

# 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 12, 2015**

Area of Growth:	Actions Taken	Dates	Method of Evaluation	Comments
<p><b>#1 Formalize the structure of the school-wide learning support program</b></p>	<p>Utilized the document - which the school created last year –that defines the procedures and protocols to be used when working with students with documented learning needs.</p> <p>A number of SST (8) meetings took place</p> <p>Teachers attended in-services in the areas of executive functioning skills and ADHD. These courses were facilitated by the California Health Council</p> <p>Every teacher was provided with a copy of the Pre-Referral Intervention Manual and encouraged to utilize it as they dealt with students with needs</p>	<p>September 14-June 2015</p>	<p>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</p>	<p>It is agreed that the document provides clarity and encompasses all that we are trying and can do at SBS in relation to children identified, and at risk.</p> <p>Since the development of the document there has been an increase in collaboration and communication among the teachers</p> <p>There have been a number (8) of SST meetings</p> <p>In reviewing the document it is obvious that we need to:</p> <p>Start thinking philosophically about our</p>

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

*St. Brendan School, San Francisco.*

				<p>reasons for recommending testing</p> <p>Make more use of the RTI form especially before we recommend testing.</p> <p>Make use of the critical check point list.</p> <p>The learning support teacher needs to encourage the parents to check FAST DIRECT at progress report time</p> <p>Have follow Up SST meetings two weeks before the end of the quarter to check on how interventions are going and if progress is being make</p> <p>The School needs to think about the pull in and push out nature of the learning support program</p> <p>The School needs to think of the purpose of the learning support program - remediation or differentiation/ specialized help</p> <p>St. Brendan School needs to</p>
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				<p>encourage teachers 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.</p> <p>St. Brendan School also needs to think of the learning support teacher as a support to the student and the teacher, not as the main teacher who works with children with identified learning needs.</p>
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<b>Area of Growth:</b>	<b>Action Taken</b>	<b>Dates</b>	<b>Method of Evaluation</b>	<b>Comments</b>
<b>#2 Implement the Common Core State Standards in Mathematics and English Language Arts</b>	Teachers implemented the common core math standards using their curriculum maps and the new Houghton Mifflin text book series as resources	August-June 2015	Lesson plan books	Teachers approached the implementation of the math standards whole-heartedly Practice standards are more apparent in most of the classes this year, especially the use of precise vocabulary and modeling.  Parents in middle grades still continue to experience difficulty with the idea of students having to explain/record their thinking.  Teachers appreciated the opportunity to network with other teachers. Significant sharing of ideas occurred.
	Teachers attended three archdiocesan professional development workshops in the area of assessing the mathematic standards.	September–March 2015	Principal observation of classroom practices and assessments	
	Teachers met with their grade level counterparts from other schools and with the principal to discuss/share their success stories. In addition they developed strategies for difficulties encountered.	September–March 2015		
	Teachers assessed student mastery of the math standards using the mid-year and end of year benchmark assessments developed at the cluster level	February 2015 and May 2015		
	The principal formally observed math classes for each teacher three times this year. Feedback was provided, especially as it pertained to the implementation of the practice standards	September–March 2015		

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<p><b>#2</b>  <b>Implement the Common Core State Standards in Mathematics and English Language Arts.</b></p>	<p>Teachers analyzed the data from the bench mark assessments. The data was presented and discussed with the principal. The data will be utilized by teachers to inform their instruction for the 2015-2016 school year</p> <p>Teachers refined their math curriculum maps to reflect the changes with the new text book adoption and the results of the bench mark assessments</p>	<p>February –May 2015</p>	<p>Written report from each teacher</p> <p>Formal conversations with the principal</p> <p>Curriculum maps</p>	<p>Students experience difficulty in recording their explanations in a concise and precise way. The faculty recognize the need to model and explicitly teach this skill</p> <p>The school recognizes the need for vertical articulation between the grades to occur.</p>



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#4 Develop new Student Learning Expectation report card	<p>The faculty met and discussed the reason and the philosophy behind the Student Learning Expectation Report Card</p> <p>A new card was created for both the upper and lower grade levels. The cards allow the students to self-assess. The underlying philosophy is of a growth mindset and self-reflection.</p>	November 2014-May 2015	<p>The students will self-evaluate their accomplishment of the SLEs twice a year- Advent and Lent.</p> <p>Teachers will comment or meet with the children regarding their reflections</p>	<p>Summative evaluations matter to the parent community at St. Brendan School. The faculty feels that it is important to have the children truly self-reflect and make their own decisions regarding growth, with some influence from the teachers and not the parents. Hence, the SLE's report card will not be sent home until the following year.</p>