

REPORT OF FINDINGS

ST. ALBERT THE GREAT
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(ARCH)DIOCESE OF RENO



IMPROVING STUDENT LEARNING 2012

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

FEBRUARY 13-15, 2018

REPORT OF FINDINGS

for
St. Albert the Great

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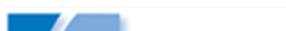
PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Albert the Great Catholic School (St. Albert School) for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

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

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

May the Christ we serve bless you with every success as you journey into your future.



Chapter 1: Introduction [OPTIONAL CHANGE]

A. How the Self Study was Conducted

The Visiting Committee observed that accreditation is viewed as an ongoing process for St. Albert School. After the last accreditation in 2012, the school staff, about 15 parents and board members began to review and implement the Action Plan. In 2015, the leadership team began meeting to review the Catholic Identity of the school utilizing the WCEA assessment guide. Regular meetings for school faculty were organized monthly and assignments were determined for the self-study. Committees met and discussed and completed areas of the assigned protocol. Faculty had a new found understanding of the school's Catholic Identity and developed action plans for implementing goals with the new theme *RISE*.

All shareholders had an opportunity to give input through surveys at the beginning of the year. Areas of strength and areas for improvement were identified and then presented to the pastor, all parents at monthly Parent-Teacher Organization (PTO) meetings, and to the School Board.

Parents, staff, the finance board, the pastor, and students assisted in the self-study process. Professional Learning Community (PLC) time was used to share information and collect data to complete the self-study. Chapters 1-3 were reviewed and revised by committees as well as the pastor and the School Board. The final draft was completed by October 2017.

St. Albert School did face a couple of obstacles. There was a cycle of new leadership throughout the self-study at the parish, school, and for the School Board. Also, the State of Nevada no longer offered testing instruments for writing to schools, so the Diocese adopted new testing materials. The school now utilizes the ACT/Aspire, which includes an annual summative assessment for writing. They have also implemented MY Access! to assess and support writing.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that St. Albert School was highly effective in involving all shareholders in the self-study process. The faculty began the self-study process by reviewing the ISL protocol in 2016 followed by a review of the school philosophy, mission statement and SLEs. The faculty also reviewed test scores, survey data, and in-class assessments and other data in order to discern where the school is and where they want to head into the future.

The shareholders, including the School Board, PTO Board, staff, various committees, parents, and the pastor, were kept updated throughout the process via reports at School Board meetings and at monthly PTO meetings. Information was also shared through Monday assemblies, weekly newsletters, and the monthly principal's letter.

Shareholders were given an opportunity to offer input through surveys. The faculty was fully involved throughout the whole self-study process and various shareholders were able to give input through board meetings. St. Albert School reviewed input and recognized this input by utilizing it in the formation of the Action Plans.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that St. Albert School has compiled and analyzed data annually to ensure a positive learning atmosphere for all students. Leadership has gone through some changes, and the school is addressing a succession plan for stable leadership. Enrollment and population diversity has remained healthy over the last five years. St. Albert serves a student population that is a majority Catholic-83%. Most students come from two working parent homes. Families are committed to choosing Catholic school, and the school is committed to keeping tuition affordable.

Surveys show that parents are highly satisfied with the school and send their children for academic excellence, Catholic values, and a safe environment. Survey data show that parents like the academics and teachers/staff, the community feeling, the family atmosphere, and the Catholic values. Parents would like to see increased use of technology and more electives, including music, art, and languages. In response to the data, St. Albert School did add some Junior High electives.

Students survey data revealed an overall satisfaction with the school. Students especially like their teachers. They feel like the teachers care for them and are available to help and support them at all times. Through student conversations, the Visiting Committee affirmed the survey findings. Students feel challenged academically and appreciate the support they receive from their teachers and principal. Students also embrace the moral and behavioral expectations that the school challenges them to live.

B. Use of Prior Accreditation Findings to Support High Achievement of All Students

Accreditation Factor #2: *The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee observed that St. Albert School effectively utilized prior accreditation findings to ensure high achievement of all students and drive school improvement. St. Albert did address all five goals that were identified in the last accreditation visit. They made adjustments where necessary, always keeping the students at the center of their work.

