toward clearly defined SLEs and academic standards. The staff reviews and develops learning targets using national, state, and Archdiocesan curriculum standards. The teaching staff incorporates the same values found in SLEs within subjects, units, lessons, and activities. Students at every grade level participate in activities that promote attainment of SLEs and academic standards. Teachers understand and respect the individuality of each learner. Classroom teachers and specialists work together to provide varied learning experiences for the students.

To what extent does the school act as an instrument for evangelization where the Gospel message is a lived reality throughout the total school experience?

It is highly evident that Saint Benedict School serves as an instrument for evangelization. The school nurtures individual personalities while helping students grow in their Catholic faith. The faculty and staff strive to be a faith-filled community who show respect for students. Many opportunities are provided for faith formation through prayer, liturgies, feast day celebrations, and service projects. Students are involved in planning and preparing Masses, altar serving, organizing feast day celebrations, and a multitude of

other faith-based experiences. In recent years, several students and families have committed to the RCIA process. Especially notable are the service projects undertaken by each class at Saint Benedict School. A strong relationship exists between the school, parish, and the larger community. It is highly evident that all stakeholders are committed to service.

Organization for Student Learning

References:

- School Self-Study Chapter 4A (Organization for Student Learning)
- Accreditation Criterion #4 (The acceptable progress by all students toward defined SLEs, academic standards and other institutional and/or governing authority expectations.)
- Accreditation Criterion #5 (Organization for Student Learning that supports high achievement for all students)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent do all structures of the school's organization (leadership, governance, staff, and environment) focus on facilitating achievement for all students?

At Saint Benedict School, the principal promotes achievement for all students through leadership in faith formation and sets high expectations of faculty, students and parents. The principal is an experienced, dedicated, Catholic educator and a visible spiritual leader who models the Gospel in daily life. Under the principal's leadership the school focuses on achievement of the SLEs. The principal also ensures all facets of the school's organization and student learning are clearly communicated.

The Parent Advisory Committee, School Commission, and Development/Marketing Team provide assistance to the administration regarding policies, procedures, recruitment, and fundraising efforts to help foster open communication in the school community. Pastoral Council members are kept apprised of the school's organization and it is abundantly clear that the pastor is an integral part of the school community. The pastor is extremely dedicated to the school and is committed to the academic and faith development of the children.

Staff members demonstrate and teach lessons designed to enhance the overall achievement of the students. Diversity is a strength in the school both in culture and in differentiated instruction for students with special needs. Staff members show student learning is a top priority and work together to create an environment that shows pride and a sense of accomplishment in the academic and social realm.

The school's goals and five-year plan are monitored on a regular basis and there is a definite sense of purpose for the future of the school. Instruments used for ongoing assessment have been adjusted because of changes to the Washington State assessment tool. ITBS continues to be used for formal assessment. Staff gives summative and formative assessments in the classroom to meet criteria laid out in the SLEs.

Curriculum and Instruction

References:

- School Self-Study Chapter 4B (Curriculum and Instruction)
- Accreditation Criterion #4 (The acceptable progress by all students toward defined SLEs, academic standards and other institutional and/or governing authority expectations.)
- Accreditation Criterion #6 (Curriculum and Instruction that supports high achievement for all students)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent does the curricular content, methodology, instruction and assessment support high achievement for all students?

Saint Benedict School's curriculum utilizes a variety of strategies to challenge all students. The school achieves high academic standards at all grade levels while ensuring a strong faith based education. The SLEs are successfully integrated and woven throughout the curriculum. Religion instruction is a priority with a challenging curriculum taught at all grade levels. A strong emphasis is also placed on social responsibility and the importance of becoming a well rounded person through curricular programs including physical education, music, art, computers, library and Spanish.

Teachers utilize technology to enhance, develop, and support the established curriculum.

Teachers make an effort to meet the various needs of students by varying instruction through the use of drill and practice, cooperative grouping, visual aids, manipulatives, and classroom discussions. Guided reading is used in grades K-5, and grades 6 – 8 focus on novels, short stories, and essays.

Saint Benedict School intends to develop a plan to update reading and writing curriculum to provide a more consistent framework throughout the school. Faculty are also looking at various ways to better meet the needs of their student population with learning and physical challenges.

