

# 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 15, 2016**

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>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.</p> <p>Discussed and reached a consensus on when to refer a student for testing.</p> <p>Refined and standardized the protocol for the use of the supplementary report and the RTI report.</p> <p>Teachers and parents attended in-services in the area of anxiety. These courses were facilitated by the California Health Council and CPMC</p>	<p>September 15-June 2016</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>Teachers are making a more conscious effort to provide interventions for <u>any</u> child who needs it. The teachers are starting 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>The School still needs to think about the pull in and push out nature of the learning support program. Additionally, there may be a need to hire more specialized personnel to help support students with needs.</p>

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

*St. Brendan School, San Francisco.*

Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
<p><b>#2</b>  <b>Implement the Common Core State Standards in Mathematics and English Language Arts.</b></p>	<p>Teachers continue to implement the common core math standards using Rethink Mathematics, curriculum maps, and textbook as primary guides</p>	<p>August-May 2016</p>	<p>Lesson plan books</p>	<p>Practice standards are more apparent in most of the classes, especially as it pertains to the use of precise vocabulary and modeling</p>
	<p>Teachers assessed student mastery of the math standards at the start of year, and mid-year year using the SVM task assessments.</p>	<p>September–February 2016</p>	<p>Written report by each teacher</p>	<p>Results of the SVM benchmark assessments this year indicate growth over the previous year. While this year’s IOWA results showed a little improvement in the area of conceptual understanding and problem solving in all grades, there was a marked decrease in computational scores. There does not appear to be any apparent reason as to why there was a decline in the scores, with the exception of the fact that a number of students did not take the test seriously.</p>
	<p>The principal formally observed math classes for each teacher.</p>	<p>February- March 2016</p>	<p>Principal observation of classroom practices and assessments</p>	
	<p>Teachers attended four archdiocesan professional development workshops in the area of English Language Arts They learned of the six shifts and unpacked the standards</p>	<p>September–March 2016</p>		<p>Due to time constraints, the principal was not able to provide as much formal feedback as she would have liked, or the teachers deserved. However, there was quite a bit of informal dialog.</p>

Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
<b>#3</b> <b>Integrate other disciplines with science to improve student performance and help bring together information in a cohesive and comprehensive way</b>	Formal articulation again occurred between the science teachers and the content area teachers. Four teachers attended the Blended Learning Symposium in June of 2015. Ideas were shared about how to further enhance the projects that were developed last year. (biomes, roller coasters and science faire). Junior Scholastic Science is used by both the literature teacher and the science teacher to teach non-fiction literacy and science concepts. Technology continues to be incorporated into all of these areas.	June 22-June 10, 2016	Science Faire projects  Roller coaster projects and presentations  Biome projects  Lesson plans and Unit plans  Observation by the principal.	Continued collaboration by the teachers has allowed for increased critical thinking on the part of the students.  Of the seven students who represented the school in the San Francisco Science Faire Seven placed. They went on to compete at the Bay Area Science Faire. Two of the students placed in this competition The quality of the analysis piece of the projects contributed to the students' successes.
	Primary science teacher continues to work closely with homeroom teachers to integrate math, music, and language arts within her lessons	September-June 11, 2015		

Area of Growth:	Action Taken	Dates	Method of Evaluation	Comments
<p><b>#4 Develop new Student Learning Expectation report card</b></p>	<p>Students reflected on their growth towards achievement of the SLEs during Advent and Lent this year. They completed a Student Learning Expectation Report each time. Teachers wrote comments and spoke with the children about their reports</p>	<p>December 2015 and February 2016</p>	<p>The students self -evaluated their accomplishment of the SLEs twice this year- Advent and Lent.</p> <p>Teachers commented or met 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> <p>Teachers reported that the students were brutally honest in their self-reflections.</p>