

The Report of the Visiting Committee

**St. Patrick Parish School
1320 W. Henry Street
Pasco WA 99301**

DIOCESE OF SPOKANE

Western Catholic Education Association

and

Northwest Association of Accredited Schools

**Process for School Improvement
March 23-25, 2009**

PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Patrick Parish School for working together to make the school a loving, caring, Catholic 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 stronger school.

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

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

May the Christ you serve bless you with every success.

VISITING COMMITTEE REPORT

For

**St. Patrick Parish School
1320 W. Henry Street
Pasco, WA 99301**

March 23-25, 2009

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Part I: Context of the School

School/Community Profile

Reference:

- School Self Study Chapter 1 (School Community Profile)

To what extent has the school identified and analyzed the major changes or trends since the last Self Study?

The school's major changes since its last self-study have had a significant impact on the current self-study process. The administration, staff, Pastor, and parents have looked at the difficulties of the past, and have used some of this information to formulate and execute plans for school improvement. Technology has been integrated into the curriculum, and there has been a significant increase in community service opportunities for all students. During the 2002-2003 school year a list of measurable ways of observing the Schoolwide Learning Expectations were developed. The John Carroll Society contracted with St. Patrick Parish in 1999 to provide employees and operate the school for the Parish. St. Patrick Parish School, although still physically connected to the Parish became more and more independent in its operations from the Parish until July 2008, when it was mutually agreed that the school would return to the Parish as an integral ministry of the Parish. The Pastor and the Parish have developed a strategic plan that has established guidelines for the school to reorganize the School Advisory Council to develop and implement a long-term plan for St. Patrick Parish School. The change of governance from the John Carroll Society to the Parish and the Pastor as its canonical leader has mandated that the school's mission and philosophy statements are revised to align with the Parish's. This revision of the philosophy and mission requires a revision of the Schoolwide Learning Expectations as well.

St. Patrick Parish School increasingly reflects the ethnic diversity of the community it serves. Ongoing cultural celebrations, such as St. Patrick's Day, Las Posadas and Day of the Dead, are examples of how the school strives to recognize and celebrate the diversity of the population which it serves.

Physical improvements on the school plant over the last six years include the painting of the interior of the school, updating the technology capabilities of the plant and redefining spaces to better meet the needs of students. As the school employees transition back to a parish school under the direction of the Pastor, a new governance structure will evolve as the School becomes an integral ministry of the Parish. The physical needs of the school plant will once again be overseen by the Buildings and Grounds Committee of the Parish.

St. Patrick Parish School reviewed and analyzed enrollment data, financial trends, plant improvement plans, and standardized testing to better develop programs and opportunities to ensure success of all learners, improve its financial stability and improve the quality and scope of the educational programs it offers all students.

Enrollment trends and retention are concerns with which the administration continues to grapple. Retaining students after kindergarten and upon entrance into junior high are

challenges St. Patrick Parish School faces. The need for a consistent application process applying the same standards to all applicants is a priority.

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

At St. Patrick Parish School, Catholic identity is prominent and very effectively permeates the entire community. The school community places high priority on frequent prayer and liturgical experiences, which are developmentally and liturgically appropriate and meaningful. Students actively take part in daily prayer, weekly Mass, monthly Sunday Mass, Stations of the Cross, Bi-Monthly Faith Community gatherings, and retreats. Classroom prayer corners and religious articles further support a Catholic environment, which places high priority on spiritual formation and the religious mission of the school. Catholic values are found in the day-to-day operation of the school, its students and staff members. Students are encouraged to participate in service projects, become involved in the life of the Parish and to be present at community and Parish events that promote the spirit of the Catholic student.

Student surveys and interviews show that students like being in a faith-based school. St. Patrick Parish School holds its Catholic identity in high esteem and is supported by the interaction of the Pastor and the parishioners in the life of the school. This was evidenced in observations, interviews and surveys.