The school utilizes a variety of formal and informal assessment results to plan lessons, select instructional approaches, help students reach learning expectations, and improve existing curriculum. Assessment methods include standardized tests, classroom projects,

journals, teacher observations, Developmental Reading Assessment (DRA), quizzes, and tests provided with the text series in each subject area. Student progress is reported through emails, conferences, trimester progress reports, report cards, and report forms for the standardized test.

Assessment results are analyzed and interpreted for measurement of progress towards the Schoolwide Learning Expectations.

Support for Personal, Spiritual and Academic Growth

References:

- School Self-Study Chapter 4C (Support for Personal, Spiritual and Academic Growth)
- Accreditation Criterion #4 (The acceptable progress by all students toward defined SLEs, academic standards and other institutional and/or governing authority expectations.)
- Accreditation Criterion #7 (Support for Student Personal, Spiritual, and Academic Growth that supports high achievement for all students)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent is there support for student, spiritual and academic growth that supports high achievement for all students?

The school offers an assortment of strategies to ensure that both parents and community involvement are an integral part in supporting students' faith formation, academic and co-curricular growth. Parents offer support by volunteering in classroom activities, fundraisers, after school activities, and sports.

Students develop spiritual and leadership skills by preparing and participating in Mass, liturgies, and prayer services. Students also plan and lead service projects in the school.

Opportunities are provided for parents to work closely with the staff to monitor and assist in their child's academic and spiritual development. Parents receive regular updates through weekly newsletters, the school website, and group emails as needed.

Saint Benedict School offers various activities to help foster the students' growth and development. Students have the opportunity to participate in Mandarin Chinese lessons, Science Fair, Talent Show, Yearbook, Spring Musical, Band, Crossing Guards, Project Reach, Spelling Bee, Student Council Committees, Spaghetti Dinner, Outdoor Education, Middle School Dances, Seattle Opera program, Grandparents/Special Friend Day, School Families, CYO Sports, monthly movie nights, and Mass buddies.

Saint Benedict also offers an Extended Day program where students are watched before and after school. This convenient program is a great support for parents while providing a loving, safe and cheerful environment for students.

To what extent is an understanding of Church doctrine, Catholic social teaching, and service encouraged and valued?

Saint Benedict School works with students, parents, and the parish to create a caring, loving, and supportive community. Understanding the church doctrine and Catholic teachings is of the highest priority. All Catholic students are encouraged and challenged to become overt Christians by being responsible citizens and active members of the Catholic Church and community. All students are encouraged to use Christian values as their life guide and the basis of moral decision-making.

Students are consistently immersed in the Catholic faith experience. Besides formal religion class, students participate in Mass, daily prayer, reading scripture, two annual reconciliation services, preparation for the Sacraments, and service projects. The pastor works closely with the administration, faculty, staff, parents, and parish community to support, guide, and encourage the development of the faith.

Saint Benedict School has an excellent support team to assist in the development of its students. The Pastoral Assistant for Youth/Young Adult Ministry and the Pastoral Assistant for Faith Formation work closely with students and teachers to help foster spiritual growth and development. This year the school furthered its program by having an Archdiocesan seminarian teaching the eighth grade religion classes.

To what extent is Christian service active and visible?

Active service to society, the community, and others is very observable. Students are involved with all aspects of a variety of service projects. Some of the projects include: collecting items for the Baby Corner for Saint Joseph, making Easter baskets for Saint Francis House in Seattle, Candy-Gram sales for the Casa Asis Orphanage in Nicaragua, Operation Rice Bowl, letters and gift boxes for Operation Iraq, and other projects as the need arises. The school piloted a project for their magazine fund raiser. Instead of the children receiving prizes, the students worked towards purchasing chickens for needy families in third world countries.

Resource Management and Development

References:

- School Self-Study Chapter 4D (Resource Management and Development)
- Accreditation Criterion #4 (The acceptable progress by all students toward defined SLEs, academic standards and other institutional and/or governing authority expectations.)

- Accreditation Criterion #8 (Resource Management and Development that supports high achievement for all students)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the actual student program and its impact of student learning and spiritual development with respect to the criteria and Schoolwide Learning Expectations)

To what extent does resource management and development sustain the school's programs and support high achievement for all students?

