

Report of Findings

St. Elizabeth Ann Seton Catholic School
1807 Pueblo Vista Drive
Las Vegas, Nevada 89128
Diocese of Las Vegas



Improving Student Learning 2012

A Self Study Process
for Catholic Elementary Schools

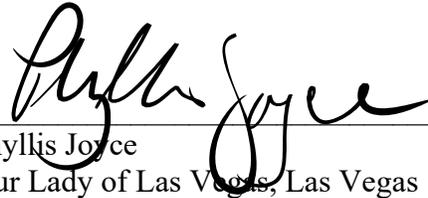
March 5-7, 2018

Report of Findings

for
St. Elizabeth Ann Seton Catholic School
E-780



Julie Tipton, Chairperson
Diocese of Orange
St. Junipero Serra Catholic School
23652 Antonio Parkway
Rancho Santa Margarita, CA 92688



Phyllis Joyce
Our Lady of Las Vegas, Las Vegas



Ysenia Gonzalez
St. Anne Catholic School, Las Vegas



Lucy Alcalá
St. Christopher School, Las Vegas



Kristine Miller
St. Viator Catholic School, Las Vegas



Tessa Rivera
Bishop Gorman High School, Las Vegas



Carol Wilson
St. Francis de Sales, Las Vegas

PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Elizabeth Ann Seton Catholic 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. Elizabeth Ann Seton Catholic 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, administration, 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

A. How the Self Study was Conducted

St. Elizabeth Ann Seton Catholic School (SEAS) began the Self Study process in 2016. The Leadership Team, created in the fall of 2016, established a collaborative plan and timeline to successfully complete the Self Study.

The Catholic Identity Assessment surveys were collected from the pastor, faculty, staff, and School Advisory Council. Staff, student, and parent surveys were distributed in the fall of 2016. The surveys were collated and reported in November and are reflected throughout the Self Study.

Chapter 3 was divided among the faculty to complete. Committee meetings were held from November 2016 to November 2017 to draft, edit, and revise Chapter 3 with ongoing input from the Superintendent of the Diocese of Las Vegas. Lists of Significant Accomplishments and Goals were created and revised by faculty, staff; and presented to the School Advisory Council for further input. Once finalized, the Action Plan goals, strategies, and timelines were created. After final editing and review in October of 2017, the Self Study was presented to the pastor and School Advisory Council.

SEAS reported there were no obstacles encountered in completing their Self Study.

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 SEAS recognizes the importance of including all shareholders during the Self Study process. SEAS was effective in involving and collaborating with their shareholders in completing the Self Study.

Faculty, staff, parents, students, pastor, and the School Advisory Council provided input for the Self Study. Surveys related to Catholic Identity and the Improving Student Learning (ISL) process were reviewed and utilized by faculty. A few parents also assisted in the preparation of the document. The Mission and Philosophy statements were revised in 2015. The School-wide Learning Expectations (SLEs) are reviewed each year. An SLE rubric, report card, and tracking form indicate student progress. Parents and students reflect on the SLEs progress annually.

After final review of the Self Study, the lists of Significant Accomplishments and Goals were created. Through discussion and prioritization, the Action Plan Goals, strategies, and timelines were established and a timeline for three years was developed. The school plans to keep all shareholders involved in ongoing systematic analysis of the school's effectiveness and monitoring of the Action Plan progress.

Chapter 2: Context of the School

A. School Profile

St. Elizabeth Ann Seton Catholic School (SEAS) was founded in the fall of 2000 in the Summerlin area of Las Vegas, Nevada. While SEAS is a relatively new school, they have remained diligent in updated facilities, equipment, and programs. SEAS strives to instill the charisms of Saint Elizabeth Ann Seton which include courage, determination, faith, and love in their students.

The school updates the school profile and data annually. In preparation for the Self Study, a five year analysis was completed. The areas of enrollment, trends, finances, assessment data, and professional development were analyzed.

SEAS student enrollment grew from 169 students in 2000 to 428 today. In recent years, the school has experienced a decline in enrollment, the peak at 495 students in 2014. The student population is growing in diversity to mirror the parish population to include an increase in the Asian and multiracial populations. This is a departure from the predominantly white population in the school's early years. SEAS has seen a small decline in Catholic attendees from 99% being Catholic in 2012 to 96% of the students being Catholic today. Most students graduating from SEAS attend the local Catholic high school, Bishop Gorman.