Catholic identity is further promoted by weekly written communications to families from the principal and teachers. The parents are encouraged to attend Mass and participate in the faith life of the school and Parish. They are also welcome to assist at school though there is a decline in the amount of time parents volunteer during the school day. Parent surveys and interviews indicate that the religious atmosphere, value-based education, safe environment, small school size, dedicated staff and strong curriculum are primary reasons they send their children to St. Patrick Parish School.

The school provides a safe environment for its students. The campus is secure. In addition, the school follows diocesan guidelines with regard to employees and volunteers working with children.

The teachers are compassionate and model Catholic identity. Teachers participate in catechetical certification programs set by the diocese in order to enhance the school's Catholic Identity. The teachers, through example, instruction, and participation in service projects, Faith Community gatherings, retreats and liturgical ministries, show that the Catholic faith is clear and evident at St. Patrick Parish School.

Progress Report

References:

- School Self Study Chapter 2: Progress Report

- 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?

Ongoing change is evident in the school. The principal, faculty, and other stakeholders have been involved in addressing the six areas of growth identified during the previous accreditation visit. There has been direct stakeholder involvement to assist the principal with addressing the areas of growth. Area #1 addressed the need to increase opportunities for student service projects, and this is evidenced by the many and varied opportunities planned and organized by the teachers and students and supported by parents. Areas #2 and #5 dealt with improving academic programs, supporting students with special needs and the integration of technology in the classrooms. Reasonable efforts were made, but indicators do not significantly show how these areas of growth have impacted student learning or the Schoolwide Learning Expectations. Area #3 dealt with the need to improve communications with all stakeholders, which is evidenced in the regularly updated webpage, weekly newsletters, and inclusion of all personnel in the reception of agendas, memos, etc. Area #4 addressed the need to build spirituality among faculty and staff, and has been effective in providing prayer and reflection opportunity during the school day and retreat days. Area #6 addressed the need to create a long range plan for St. Patrick Parish School. After the end of the formulation of the 2003 plan, the committee was dissolved and the plan was not methodically implemented.

Generally, the prior accreditation findings have been effective in driving school improvement, usually with the goal of working toward ensuring academic achievement for all students. A more concerted effort to analyze data would allow for St. Patrick Parish School to see if they are meeting the Schoolwide Learning Expectations and addressing the needs of all learners.

1. To increase opportunities for student service projects.

The need to increase opportunities for student service projects supports the mission and philosophy of St. Patrick Parish School. Extensive opportunities for students to participate in service to the school, parish, community and country have been incorporated into the life of the school. Assessment by various stakeholders of how involvement in these projects has impacted the school would give the administration and faculty a means to see how these activities impact Schoolwide Learning Expectations.

2. Special Needs Students/Academic Tutoring

The need to ensure the success of all learners is paramount. Steps were taken by St. Patrick Parish School to assist students needing additional support in the areas of reading and writing by identifying students with instructional needs, hiring a part time teacher through the partnership with the Pasco Public School District to work with these students, implementing classes for Middle School students who were lacking grade level skills and using Title I funds to implement tutoring and resource support. Analyzing the progress of this target group would give the faculty an opportunity to reflect on strengths and

opportunities of the program. It is the team's suggestion that in order to document student progress over time, instruments must be in place to monitor student growth and learning. A continued challenge to support these students is having the financial resources necessary to provide program needs.

3. To improve channels of communication between community, parish, staff, students and families: Communication with clear expectations

The administration has pursued improvement in its method of communicating with stakeholders. Formats, timeliness, distribution of written communication and a functional website has improved and expanded communication so that stakeholders are properly and consistently informed.

4. Build spirituality in faculty and staff

The principal, faculty and staff have worked to build a spiritual community at St. Patrick Parish School. Through observation, interviews and the self-study document, evidence of this work include faculty/staff retreats, prayer times, reflective readings, and a "Sunshine Committee" to foster support for and encouragement of faculty and staff. The team finds these methods effective in building a faith community rooted in Gospel values.