Goal #1 stated: Develop and implement a rubric to measure the students' performance in each of the School Wide Learning Expectations (SLEs).

St. Albert School did create and implement rubrics for all grade levels to measure performance of the SLEs. They developed grade level expectations that were developmentally appropriate. Grades K-5 use daily SLE conduct cards and/or charts to measure student performance in each SLE. Grades 6-8 use a Personal Responsibility Escalation Program to guide student behavior in relation to the SLEs. All grade levels have a developmentally appropriate reward system to recognize positive SLE behavior.

Goal #2 stated: Develop and implement a comprehensive schoolwide guidance program which integrates Catholic values and focuses on the development of the whole child.

St. Albert School hired a guidance counselor in 2012. The counselor added several programs which addressed the development of the whole child in the light of the Catholic faith. The school also has a resource teacher who expanded the school services to meet the needs of struggling students. St. Albert School has collected anecdotal data that affirms that these additions have enhanced the social and emotional culture of the community and infuse Catholic values into student development.

Goal #3 stated: To raise the two lowest student writing trait scores by at least .5-1.0 by 2014.

St. Albert went through assessment changes due to the state changes in testing requirements and availability. In 2016-2017 St. Albert School adopted the MY Access! computer writing program. It is an adaptive writing program that differentiates instruction and gives immediate feedback to students on editing and revising work. Through this program, there has been tremendous growth in writing skills. With both MY Access! and the ACT/Aspire assessments in place, there is sustained monitoring of growth in writing skills for all students in grades 3-8. The school is still working on instructional practices to address and improve student writing further.

Goal #4 stated: Develop further faculty awareness and understanding in relation to the Common Core State Standards (CCSS) and formative/summative assessments and apply this knowledge to the school's ongoing curricular mapping processes.

The faculty were engaged in professional development throughout the 2012-2013 school year to address the CCSS and formative assessment. The faculty received specific training on ELA and Math CCSS and formative and summative assessments. They also participated in the University of Notre Dame's Alliance for Catholic Education Collaborative training. They completed curriculum MAP for math, reading and language arts in support of the CCSS.

Goal #5 stated: Students will increase their knowledge about Church History and Catholic Faith Literacy by involving parish priests in classroom instruction for grades K-8.

Faculty met to determine which grade level topics they would like the pastor to address. Both the pastor and parochial vicar of St. Albert the Great Catholic Parish are active in classroom instruction. The results of this added expertise and instruction are shown in the ACRE test scores. Approximately, 86% of 5th graders and 90% of 8th graders are proficient or advanced in faith knowledge.

Chapter 3: Quality of the School Program

A. Assessment of the School's Catholic Identity

Accreditation Factor #3: *The school is Catholic, approved by the Local Ordinary (Canon 803), providing opportunities for community worship and participation in the Sacraments, and promoting evangelization and service to the community.*

The Visiting Committee observed that St. Albert School is highly effective at providing support for strong evangelization through the integration of the Roman Catholic Faith into all aspects of school life and community.

The Visiting Committee observed that St. Albert School has effectively assessed its Catholic Identity by implementing a standards-based Religion curriculum across all grade levels to best meet the needs of their students. They researched different programs and found that one did not fit the needs of all grades. They therefore chose three different programs: one for Kindergarten, another for grades 1-4, and a third for grades 5-8.

Teachers are highly effective at infusing the SLEs into their curriculum. They have several programs throughout the school which promote their SLEs and Catholic Identity. SLE “street signs” are hung throughout the school as a reminder of their SLEs. The school also has programs in which students and teachers recognize students for modeling the SLEs.

Teachers are highly effective in using a variety of techniques in the classroom to teach the SLEs. These include direct instruction, role-play, group projects, skits, charades, reflection, writing assignments, art projects, and field trips. Junior High teachers collaborate to include deeper reflection using the SLEs. Students in the Junior High work more on using and incorporating the SLEs into their daily work. Teachers also incorporate the SLEs into their discipline and behavior programs. Students are required to reflect on the SLEs when they have not behaved appropriately.