The school has seen very little change in the attending families and surrounding areas socio-economic status. The school has witnessed a small decline in enrollment which may be attributed to strong Charter and public schools in the area. New recruitment efforts include advertising to both the parish and surrounding communities. The school benefits from a generous amount of financial support from St. Elizabeth Ann Seton Catholic Church. Tuition assistance is available for families experiencing hardships and the establishment of the Nevada Educational Choice Scholarship Program over the past 3 years helps families afford to attend.

Assessment data shows that students are making consistent growth from year to year. SEAS uses a wide variety of resources to assess their students.

The surveys and interviews conducted reflect positive feedback and a genuine appreciation for all aspects of the school. Student interviews revealed they feel their teachers are interested in their well being and they feel supported by the administration, teachers and staff. Students feel they are safe and are receiving a quality education with high standards, and strong Christian environment. There was a 59% return rate of surveys from parents. According to the various surveys, the parents feel their child is in a safe and nurturing environment. Parents feel the curriculum is challenging and the school prepares their child for high school. Parents shared that they feel there is a strong sense of family and community. Areas for growth include increased stability and retention of good teachers, more extracurricular opportunities, STEM opportunities, retreats, enrichment, and consolidated communication. Faculty and staff surveys were positive noting they feel collegial support and desire more fellowship opportunities along with continued professional development. With high teacher turnover, Catechist Certification and professional development is a primary focus for the school. Professional development is supported financially and encouraged by the administration.

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 SEAS is highly effective in the use of prior accreditation findings to ensure high achievement of all students and to drive school improvement. Since the last accreditation in 2012, SEAS has fully addressed all goals and has kept the school and parish community well informed of all Action Plan accomplishments and school initiatives and needs. All prior accreditation findings have been incorporated in the school's long range plans driving school improvement and ensuring high achievement of all students. The progress in the accomplishment of the Action Plan has been disseminated to the school community, discussed at School Advisory Council meetings, reviewed at faculty meetings, and documented through the completion of annual ISL reports.

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 the total school community is highly effective in their support of evangelization through the integration of the Catholic faith. The school utilizes opportunities for community worship and participates in the Sacraments on a regularly scheduled basis. SEAS demonstrates its Catholic Identity by living its Mission Statement and Philosophy through the practice of the Schoolwide

Learning Expectations (SLEs). It is also evident in the presence of Stations of the Cross and inscriptions of scripture, Beatitudes, and Works of Mercy throughout the hallways of the campus. SEAS strives to instill Catholic values and principles of social teaching across the curriculum making use of the *Benziger Family Life Series* in grades K-8 and *Christ Our Life* series in grades 6-8. The adoption of *The Catechesis of the Good Shepherd* in grades K-5, nurtures the bond between God and the child through age-appropriate themes. The school plans to introduce an additional grade level each year until it is incorporated into all grades.

All teachers at SEAS are either certified catechists or presently working toward Level I catechist certification. Due to a turnover in teachers within the last six years, 10 out of 25 teachers are currently certified. At this time, there are five teachers who have obtained certification for *The Catechesis of the Good Shepherd* instruction, and other teachers are in the process of getting training for certification as well. Teachers are given many opportunities to attend conferences, clergy-led discussions and retreats, Bible studies, and other classes in order to deepen their Catholic Identity. Teachers are an integral part of all religious activities and social teachings that take place throughout the school year. SEAS is highly involved in community service. All classes and organizations are committed to a number of community outreach programs fostering the Catholic Identity in the school. Parents are given opportunities to strengthen their Catholic Identity and spirituality through participation in faith formation classes, volunteer opportunities, and school events. This creates a cohesive faith community among students, staff, and parents.

In the school's goals, SEAS recognizes the need to complete Catechist Certification and continued catechist training for all of its teachers. The school has also identified a need for additional activities integrated into the celebration of the Feast Day for the patron saint, Elizabeth Ann Seton.

B. Defining the School's Purpose

Accreditation Factor #4: *The school's purpose is defined through the school's mission statement, philosophy, measurable School-wide 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 SEAS is highly effective in defining the school's purpose. The school's current Mission Statement, Philosophy, and measurable School-wide Learning Expectations are fully integrated into the lived reality of the school. They reflect both the vision and mission of the Diocese of Las Vegas. The Vision Statement and Mission Statements call students to be stewards for their community, serving one another as Jesus taught us to do. All shareholders are involved in the review and revision the school's current Mission Statement, Philosophy, and School-wide Learning Expectations.