5. To integrate the use of technology in our classrooms

Prior accreditation findings and on-going staff review have focused on growth in the area of increasing the integration of technology into the curriculum in an effort to facilitate student learning and assessment. Since the last visit, St. Patrick Parish School has taken an active approach in this area. The students now have access to the Internet and Microsoft Office software in the classrooms. Student policies are in place for Internet usage, and technology is integrated in some curricular areas.

Impediments to the continued growth and integration of technology are the lack of funds to support a person dedicated to maintaining the hardware and a network system, as well as support for on-going professional development for teachers. The team supports the need for a technology plan that would address the technology needs of the school and its impact on student learning.

6. To create a long range plan for St. Patrick Parish School

In 2003, a committee was established to create a long range plan of major goals and objectives for St. Patrick Parish School in the areas of the school's governing structure, spirituality, educational programs, staff, budget and finance management, development program, buildings and grounds, student life and ministry programs for adults. Even though the goals and objectives were extensive, the plan has been somewhat effectively implemented, driven according to the needs of the school. The committee was dissolved in 2003, and the action items were not methodically implemented. Changes in the enrollment of the school, the financial status of the John Carroll Society, the political

issues among parish and school, the changed leadership in the school and Parish and the leadership committee's lack of follow-up on the plan's goals contributed to this action plan not being fully realized.

The team strongly supports the school on its formation of a new long range plan that aligns with the Parish strategic plan. The document will be reviewed annually, adapted, and implemented in a consistent manner that ensures support of high achievement for all students.

Part II: Self Study Process

Involvement and Collaboration in Self Study Process

References:

- School Self Study Introduction (Self-Study Process)
- 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 stakeholders in the school's Self Study process?

The attempt to involve all stakeholders in St. Patrick Parish School's Self Study process was somewhat effective. Initially, staff members were divided into specific teams. Due to changes and restructuring in personnel, the majority of the work was eventually completed by instructional staff. Staff, students, parents and Pastor were asked to complete surveys during the Self Study process. These same constituents were also given an opportunity to review the Schoolwide Learning Expectations.

Schoolwide Learning Expectations

References:

- 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?

Schoolwide Learning Expectations were originally developed during the last accreditation in 2003. Individual teachers have reviewed and revised Schoolwide Learning Expectations to make them more age appropriate. In the past year, the Pastor

and school staff have determined the Schoolwide Learning Expectations again need to be revised, along with the mission and philosophy statements, to be more aligned with the Parish philosophy and mission statements.

Since the process of aligning the Schoolwide Learning Expectations with the Parish mission and philosophy is still in formation, the school has been somewhat effective in defining its purpose through the Schoolwide Learning Expectations and achievement standards.

As currently written, the St. Patrick Parish School mission and philosophy statements are reflected within the Schoolwide Learning Expectations. This is evident through St. Patrick Parish School's use of the current mission, philosophy and Schoolwide Learning Expectations to guide student learning. The Visiting Team is confident that once the Schoolwide Learning Expectations are completed, the mission, philosophy and Schoolwide Learning Expectations will guide a continuum of learning for all students.

Assessment Process

References:

- Self Study Report
- Accreditation Criterion #3 (Professionally Acceptable Assessment Process)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3: (Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development)

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?

A variety of assessment methods are used to determine progress toward both grade level objectives and Schoolwide Learning Expectations. Assessment techniques are used to evaluate individual student, class and curriculum.

St. Patrick Parish School administers the ITBS standardized test. Data from test results is provided to teachers to analyze and incorporate essential follow-up activities. Other assessment methods include portfolios or journals, text assessments, performance based testing, and conventional tests created by teachers.

Student achievement is reported through progress reports, report cards, conferences, phone calls and analysis of results from standardized tests. These results are then shared with students, parents and teachers and further utilized in planning future lessons and outcomes.

During the last accreditation, St. Patrick Parish School's staff identified the need to provide additional services for students with learning difficulties. In partnership with the Pasco School District, and Title I funds, a resource room has been established. St. Patrick

Parish School's teachers have also partnered with Pasco School District teachers to share ideas and strategies.