The resources available to the school are stable and sustain a school program that reflects positive financial practices, responsible stewardship, and are effective in carrying out the school mission, philosophy, and SLEs. The commitment of support between the parish and school is highly evident. Currently, the enrollment has increased over 34% since 2005 which has led to stability in the overall budget. The addition of pre-k and preschool program has dramatically helped the overall picture of kindergarten enrollment. Parents choosing to send their children to Saint Benedict School for the younger years recognize the benefits the school has to offer. This will aid in the retention of families who believe in the mission of the school and in turn, positively affect finances and budget planning.

The principal and School Commission regularly review the budget and plan accordingly. Saint Benedict School's fundraising success over the past four years has allowed them to allocate actual dollars for the next school year's operating budget. Financial practices are sound and responsible and the endowment would appear to be growing, though it suffered a loss of 20% in 2008 due to the economic recession.

The Development and Marketing teams continue to work on ways to ensure the future success of the school. Since these teams are relatively new, ongoing efforts are being made to find volunteers to continue to build a strong foundation for the future growth of the school.

Financial assistance is available to families in need. Saint Benedict School is dedicated to providing an education to all those who strive to attend a Catholic school and cannot afford it. The principal and pastor determine financial assistance and show a strong sense of communication in terms of the finances and management of the school budget. The School Commission works with the school and parish in approving a yearly budget and the school finances are handled by the Parish Pastoral Assistant for Administration and Stewardship with the school secretary.

The school is currently focusing its financial needs by developing a long range strategic plan that addresses facilities, marketing, technology, curriculum, and teacher/staff salaries.

Part IV: Summary and Recommendations

References:

- School Self-Study Chapter 4 (Analysis of School Programs)
- School Self-Study Chapter 5 (School Improvement Action Plan)
- Accreditation Criterion #9 (The alignment of a long-range School Improvement Action Plan to the school's areas for critical growth to support high achievement of all students.)
- Key Outcome #4 (The development of a School Improvement Action Plan that addresses identified growth needs (critical areas for follow-up))

Schoolwide Strengths/Critical Areas for Growth and Action Plan

- Catholic identity at Saint Benedict Catholic School is highly evident and permeates the entire school community
- School and parish maintain a close relationship that serves to strengthen the entire community
- Pastor fully supports the principal in the day-to-day operations of the school
- Pastor commitment to the school and parish is exemplary
- Strong communication and collaboration between the pastor and administration
- Principal is an experienced, dedicated, Catholic educator and a visible spiritual leader who models the Gospels in daily life
- Catholic social teaching and service are highly valued and assist students in learning how to serve the parish and global community
- Saint Benedict Catholic School serves as an instrument for evangelization
- Faculty and staff provide a strong religion curriculum and a variety of ways to celebrate and learn about the Catholic faith
- Highly educated and well qualified teachers understand and respect the individuality of each learner and provide differentiated instruction as needed
- Teachers and administration are actively involved in professional development including Catechetical Certification
- Teachers implement a variety of activities, teaching strategies, and assessments to provide students with current, comprehensive, and appropriate information and skills
- Yearlong in-service in Math Curriculum Mapping and review of new state standards, 2008
- Technology plan implemented, including new Media Center, SmartBoards, document projectors and the implementation of PowerSchool
- Variety of assessment tools are used to guide differentiated instruction
- On-site learning specialist position expanded to better meet student learning needs
- Clear school mission and philosophy statement aligned with Schoolwide Learning Expectations expanding upon the pillars of Love, Learn, Grow, and Serve
- SLEs are an important part of the school culture and are displayed in all areas of the school

- Pastor, faculty, and staff are to be commended for efforts to make SLEs meaningful for students
- Buddy classes for reading, technology, and attending Mass, connect older and younger students providing student leadership opportunities
- Public speaking opportunities provided through liturgical celebrations, play, opera, school extra-curricular activities, and curriculum experiences
- Especially notable are the service projects which promote a strong relationship between the school, parish, neighborhood, and the larger community.
- Frequent varied means of communication are evident among parents, school, and parish
- Parish and school have a strong working relationship as evidenced by the strategic vision and growth plan
- High level of parent involvement
- Pre-school, pre-kindergarten, and Extended Day services are offered to meet the needs of families and build school enrollment
- Strong development director and marketing committee that continuously update the materials and plan events for recruitment