At the beginning of the school year, all staff members were provided a copy of the Mission Statement for review and input. Once this revision was completed, the Mission Statement was shared with the school community. SEAS recognized the need to have an annual review by all shareholders for the school's Mission Statement, Vision Statement, Philosophy and SLEs.

SEAS uses Core Knowledge Curriculum that is aligned with the Common Core standards. The curriculum is coherent, cumulative and content-specific. Curriculum standards fully define the spiritual and academic purpose of the school in setting high expectations for student achievement.

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 that SEAS is highly effective in focusing on the high achievement of all students. This is accomplished through consistent communication and collaborative efforts of all stakeholders. The administration is dedicated to making student learning a priority. SEAS utilizes the Core Knowledge Sequence and the Religion Graded Course of Study from the Archdiocese of Cincinnati, adapted by the Diocese of Las Vegas that provides a solid, coherent foundation of learning, while allowing the flexibility for meeting the needs of all learners. The Pastor provides a sound Catholic education by taking an active role and interest in all aspects of the student learning. He presides over weekly school Masses, teaches sacramental preparation classes, is present at family retreats, and administers the sacraments of Reconciliation and First Holy Communion. Professional development, weekly staff meetings, monthly in-services, and professional learning communities are ongoing to ensure high student achievement. SEAS provides many opportunities to discuss student performance and plans for instruction to ensure students' needs are being met. Parents are recognized as the primary educators of their children. Parents are asked to participate in their child's spiritual development and sacramental preparation and are invited to celebrate the weekly liturgy and attend seasonal celebrations. SEAS communicates with parents through progress reports, report cards, newsletters, classroom newsletters, phone calls, emails, social media, remind texts, and Plus Portal. There are many opportunities to communicate student achievement. Various awards for classroom excellence, trimester and SLE Awards to recognize academic excellence and outstanding learner behaviors are given. Assemblies are held to recognize student achievement in the areas of numerous extracurricular activities. While SEAS recognizes many of its accomplishments, the school plans to continue the implementation of technology and Google classroom.

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 SEAS is highly effective in analyzing data to support high achievement of all students. SEAS disaggregates, analyzes, and generates reports on a variety of student assessments throughout the school year. Along with the other Catholic schools in the Diocese of Las Vegas, SEAS administers the Terra Nova 3 and ECRA writing assessment. Other assessments such as AIMSweb, DIBELS, TASA, Gates MacGinitie Reading Assessment, *MyAccess*, and the National Spanish Examination are also administered to examine student achievement.

SEAS uses a variety of data to analyze the faith formation of their students. *Catechesis of the Good Shepherd* is a hands-on program where students in K-5 are taught by a certified catechist. Kindergarten students receive Level One instruction. Grades 1-3 receive Level Two instruction. Grades 4-5 receive Level Three instruction. Data is collected through each program of instruction. Observations and assessments are aligned

to the Student Learning Expectations. Students in Grades 6-8 receive instruction through the series *Christ Our Life* which is aligned to the Catholic Traditions and Religion curriculum of SEAS. Data is collected through formative and summative assessments and culminate in the Schoolwide Learning Expectations report card.

A variety of data is also collected from unit tests, quizzes, essays, projects, and reports. By analyzing this data, the teachers at SEAS modify and differentiate their instruction to meet the needs of all students, including those in need of additional support as well as high ability students. By utilizing the data collected and analyzed as well as taking enrollment trends and finances into consideration, the school administration is able to allocate resources which meet student needs and impact student learning.

The staff at SEAS conduct data chats in which teachers, Counselor, Curriculum Coordinator, Administrative Consultant, and Principal determine the needs of students based on benchmark data, classwork and/or teacher observations. Although the Student Intervention Process has already been developed, SEAS recognizes that they would like to continue to develop the program with further collaboration of the school counselor and training of the school faculty. SEAS has also identified the desire further incorporate into inclusion of blended learning initiatives to address the needs of high ability students in order to ensure the high achievement of all students.

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 the school is highly effective in their use of the School-wide Learning Expectations and standard-based curriculum to support high achievement of all students. This ensures progress by all students in the way they incorporate Catholic values with standard based curriculum.

The school has incorporated Catholic values into the curriculum and ties their SLEs to their instruction. The curriculum at SEAS strives to be inclusive while challenging and motivating all learners. Through the use of technology and varied teaching strategies, the teachers at SEAS plan and conduct classes that value diverse learning styles.

SEAS has a set of clearly defined measured SLEs. Teachers document the SLEs and objectives taught within their lesson plans, and they are displayed within the classroom environment. The SLEs at SEAS support an environment which stimulates learning, promotes growth, and allows each child to attain his or her potential.