The school is highly effective at including prayer as part of their daily routine. Morning prayer is done together as a school and classes pray throughout the day. The entire student body meets for a morning assembly each Monday. Each class is responsible to lead the Monday morning prayer every month. The other days of the week the principal leads the school with morning announcements and prayer over the school PA system.

The staff at St. Albert School is provided the opportunity for faith growth by attending the annual Diocesan Teacher Retreat, as well as the Diocesan Conference. Junior High students participate in the Parish EDGE youth ministry program.

St. Albert School has effectively disaggregated their ACRE test results and have made it a goal to provide faith-lived experiences outside of the classroom. The school has recognized that they would like to use their PTO meetings as a way to build a faith partnership with their parents. They have also made it a goal to provide more opportunities for spiritual growth for their parents.

As part of their Catholic Identity, St. Albert School provides school wide service projects for students. These programs include a hygiene drive for St. Vincent's, a Thanksgiving food drive, Christmas stockings for Catholic Charities of Northern Nevada, caroling at assisted living facilities, supporting a sister school in the Philippines, Project Linus, Koats for Kids, and Ronald McDonald House. In addition, students in grades 6th through 8th are required to perform service outside of school. Students in the Junior High are then required to reflect and make a presentation in front of their peers about their service and how it affected them.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that St. Albert School's mission statement and philosophy are highly effective in reflecting the Catholic Identity of the school. St. Albert has fully integrated the SLEs into the lived reality of the school.

St. Albert School is highly effective in aligning their SLEs with their mission statement. Students are nominated by teachers and peers each month for modeling these standards. St. Albert School uses the Diocese of Reno Standards as well as adapting parts of the Common Core. This helps them meet the needs of students at different levels.

St. Albert School is highly effective in communicating their mission statement and philosophy in a variety of ways. St. Albert School has their mission statement, philosophy, and SLEs in many different places. They can be found in lessons plans, newsletters, posters throughout the school, and in the parent-student handbook. St. Albert School included their shareholders in the writing of their mission as well.

St. Albert School effectively discovered improvements to be made to their mission, philosophy, and SLEs in 2016 after the last revision in 2012. They used data from a parent survey as well as looking at the demographics of the school.

C. Organization for Student Learning to Support High Achievement of All Students

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed St. Albert School is highly effective in supporting and promoting the Catholic Identity of the school with the help of appropriate organizational structures. The strong leadership and faculty aid in supporting the school as a whole. Leadership

is vibrant and highly supportive of the faith formation and academic achievement of all students. The faculty works as a cohesive team to ensure the high achievement of all students.

A restructured school board including parishioners, parents of current or former students, and community leaders works closely with the leadership in making decisions. The members of the board include an attorney, a state legislator, an accountant, and two public-sector educators. The members of the board are dedicated to supporting the Catholic Identity and the academic excellence of the school community. The energy and love for this community, which is described by all shareholders as a family, is contagious. The school's Catholic Identity is also supported by the fact that the majority of teachers are catechist certified.

St. Albert School is effective in focusing on student learning by utilizing grade-level appropriate testing procedures. K-2 take the MAP test twice a year while 3-8 take the ACT/Aspire interim and summative tests. Both testing formats allow for data collection and curriculum adjustments. St. Albert School is effective in enhancing student learning with the use of technology. Teachers are involved in professional development classes to focus on integrating technologies including Promethean boards, Chromebooks, and iPads. Curriculum programs including MY Access! for writing and IXL Math are used regularly.

St. Albert School is highly effective in structuring communication of high achievement by sharing the results of the ACT/Aspire summative exam at parent/teacher conferences. St. Albert School is effective in communicating student achievement to the shareholders through the FastDirect grading program. Here parents can access grades, assignments, the weekly newsletter, email a staff member and schedule hot lunch. Teachers also communicate with the shareholders through parent/teacher conferences, notes, phone calls, and emails. Parents receive weekly newsletters from the teachers that identify upcoming events, homework and upcoming tests, as well as opportunities for volunteering and participation in the school and Parish. Progress reports are reviewed every four weeks to determine extracurricular eligibility and to assess grades. The students feel they have the support they need to be successful and if they are falling behind, they feel they can approach their teachers to ask for help.