Part III: Quality of School Program

References:

- School Self Study
- Accreditation Criterion 4 (Student Progress Toward defined SLEs)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development)

*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?*

Assessment is used to determine the student progress/growth toward the achievement of the grade level objectives and Schoolwide Learning Expectations. It is also used to establish students' prior knowledge, to identify students' strengths and weaknesses in understanding the material presented, and to evaluate the students' mastery of skills. Teachers will also use assessment results to build new lessons. Assessment results are used to evaluate curriculum and to check for curriculum alignment for grade level objectives.

Methods of assessment are both formal and informal. These include ITBS, portfolios, journals, BRI (Basic Reading Inventory), textbook tests, performance based testing, as well as conventional tests created by teachers. Teacher assessment also includes daily observation, demonstration of skills, interviews with students, rubrics, oral questioning, discussions, experiments, tests and quizzes, checklists, daily assignments, special projects, and reports.

Students self assess during cooperative learning projects and activities, self-checking for accuracy, writing revisions, peer editing, partner tasks, and completion of special projects and presentations.

Students new to the school are assessed to determine their grade level competence in math, reading, and language. All students are assessed in the Fall of the year to verify grade level competence.

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?

St. Patrick Parish School has been highly effective as an instrument of evangelization. St. Patrick Parish School assumes responsibility for nurturing a safe and spiritual environment for the students, parents and staff. There is also a commitment from the parish community to support and maintain this environment.

Students are prepared for life-long participation and leadership in the church by taking roles in weekly liturgies, volunteering with parish activities and learning about sacramental opportunities.

The school recognizes that their students are culturally diverse and they respect and celebrate those differences. The school prepares and participates in such celebrations as Las Posadas, Martin Luther King Day, St. Patrick's Day and more.

Three central themes: doctrine, scripture, and liturgical seasons, are interwoven throughout each grade level. These themes are developmentally presented to encourage the children to recognize that what they believe, how they worship, how they live and how they pray, makes a difference in their lives.

The evangelization of students includes: bi-monthly Faith Community gatherings, a focus on positive behavior and making good choices, and properly trained students who become altar servers, readers and gift presenters.

Organization for Student Learning

References:

- School Self Study Chapter 4A (Organization for Student Learning)
- Accreditation Criterion #4 (Student Progress Toward defined SLEs)
- Accreditation Criteria #5 (Organization for Student Learning)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development)

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

The entire school and Parish community is effective in assuring the growth and success of St. Patrick Parish School and its students. A School Advisory Council has recently been established and will progress forward. St. Patrick Parish School recognizes the need for the development of a parent group. The School Advisory Council, parent group, staff, and school administration, as well as the Parish and Pastor, will work together to ensure the high achievement of student learning at St. Patrick's Parish School. These stakeholders will come to consensus on the role of the school in the parish.

Curriculum and Instruction

References:

- School Self Study Chapter 4B (Curriculum and Instruction)
- Accreditation Criterion #4 (Student Progress Toward defined SLEs)
- Accreditation Criteria #6 (Curriculum and Instruction)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development)

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

St. Patrick Parish School is effective in providing a challenging and relevant curriculum that utilizes a variety of teaching methodologies for students. Most teachers use the diocesan guidelines, as well as the Schoolwide Learning Expectations in developing their individual classroom curriculums. Teachers work cooperatively in team meetings to ensure that students achieve skills from grade level to grade level. The staff is currently working to develop a mapping of its curriculum from grades K-8. This would ensure that instruction is sequential and comprehensive and builds upon concepts from grade to grade. Teachers also are collaborative in sharing best strategies and making use of professional development opportunities. For example, the K-2 has recently adopted and implemented two research-based programs into Language Arts: *Darla Woods-Walters* and *Daily Five*. Further, teachers in grades 3-8, have taken advantage of the school's partnership with the Pasco School District, and have become trained in Guided Language Acquisition Design. St. Patrick Parish School hopes to train all teachers in this program as time and money allow.