Critical Areas for Growth (Identified by the School)

- ❖ Update and implement Reading/Writing resources to strengthen reading and language art skills
- ❖ Continue developing strategies for differentiated instruction
- ❖ Strengthen the connection of school parish families to parish and faith life
- ❖ Provide continued opportunities for professional development
- ❖ Update technology plan, provide opportunities for technology in-service and continue integration across curriculum to enhance student learning
- Support student learning and differentiated instruction by increasing the availability of the Learning Specialist
- Continue the use of a scheduled time for teachers to meet to review curriculum, share assessment strategies and to collaborate to strengthen curriculum
- Continue to evaluate and purchase new textbooks that incorporate Archdiocesan and state standards
- Foster community and student leadership by further developing school family groups
- Evaluate and develop a long-term plan to meet the needs of students with learning and physical challenges
- Continue teacher training in PowerSchool as a tool to monitor and adjust student assessment
- Create a strategic plan which combines the accreditation goals as well as the remaining goals from the Saint Benedict School Five Year Plan 2006-2011
- Inventory current supplemental materials and implement a procedure for gaining access to those materials
- Provide educational opportunities for parents supported by the Parent Advisory Committee
- Provide opportunities to assist parents in their own faith formation

- Continue increasing enrollment through marketing strategies
- Monitor and evaluate World Language instruction throughout all grades
- Continue implementation of the Six Trait Writing process
- Review applicability of administered standardized tests
- Encourage participation for sixth, seventh, and eighth graders in the Parish Youth Ministry Program
- Develop endowment subcommittee to manage financial assets

Critical Areas for Growth (Identified by the Visiting Team)

To what extent does the long-range School Improvement Action Plan align with and address the school's identified critical areas for growth in order to support high achievement of all students?

We commend the administration and staff for identifying five critical areas of growth around which the school improvement action plan was developed. In addition, the visiting team identified one additional critical area of growth.

It is highly evident that the Catholic identity of Saint Benedict School is extremely strong. However, with the ever changing societal values, it is essential that in the future, the Catholic identity remains first and foremost the foundation for the mission and philosophy of this Catholic school.

Implement and Monitor School Improvement Action Plan

References:

- School Self-Study Chapter 2 (Progress Report)
- School Self-Study Chapter 5 (School Improvement Action Plan)
- School Self-Study Chapter 6 (Implementation of School Improvement Action Plan)
- Accreditation Criterion #10 (The capacity to implement and monitor the School Improvement Action Plan.)
- Accreditation Criterion #11 (The use of prior accreditation findings and other pertinent data to ensure high achievement of all students and drive school improvement.)
- Key Outcome #4 (The development of a School Improvement Action Plan that addresses identified growth needs (critical areas for follow-up.)
- Key Outcome #5 (The development and implementation of an accountability system for monitoring the accomplishment of the School Improvement Action Plan.)

To what extent does the school have the capacity to implement and monitor the School Improvement Action Plan?

The pastor, administration, faculty, and staff of Saint Benedict School are highly effective in demonstrating the ability to implement and monitor the School Improvement Action Plan through the self-study document, observations, and interviews.

The administration and staff have worked collaboratively while implementing and monitoring all areas of the previous School Improvement Action Plan. Stakeholders are aware and have been appropriately involved in implementing the School Improvement Action Plan. The school has demonstrated the capacity to effectively evaluate the results of the Action Plan and communicate them to stakeholders. Based on this, the visiting team is confident that the school has the capacity to implement and monitor the School Improvement Action Plan.

What impediments, if any, must the school address in order to accomplish the School Improvement Action Plan?

It is evident that the self-study and action plan were a result of consistent communication and collaboration among all members of the Saint Benedict School community and parish. The team did not identify any impediments that would inhibit their ability to accomplish their School Improvement Action Plan.

The team is confident, based on observation, review of evidence, and interviews that the school has the capacity and leadership to accomplish these steps and the goals of the School Improvement Action Plan.