St. Albert School is highly effective in addressing the needs of their diverse student population by providing tutoring to K-5 students by the resource counselor and through the Viking Class for 6-8. The Junior High aide holds core support classes for Junior High students identified as needing additional support. It is clear the parents are very satisfied with the opportunities their students have to succeed. The academic excellence at St. Albert School is evident.

St. Albert School has been effective in assessing their governance and structures by adding a resource teacher and counselor room, adding a designated music room, relocating the library, adding class carts of electronic devices, implementing MY Access! and IXL, and providing a new drama and presentation program. All shareholders are a part of making decisions about what improvements need to be made and how to accomplish these goals.

St. Albert School community appreciates continued participation by the pastor and parochial vicar in school activities. They recognize the need to increase the use of technology in the

classroom and the purposeful assessing of the impact this technology has on the students. The staff is open to numerous ways to satisfy these needs.

D. Data Analysis and Action to Support High Achievement of All Students

Accreditation Factor #6: *The school uses educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional/curricular improvement.*

The Visiting Committee observed that St. Albert School is effective in collecting and analyzing student achievement data to drive curricular decisions in order to better meet the needs of all students. Acceptable progress of students is evaluated through reference to Diocese of Reno Standards, report cards, ACT/Aspire scores for grades 3-8, MAP scores for grades K-2 and classroom assessments. The religion program and the spiritual formation of students is assessed in grades 5 and 8 with the Assessment of Children/Youth Religious Education (ACRE) test.

The staff uses the interim formative assessments from the ACT/ Aspire and MAP testing in the fall to determine how to address the specific academic needs of students. Differentiated materials and programs are implemented based on student need. Areas of concern are addressed by determining the strategies and programs needed to support the needs of students. Interventions for students who need additional support are implemented in a timely fashion. High achieving students are challenged with assignments that require higher level thinking skills in addition to the regular classroom work. In addition to the formal ACT/Aspire and MAP tests, teachers routinely use both formative and summative assessments in each classroom. Some of these assessments originate from curricular resources while others are teacher created. Classroom formative assessments are used to drive and modify instruction. The summative assessments are used to measure academic progress and achievement and indicate if re-teaching is warranted.

Assessment data is also used to make curricular decisions. In math, the implementation of Common Core standards and strategies have been introduced and assessed. As a result, the math curriculum has been updated schoolwide based on student need at each grade level. Analysis of the data by following students from one grade level to the next from 2015 to 2016, showed that all grade levels improved in all subject areas, with the exception of writing from grade 7 to 8. In general, ACRE and ACT/Aspire testing results demonstrate that St. Albert students are achieving above the national average in all subjects except writing. The school has identified writing as an area for growth across all grade levels.

Assessment data is further used to provide professional development that is driven by student need. School-wide professional development sessions are held monthly; Junior High teachers hold weekly PLCs. Knowledge shared and gained during these meetings and trainings is used to improve student achievement and address students' individual needs. Teacher and student goals are routinely set at these meetings. Teachers currently differentiate instruction to meet students' individual needs, but ongoing training will continue to make differentiation as effective as possible. Future professional development in differentiation can help teachers meet this goal.

St. Albert School acknowledges that there have been challenges in analyzing and disaggregating standardized testing data due to changes in the diocesan-approved testing program and student adjustment to computerized testing. Some teachers expressed a desire for another formative assessment tool that will provide data to inform instructional practices.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that St. Albert School is highly effective in its use of Schoolwide Learning Expectations (SLEs) and standards-based curriculum to support the high achievement of all students. First and foremost, the school places emphasis on creating an environment that has a strong Catholic Identity and values that it incorporates into the curriculum. All shareholders express the fact that St. Albert offers a faith-based community where Catholic values permeate the daily lives of the students and staff. The focus on service learning has been cultivated and embodied throughout St. Albert School and the SLEs.