While the SLEs are incorporated into daily lessons and students are provided feedback on their SLE progress every trimester, the school plans to gather longitudinal data to track growth of students over time in reference to their achievement of the SLEs.

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.*

St. Elizabeth Ann Seton Catholic School is highly effective in using research-based instructional techniques to improve student learning. The school's academic curriculum stems from the Core Knowledge Foundation. This is a challenging curriculum for all students, and the staff at SEAS makes every effort to meet the needs of diverse learners. To enhance the implementation of Core Knowledge, an in-service was held in August of 2016, providing a curriculum overview for new teachers and time for curriculum mapping and alignment with Common Core State Standards. Teachers are trained in research based Cooperative Learning Structures through the work of Dr. Spencer Kagan. New and veteran teachers are offered the opportunity to attend the Kagan conference each year to enhance their instructional practice. The use of technology at SEAS helps students become culturally aware and global citizens. This is achieved through the use of laptops in the classrooms, technology classes for all grades, projects in the classrooms, and regular use of online services to communicate effectively and efficiently. SEAS students graduate with a good foundational knowledge of technology and the ways in which it can be used to benefit society. Other technology that is available to the faculty at SEAS include: an iPad cart, Ebeam interactive whiteboards, document cameras, microscopes, and iPad and laptop carts. In August of 2017, the 5th Grade began piloting Google Classroom with the intent to expand to middle school next year and the remainder of the school in the future.

Throughout the varied instructional approaches used at SEAS, technology integration is present in the practice. All students have access to an iPad and laptop cart. These items were secured through a grant from the E.L. Wiegand Foundation. Through the dissemination of a faculty wide survey, teachers reported a variety of technology across content areas. Students in K-5 utilize the online math component from *Envisions*. In addition, students created their own avatars using Voki to synthesize 4th grade content in the Core Knowledge curriculum. Students regularly use Kidblog to incorporate Web 2.0 technology as they use critical thinking skills to apply learning and evaluate the comments of others. Students are using green screen technology to create a video then produce a movie using a specific image to represent the background. Teachers also report using online assessments like Kahoot and Quizziz for formative assessments. The results of the assessments are used to make instructional decisions. In addition to classroom integration, students attend a technology class and apply, evaluate, and synthesize their learning through a variety of synchronous and asynchronous projects. The assignments apply higher order thinking skills as students use a variety of websites to create projects that demonstrate their learning.

SEAS faculty also attended a full day in-service training for the Jane Schaffer model of writing in January of 2017 and then in October of 2017. These in-services offered K-2, as well as grades 3-8 differentiated professional development. Professional Learning Communities are offered for faculty members at SEAS that would like to share their best and current pedagogical trends. Topics for PLC's include new applications, green screen, and writing support.

Surveys conducted indicate that it is evident that Kagan is widely used across the grades. These structures are most often used to practice skills and review for tests. Kagan structures are procedures that enable positive interdependence, high individual accountability, equal participation, and simultaneous interaction. The Kagan structures most frequently used in classrooms, as indicated by the faculty survey, to help the achievement of all students are: Stand Up-Hand Up-Pair up, Quiz-Quiz-Trade, Inside-Outside Circle, Numbered Heads Together, Rally Robin and several others.

SEAS utilizes a variety of assessments that impact student learning and contribute to the high achievement of all students. To gather benchmark data in math, K-2 pod teachers used Assessing Math Concepts (AMC), and grades 3-8 used AimsWeb. At the beginning of the 17-18 school year, AimsWeb Plus has been implemented in K-8. To assess literacy development, teachers in K-5 administered the DIBELS assessment three times a year to measure and monitor growth with literacy development. Students in 4-8 also complete the Gates MacGinitie Reading Tests, a reading assessment that determines the approximate grade level at which a student is presently reading. In addition, students in 4-8 completed writing assessments using *MyAccess*, an online program that provides individualized feedback on a six-point scale. Summative assessments are given to determine mastery of completed units and topics of the adopted texts. The faculty administers summative assessments on paper, as well as Google Forms and other digital means.

The ECRA writing test in grades 3-8 is a performance assessment that scores writing based on different elements of writing. This allows teachers to determine students' strengths and areas of growth in writing and mold their instruction to fit their students' needs. Several years of data show that the majority of the students are approaching or meeting standards. The goal is for students to exceed standards at level 5 or 6 on the ECRA writing test. In order to accomplish this, teachers will meet in professional learning communities and attend professional development to strengthen their practice to meet students' needs. This will improve writing instruction and empower students with various tools and writing strategies to use in all genres.