St. Patrick Parish School's curriculum reflects that each student's Catholicity is strengthened and embraces the school's mission and philosophy. Students partake in prayer throughout the day and in many faith formation activities. They attend and participate in weekly Masses, seasonal prayer services, and bi-monthly Faith Community activities. Students participate in classroom and schoolwide outreach and service projects, such as the food drive, toy drive, and visiting local nursing homes. St. Patrick Parish School has adopted and implemented the *Faith First* series that adheres to three central elements that coincide with St. Patrick Parish School's mission. The school's discipline and management revolves around the Gospel. St. Patrick Parish School has adopted the *Love and Logic* philosophy of discipline, and faith is modeled by the staff's own commitment to spiritual growth through retreats, book studies, catechetical training, and church leadership. St. Patrick Parish School celebrates and embraces its unique diversity. Spanish is taught at all levels, and Parish Masses are held in both Spanish and English. Activities such as Las Posadas, Day of the Dead, Martin Luther King Jr. Day, and St. Patrick's Day honor cultural diversity.

St. Patrick Parish School students participate in a variety of learning and formational experiences that are consistent with the school philosophy and Schoolwide Learning Expectations. Students brainstorm, journal, explore, role-play, discuss, problem solve, and critically think. They are taught in whole-group, small, and individual settings. Instructional games, cooperative learning activities, cross-curricular and cross-age projects, lab experiments, the use of technology, art, music, and drama, and a variety of other learning experiences ensure that children learn through multiple intelligences and that instruction is differentiated. Teachers provide on-going feedback and the appropriate resource materials needed for students to acquire their full potential in these learning experiences. St. Patrick Parish School acknowledges that it needs to better communicate expectations to students and allow students additional ways to self-evaluate their learning. They also recognize a need to better utilize technology throughout the

curriculum, and a need for more funds to allow for better supplemental resources and updating texts. The addition of a Resource Room and St. Patrick Parish School's partnership with the Pasco School District has allowed for the needs of struggling learners to be addressed.

Assessment drives instruction and planning at St. Patrick Parish School. Teachers use a variety of assessments, including formal and informal assessments, as well as summative and formative assessments. Teachers make use of rubrics, performance indicators, end of the chapter and unit tests, checklists, quizzes, observations, oral questioning, daily assignments, special projects and reports, as well as other tools and strategies. These assessments determine where individual students are and how instruction needs to be altered or what direction it needs to take to meet students' needs.

In accordance with St. Patrick Parish School's belief that parents are the primary educators of their children, St. Patrick Parish School's teachers ensure that parents are well informed of student progress. Trimester report cards, mid-trimester progress reports, signed daily assignment logs, missing work reports, athletic grade checks, and conferences ensure this.

Assessments are also used to evaluate the curriculum. Formal testing results, like the Iowa Test of Basic Skills, have been used in curriculum revisions. These results have also been used to direct resource allocation. St. Patrick Parish School recognizes a need for a formal assessment in the area of religion and is working to develop grade level indicators to assess 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 (Student Progress Toward defined SLEs)
- Accreditation Criteria 7 (Support for Personal, Spiritual and Academic Growth)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3: Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development

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

Saint Patrick Parish School is highly effective in supporting the students' personal, spiritual, and academic growth. Students are actively involved in faith-based activities including liturgy preparation and participation, community service, retreats, Catholic Schools Week celebrations, and charity drives. They are involved and supported in various curricular/co-curricular activities such as sports teams and clubs, exposure to guest speakers, choir, and field trips. The students are provided with services to help reach their learning potential, whether it is in the classroom or with Pasco School District's special services.

Saint Patrick Parish School recognizes parents as the primary educators of their children. Parents are encouraged to volunteer in classrooms, and are involved in direct giving. They assist in fundraising for activities such as the Irish Games, Auction, and Fun Run. Parents are trained through the diocesan's *Entrusted to Our Care* program.

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

The school provides a challenging, coherent and relevant curriculum that is highly effective in presenting Church doctrine and Catholic social teachings. The school uses the *Faith First* series which incorporates the three central elements of Catholic belief: doctrine, scripture, and liturgical seasons. Students of Saint Patrick Parish School use the message of their religion lessons to understand problems and deal with them according to Gospel principles.