Since the last accreditation, the school has worked towards enhancing the curriculum through the mapping of both Math and English to help establish vertical alignment across all grade levels. This staff, through PLC-based work, used the Diocese of Reno standards and Common Core State Standards (CCSS) to develop this mapping. Beyond the mapping of Math and English, the school also adopted a schoolwide science curriculum, *Carolina Science Curriculum*, in order to further enhance and align the curriculum across grade levels. In conjunction with the curriculum mapping, the school has also incorporated the SLEs into student achievement by placing emphasis on the SLEs during the daily educational experience of the students. This process begins in Kindergarten through SLE Heroes and leads all the way through 8th grade in which students self reflect, write and create personal journals and videos, and finally, perform service projects that are ultimately shared. The integration of the SLEs and the progress of the standards is highly visible throughout the school on monthly SLE award posters, the mural of the SLE tree on the entryway of the gym, conduct charts, and student recognition. Student progress is monitored, assessed, and communicated through a variety of vehicles (progress reports, FastDirect, staff meetings, PTO meetings, etc.) so that all shareholders are aware of student achievement.

St. Albert School continues to find ways to integrate technology into the learning process, including Promethean boards, iPads, Chromebooks, and MY Access! writing (grades 3-8). The school has ensured complete schoolwide access to WiFi. The school has determined, that although much progress has been made in the integration of technology into the learning process, expansion of technology integration needs to be done in order to further student achievement.

Beyond the standards and technology, the school has worked towards helping those students that are not making acceptable progress or achieving at high levels. The school has worked closely

with those students that need further assistance. The school uses summative testing data to identify students and their respective needs. For those identified students, parents and staff meet to review, modify, and implement strategies to help those students. For those students that need assistance, the school has employed a part-time counselor and resource teacher. The school has also created designated spaces for those students to receive additional support outside the classroom. One example is Viking Class, a support class for core subjects that takes the place of the Spanish elective for Junior High students. Beyond the school support, outside referrals and resources are sought to further assist students.

The school has developed and implemented strategies to fully incorporate Catholic values and the SLEs into daily student life, monitor and assess student progress, integrate technology into the learning process, and identify and assist students with specific learning needs.

F. Instructional Methodology to Support High Achievement of All Students

Accreditation Factor #8: *The staff applies research-based knowledge about teaching and learning in the instructional process. Assessment is frequent and varied, integrated into the teaching/learning process, and informs curriculum planning.*

The Visiting Committee observed that St. Albert School staff effectively applies research-based knowledge about teaching and learning in the instructional process. St. Albert School is highly effective in modeling Catholic values through their SLE implementation. Daily plans include SLE lessons about behavior, Saints research, recycling and care of God's creation, being an effective communicator and critical thinker, Operation Post Card, and many more. It is evident that students at all grade levels are utilizing the lessons of the SLEs in their lives in school and outside alike. The SLEs are posted throughout the school and are easily accessed by all shareholders.

St. Albert School is effective in implementing research-based instructional methodology. Teachers participate in professional development in all subject areas. The majority of teachers are catechist certified. The school effectively implements differentiation of instruction based on grade-level and subject to better teach each student. Differentiation techniques include leveled reading, scaffolding and modeling, centers, music, manipulatives and partner work. The staff recognizes the need to reach every student and to help them all rise.

St. Albert School is highly effective in integrating SLEs (SERVICE) into every aspect of the day. The school utilizes a variety of formative and summative assessments to ensure every student is fulfilling the goals of the SLEs. For example, students in second grade write a description about an SLE of their choosing and the class is tasked with identifying that SLE. Fifth graders participate in a similar activity in which they create a short play about an SLE and again the class has to guess which SLE is being described. Junior High students are asked to reflect upon an SLE when they are not fulfilling the expectation of behavior connected to that SLE.

St. Albert School is somewhat effective in integrating technology into the teaching/learning process by providing device carts (Chromebook and iPad class carts) and desktop computer stations. Various technology programs are used to enhance student learning including computer centers, IXL, Brain POP, Starfall, MY Access! and Khan Academy. The staff realizes this is an area they can improve upon and they plan to implement more technology in the coming future.

