

WCEA/WASC Accreditation Annual Progress Report

School: **St. Brendan School**

Principal: **Carol Grewal**

Year of Last Team Visit: **March 2013**

Date of this Report: **May 10, 2017**

Area of Growth:	Actions Taken	Dates	Method of Evaluation	Comments
#1 Formalize the structure of the school-wide learning support program	1. Continued to utilize the document -which the school created in 2014 –that defines the procedures and protocols to be used when working with students with documented learning needs.	September 16-June 2017	The learning support teacher and the principal reflected on the efficacy of the learning support document based on the comments of the teachers and the number of SST meetings held	Teachers continue to make a more conscious effort to provide interventions for <u>any</u> child who needs it. The teachers continue to think about what they can do rather than what they cannot do, and to think in terms of steps rather than the whole picture.
	2. Teachers met to speak about the role of the learning support teachers . They created a job description	November 2017		The teachers expressed that they wanted consistency of presence from the learning support teachers. Additionally they expressed the need for the learning support teachers to complete the assignments/tasks that they were charged with when doing small pull out groups.
	3. All teachers attended the Archdiocesan K-8 day in February 2017, the focus of which was the development	February 3, 2017		The vice-principal will assume the role of the K-4 learning support teacher in the Fall of 2018

Protocol: *Process for School Improvement for Catholic Elementary Schools*

St. Brendan School, San Francisco.

<p>#1 Formalize the structure of the school-wide learning support program (continued)</p>	<p>of the whole child. Teachers attended sessions on ADHD, executive functioning, sensory processing disorders autism spectrum disorders etc.</p> <p>4. Three teachers will attend the NCEA's Exceptional Learners Conference in June</p>	<p>June 19-21, 2017</p>		<p>Teachers reported that they found these sessions extremely helpful as they provided strategies for use in the classroom and gave a better understanding of the conditions involved.</p> <p>There is a need to survey the teachers to see if their understanding of learning differences has improved since 2013, and whether they feel they have the necessary tool kit of strategies. The teachers should also take time to reflect on the efficacy of these strategies within their classroom</p>
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Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
#2 Implement the Common Core State Standards in Mathematics and English Language Arts.	1. Teachers continue to implement the common core math standards using Rethink Mathematics, and textbook as primary guides	August-May 2017	Lesson plan books	Practice standards are more apparent in most of the classes, especially as it pertains to the use of precise vocabulary and modeling There is a need to review the Math curriculum maps
	2. Teachers assessed student mastery of math and reading standards using the STAR assessment	September–May 2017	Results of STAR testing	Results of the STAR testing indicate that the students for the most part are meeting the math standards. A majority of the students are meeting the standards for reading but there are a number of students who still need help. As teachers become more familiar with how to access the data derived from STAR, they will start utilizing the information to plan their instruction.
	3. Teachers attended three archdiocesan professional development workshops in the area of English Language Arts. They learned about text sets, text complexity and vocabulary development.	September–March 2017		Teachers have become more intentional in their teaching of vocabulary and are starting to employ strategies that allow their students deal with text complexity. Teachers need to reflect on the efficacy of strategies.

<p>#2 Implement the Common Core State Standards in Mathematics and English Language Arts. (continued)</p>	<p>Teachers participated in the Core Six book study group. Teams of two teachers were responsible for teaching a chapter of the book to their colleagues</p>	<p>September –May 2017</p>		<p>Teachers have implemented some of the strategies found in The Core Six. Teachers will commit to implementing two of the strategies on a regular basis next academic year</p>
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Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
<p>#3 Integrate other disciplines with science to improve student performance and help bring together information in a cohesive and comprehensive way</p>	<p>Formal articulation again occurred between the science teachers and the content area teachers. Technology continues to be incorporated into all of these areas.</p> <p>Primary science teacher continues to work closely with homeroom teachers to integrate math, music, and language arts within her lessons</p>	<p>August 24-June 8, 2017</p> <p>August 24-June 8, 2017</p>	<p>Science Faire projects</p> <p>Roller coaster projects and presentations</p> <p>Biome projects</p> <p>Lesson plans and Unit plans</p> <p>Observation by the principal.</p>	<p>Continued collaboration by the teachers has allowed for increased critical thinking on the part of the students.</p> <p>Of the 9 who represented the school in the San Francisco Science Faire 8 placed. One student placed second in the State competition and has been invited to participate in the national competition to be held in the Fall. The quality of the analysis piece of the projects contributed to the students' successes.</p>

Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
#4 Develop new Student Learning Expectation report card	Students reflected on their growth towards achievement of the SLEs during Advent and Lent this year. They completed a Student Learning Expectation	December 2016 and February 2017	The students self -evaluated their accomplishment of the SLEs twice this year- Advent and Lent.	Summative evaluations matter to the parent community at St. Brendan School. The faculty feels that it is important to have

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	<p>Report each time. Teachers wrote comments and spoke with the children about their reports</p>		<p>Teachers commented or met with the children regarding their reflections</p>	<p>the children truly self-reflect and make their own decisions regarding growth with some influence from the teachers and not the parents. Teachers reported that the students were brutally honest in their self-reflections.</p>
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