To what extent is Christian service active and visible?

Service is very visible at St. Patrick Parish School. As a school, students are involved in service projects such as food and change drives, peace cranes for Seattle Children's Hospital, and making Rosaries for missions and military chaplains. In addition, each grade participates in class service projects including auction baskets, knitting for the military, and Coats for Kids.

Resource Management and Development

References:

- School Self Study Chapter 4D (Resource Management and Development)
- Accreditation Criterion #4 (Student Progress Toward defined SLEs)
- Accreditation Criterion #8 (Resource Management and Development)
- Key Outcome #2 (Clarification of the Mission, Philosophy, SLEs)
- Key Outcome #3 (Assessment of the Actual Student Program and its Impact on Student Learning and Spiritual Development)

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

Finances are allocated in a manner consistent with the philosophy of the school and Schoolwide Learning Expectations. Sixty percent (60%) of the budget is given to tuition assistance and has allowed for all families regardless of ability to attend St. Patrick Parish School. Fundraising through such events as the Irish Games, the Auction, and the Family Breakfast contribute approximately \$240,000 annually. Under the new parish and school structure, all fundraising revenues are received by the parish and allocated to the school. The Principal works with the Pastor to develop the yearly budget for the school. There are three primary sources of income to support the school: 1) tuition paid by families based on family income, 2) fundraising which includes Fun Run, Raffles, Faith in Every Student Breakfast, Annual Fund, Auction, Irish Games, 3) Parish support in cash plus the payment of the utilities.

Fundraising decreased by 10% in the 2007-08 school year. Appropriate budget cuts were made, primarily in staff. Enrollment had been increasing, but decreased this year resulting in further financial constraints. School resources have been adequate to support the curriculum, staff development and to minimally keep the physical plant in good repair.

As of July 2008, St. Patrick Parish School is once again a parish school. The Pastor has been both financially and spiritually supportive of the school. A Parish strategic plan has been developed with the participation of the Parish community and the Parish leadership. The next step is for the school to develop a long range plan that aligns with the Parish's strategic plan in order to ensure high achievement for all students. There is one Finance Council for the Parish and the School.

Part IV: Summary and Recommendations

Schoolwide Strengths/Critical Areas for Growth and Action Plan

References:

- School Self Study-Chapter 4A-D (Analysis of School Program)
- School Self Study Chapter 5 (School Improvement Action Plan)
- Accreditation Criterion #9 (The Alignment of a Long Range Schoolwide Action Plan)
- Outcome #4 (The Development of a School Improvement Action Plan That Addresses Identified Growth Needs based upon critical areas for follow-up)

Schoolwide Strengths

- Catholicity permeates the building
- A positive learning environment and strong religion curriculum created to realize the fourfold purpose of Catholic education: message, community, service and worship
- A dedicated staff committed to professional growth that works together to share ideas and best practices
- A strong collaborative relationship between Pasco School District and St. Patrick Parish School
- A Parish school that enables families to chose a Catholic education regardless of racial or socioeconomic background
- A school community that embraces their cultural diversity

Critical Areas for Growth (*identified by the school*)

- To create a curriculum map for each subject area
- Increased enrollment and student retention

- Establish a parent organization to support volunteerism in the school

Critical Areas for Growth (*identified by the team*)

- The school administration and the reorganized School Advisory Council develop a long range plan that aligns with the Strategic Plan of the parish and addresses enrollment, retention, outlines development efforts, reviews facility upgrades, and enhances student learning. This plan will be reviewed and updated annually.

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

St. Patrick Parish School has identified the following three critical areas to establish their Schoolwide Action Plan. Their three target goals are:

Curriculum: To create a curriculum map for each subject area.

Enrollment: To increase enrollment and student retention.

Volunteers: To establish a parent organization in order to support volunteerism in the school.