St. Albert School is effective in identifying improvements that were needed in curriculum and instruction. Two areas of focus were in math and writing. To help aid in these improvements, the school uses an online writing program, MY Access!, and has adopted new math books: Bridges, Math Learning Center and Math Expressions for K-4 and Go Math for 5-8. The math program allows the students to approach math from a different direction. Instead of rote math work, the students are now learning more problem solving techniques in their math classes. These math programs all come with supplemental resources online that the students and teachers can access to further math practice.

G. Support for Student Spiritual, Personal, and Academic Growth

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that St. Albert School is highly effective in providing services to help all students spiritually, personally, and academically. St. Albert School provides opportunities for service rooted in Catholic values. The school helps students grow spiritually by offering altar serving training, choir, and parts assigned to students during school masses. The school helps students grow personally by offering art, music, chess club, Boy Scouts and Girl Scouts, Junior Achievement, Christian Leadership, and a variety of other programs. They also attend various field trips, participate in Catholic Youth Organization sports, and Physical Education. The school helps students grow academically by challenging all students. The school provides assistance to students through a part-time counselor, a part-time resource teacher, small-group instruction, and one-on-one instruction. Teachers also provide tutoring for students.

St. Albert School uses funds from Title I and Title II to support students. The Title I money is primarily used to pay for the resource teacher. St. Albert School uses parents to help coach CYO teams, chaperone field trips, and are invited to school masses. The school has Promethean boards in each classroom, a computer lab that is open to all students, Chromebooks, and iPads available for students. St. Albert School added a writing program called MY Access! to measure and also guide students in their writing progress. The school has also added Khan Academy and IXL in all grades to enrich their math curriculum.

In 2014, St. Albert School addressed the safety of the school campus. The funding came from parents, parishioners, and matching grants. A new addition in the front of the school changed access to the building, requiring visitors to check in before gaining entrance. Bullet proof glass

was added to outside doors and all students are trained to tell an adult if someone is asking for entry. Gates with locks have been added to the campus to limit entrance as well.

St. Albert School has addressed the needs of their students, providing many support services. Students express that all faculty, staff, and parents are here to support their whole education.

H. Resource Management and Development to Support High Achievement of All Students

Accreditation Factor #10: *The pastor, principal, and school board develop, implement, and monitor resources and plans to ensure and support high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that St. Albert School effectively manages resources and development to support the high achievement of all students. The parish finance committee, in collaboration with the parish finance director, pastor, and principal, work to ensure that finances are being managed, tuition remains affordable, and resources are properly developed and allocated for the betterment of St. Albert School and all students.

The parish finance committee oversees both the school and parish budgets. The parish bookkeeper maintains daily fiscal management duties for the entire parish. Each winter, the finance committee meets to discuss school budgetary needs for the upcoming year, tuition, and finalizes a budget every February. The committee meets quarterly to review the budget and expenditures, and they communicate finances to the St. Albert community. The committee also takes into consideration each quarter updates to the budget and any emergency or extenuating circumstances that may exist.

Outside of financial management and reporting, the school has been effective in its management of tuition, student enrollment, facilities, curricular resources, and teacher salaries. The school works diligently to maintain an affordable tuition for all families. The school traditionally operated a tuition system with discounts for parishioners and multiple children. In 2016-2017, the school determined and began phasing out the multiple child discount in order to help ensure long-term viability. To assist families, the school partners with the Diocese of Reno for scholarships and sets aside an emergency fund to assist families that encounter unforeseen hardships during the school year. In addition, qualified families receive tuition assistance through Nevada's AB 165 program. Student enrollment has remained healthy over the years allowing sufficient resources to maintain school programming. One area that the school has determined as a goal area is in the development of a multi-faceted marketing system to help St. Albert School reach enrollment goals long-term.

Beyond finances, the school has secured facility upgrades through grants and donations. In 2014, the school expanded the physical plant with a new front of school which included new secure entry, front office, teacher work area, library, music room and security system. The school also

benefited from other grants and donations to further technology resources such as iPads and Chromebooks. These enhancements have helped all students by providing better safety and learning resources. Other curricular enhancements for student success have been in the purchase of new textbooks and learning materials. New math and science textbooks and materials were adopted beginning in 2015-2016 and an online writing program, MY Access! was purchased in 2016-2017. All these enhancements have been implemented for the high achievement of all students.

St. Albert School has a Strategic Plan to address identified challenges. Teacher salaries and compensation is a targeted area of growth that the school deems necessary for long-term viability. Currently the school has been able to maintain a strong teaching staff, but understands that teachers are compensated well below their public school counterparts. The school is seeking to increase teacher salaries for teacher retention in an effort to reach closer parity with public school salaries. The school also recognizes the need for strong marketing in order to help show the quality of Catholic education and ensure long-term financial viability. The current Strategic Plan addresses these areas, and the board is committed to updating the plan to ensure that it is an effective tool in ensuring a bright future for St. Albert School.

The school has been effective in its management of all resources, including finances, tuition, technology and facilities.

Chapter 4: The Action Plan

A. Design and Alignment of the Action Plan with the Self Study Findings

Accreditation Factor #11 (The Action Plan addresses the school's critical goals to enhance student learning that supports high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other institutional and/or governing authority expectations.)

Schoolwide Lists of Significant Accomplishments and Critical Goals

Schoolwide Significant Accomplishments (the eight most significant determined by the VC)

1. Faith-filled family community supporting students to RISE.
2. The school revitalization done in the front office, library, and music room were welcomed additions by everyone as they improve safety and enhance classroom instruction, including increased access for after-school programs such as music lessons.
3. Incorporation of the SLEs in such a way that they permeate the culture of the school.
4. Various programs with the support of the resource teacher/counselor to assist students in all grade levels.
5. A collaborative relationship between the parish and school community with emphasis on "School as Mission."
6. Improved communication between school and families, as well as, to all shareholders using a variety of mediums.



7. Implementation of new science and math curriculums to better align with the CCSS and Next Generation Science Standards.
8. New website to enhance marketing of the school.

Critical Goals (identified by school)

1. Encourage our students to extend what they are taught in school to their lives outside of the classroom.
2. Maximize the use of technology at all grade levels across the curriculum.
3. Improve differentiated learning instruction in various subject areas from the lowest to the highest achievers.

The Visiting Committee observed that St. Albert School effectively identified critical goals to focus on improving student learning. They analyzed data and information about student achievement to determine critical goals and create Action Plans. The Visiting Committee recommends that St. Albert review the strategies and activities for goals #2 and #3 to better address the desired outcomes of the goals. The Visiting Committee also recommends that St. Albert review the goals that they listed at the end of each section and be prepared to visit the goals that will positively support high achievement of all students once they have completed the current Action Plans.

OPTION A: *Modification of a critical goal:* St. Albert School (not the VC) modified goal #2 to read: St. Albert School will maximize the use of technology as an instructional instrument at all grade levels across the curriculum to improve student learning.

OPTION A: The Visiting Committee recommends that St. Albert School review the Strategies and activities for Goal #2 to more clearly articulate the growth of technology as an instructional tool to enhance instructional best practices utilized in the classroom.

The VC also recommends that St. Albert review strategies and activities for both Goals #2 and #3, making sure that professional development for teachers is embedded and ongoing to address instructional practices in relation to technology.

OPTION B: *Critical Goal Identified by the Visiting Committee:*

OPTION B: NA

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee (VC) observed that St. Albert will effectively implement the Action Plan. The VC is confident that St. Albert has the capacity to monitor and carry through with plans to enhance student learning and faith development. St. Albert has shown evidence that they followed through with goals and action plans from the last accreditation visit to enhance academic programs and student learning. St. Albert understands the need to budget for professional development as well as acquisition of technology tools to reach their goals. St. Albert will have to focus energy on evaluating goals, while reviewing student assessment tools for effectiveness. The VC does not anticipate any impediments to St. Albert accomplishing their Action Plans.

Visiting Committee Summary Thoughts:

The Visiting Committee observed that St. Albert school embraces a faith-filled, collaborative community that supports students and families on the journey of learning and living their faith. The students, staff, parents and Pastor have a shared commitment to academic and spiritual excellence. Throughout the visit, all shareholders expressed a great love for this beautiful school. All shareholders are a vital part of the success of every student. It is clear that students are living their faith through the SLEs even when no one is watching.