St. Patrick Parish School has somewhat effectively developed a Schoolwide Action Plan which is a direct derivative of the areas of growth identified throughout the self-study. The growth areas identified for each section were compiled although they were not prioritized. Together the staff came to consensus regarding the top three areas for growth. Those areas of growth which were identified as having the greatest impact on maximizing the achievement of Schoolwide Learning Expectations became the foundation for the School Improvement Action Plan.

Target Area One is Curriculum with the target goal to develop, for each subject, a clearly written curriculum map of instructional goals, activities and resources that will demonstrate correlation with the Schoolwide Learning Expectations, grade level expectations, and the diocesan standards to facilitate curricular integration and articulation. The Target Area and goal is strongly supported by the evidence and discussions with the faculty. The team suggests modifying the activities to include specifics on spiraling and integration of curricular areas. In addition, the team suggests that the school include in this Target Area a plan to yearly update curricular areas in relation to localizing from the Diocesan curriculum.

Target Area Two is Volunteers with the target goal to establish a parent organization to support volunteerism in the school. Co-chairs have already been chosen for this target goal along with the members of the School Advisory Council being directly involved. However, the Action Plan activities are limited to the initial process of creating this organization. The visiting committee recommends that the school re-visit the activities

developed for this Target Area. The activities need to be specific and developed within a time frame that will ensure the formation of a viable parent organization.

Target Area Three is Enrollment with the target goal to increase enrollment and student retention. The team strongly encourages the administration to incorporate this Target Area as a component of the new critical area for growth suggested by the Visiting Team.

All three target goals flow from the Self Study and address the Schoolwide Learning Expectations. They flow from the areas for growth identified through the self study process and represent the goals that all faculty and staff believe have the greatest impacts on maximizing the achievement of Schoolwide Learning Expectations. The administration and faculty of St. Patrick Parish School have demonstrated a commitment to ensuring a strong curricular program for Catholic values and that teaching these values permeates all aspects of school life. This focus has continued and has increased with the return of the school as an integral ministry of the Parish.

The team is adding one additional critical area for growth is:

The school administration and the reorganized School Advisory Council develop a long range plan that aligns with the Strategic Plan of the parish and addresses enrollment, retention, outlines development efforts, reviews facility upgrades, and enhances student learning. This plan will be reviewed and updated annually.

- This may help increase enrollment
- This will help stakeholders prioritize facility needs and improvements
- This will help ensure acquisition of personnel, programs and materials to support high achievement for all students
- This will help facilitate the management of the organization

The school is requested to review and revise its current Schoolwide Action Plan in light of the above, and submit the revision to the Diocesan Superintendent in a timely manner. Annual reports with progress made on the above will also need to be made.

As the school community revisits its Schoolwide Action Plan following the school visitation, it will be necessary to implement the Critical Areas of Follow-up recommended in this report. This commitment to improving student learning will lead to high achievement for all students.

The Visiting Team included additional areas of strength as they were strongly evidenced in their document, observed in classrooms and supported through interviews with the stakeholders of St. Patrick Parish School.

Implement and Monitor Schoolwide Action Plan

References:

- 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 Criteria #10 (Capacity to Implement and Monitor Schoolwide Action Plan)
- Accreditation Criteria #11 (Use of Prior Accreditation Findings)
- Key Outcome #4 (Development of a School Improvement Action Plan)
- Key Outcome #5 (Development and Implementation of an Accountability System)

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

The Visiting Team believes that St. Patrick Parish School can effectively develop and implement the Schoolwide Action Plan with clear direction and guidance from the principal, School Advisory Council and the Office of Education for the Diocese of Spokane. The faculty embraces the Schoolwide Action Plan and sees it as a means to enhance student learning. The commitment to school improvement is evident.

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

The recent change in operation of St. Patrick Parish School may impact the School's ability to accomplish the Schoolwide Action Plan. It is apparent to the Visiting Team that there is a disconnect between the school personnel in regards to their new role as employees of the Parish. The evolving ministry of the school and all stakeholders; Pastor, principal, staff and parents, need to reach consensus on the role of the school in the parish. Further, there is a need to clarify the duties and responsibilities of all stakeholders including Pastor, principal, staff and parents.