Through analyzing the results of a survey, 93.4% of the faculty indicated they either strongly agree or agree that varied instructional strategies are utilized throughout the school. Further, parent surveys reflect very positive comments pertaining to instruction. In addition to Kagan Cooperative Learning Structures, SEAS teachers use the nine Marzano's strategies. Songs are used for auditory learners as well as movement activities for kinesthetic learners. Simulations are used to support Social Studies objectives to immerse students into learning objectives. Students in grades 2-5, as well as middle school math, use interactive notebooks to document key concepts as well as demonstrate understanding of learning objectives. Students use the Daily 5 to support literacy growth and development.

SEAS successfully utilizes various instructional approaches and strategies. In analyzing the current programs, the school is investigating how to best support their highest achievers and provide appropriate pacing and ability groupings in math and science at the middle school levels. The school also plans to incorporate blended learning to support all learners.

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 SEAS is highly effective in supporting the spiritual, personal, and academic growth for their student body through collaboration with the aforementioned shareholders. It was evident that this school's provision of services, resources, and activities continue to be rooted in Catholic values directly correlating with the School-wide Learning Expectations. First, SEAS clearly communicates that parents are viewed as the, "Primary educators for their children's faith and academic formation." As

such, this sentiment was confirmed by the SEAS School Advisory Council. Additionally, SEAS parents are afforded a myriad of ways to stay connected with the school's expectations and their children's progress to include: SEAS Parent/Student Handbook, orientation days, curriculum presentations, Parish Picnic, Rediker/Parent Portal, Remind app, Pelican Press, Home-School Connection Newsletter, Facebook and Twitter social media posts. However, parents shared their frustrations having to navigate numerous sites to obtain information. The school is presently working on streamlining the protocol. SEAS faculty and staff continue to collaborate directly with Parents in order to effectively plan and assist with events such as the school's annual Artesia Gala, the Boo Bash, and field trips. Of note, in the past PIP has assisted SEAS with the purchase of programs, materials and the necessary technology needed for students' success in an effort to support students' spiritual, personal, and academic growth.

SEAS has also demonstrated a highly effective rating in the spiritual formation of their students that has been observed and described by shareholders as, "paramount to a SEAS education." Starting with K-5, SEAS students participate in spiritual formation while working with prayer partners during Mass. The entire student body participates in school-wide Liturgy and each trimester, NJHS and Student Council collaborate with the parish Outreach ministry. Service oriented outreach to the church and community is highly evident throughout the SEAS campus. First grade students participate in a pen pal program with Atria Seville, a local elderly living community. Community outreach programs provide SEAS students with real-life experiences to live out their SLEs.

To further illustrate SEAS highly effective rating with efforts for student support, a variety of extracurricular activities have been approved through the Diocese of Las Vegas. Specifically, SEAS students could elect to participate in league competitions with other diocesan schools while playing: basketball, softball, volleyball, soccer, tennis, table tennis, golf, track & field, swimming, and cross country. At this time, SEAS students are required to be in grades 5-8 in order to participate in the activities provided to foster their athleticism, teamwork, good sportsmanship, and leadership skills. Alternatively, SEAS also provides their student body with opportunities to join extracurricular activities that include: Student Council, Forensics, National Junior Honor Society, Art Club, Yearbook, School Choir, Drama Club, Band, Craft Club and Chess Club. SEAS students, teachers, administrators and parents demonstrated that all shareholders work together as one team to effectively promote the spiritual, personal, and academic growth of SEAS student body.

Notably academic competitions also exist on SEAS campus as a means of providing social growth for students with a greater learning aptitude. As such, the Diocesan Spelling Bee, Geography Bee, Science Fair, Forensics Competition in addition to the Diocesan Scholastic Chess Tournament take place each year. Over the years. SEAS has been represented in both statewide and national Spelling and Geography Bee competitions. In addition, the school is well represented in UNLV's countywide Science Fair. It was evident that SEAS has been highly effective in taking the time to assess the types of enrichment programs that would benefit their well-rounded student body.

The Visiting Committee observed that the school is highly effective in also providing resources to assist students with special needs. To that end, SEAS developed a Student Intervention Program to help all students with their learning and processing needs. As needed, SEAS students are referred to United Testing Services and Child Find, an agency aligned with Clark County School District to determine with appropriate testing how to best meet student needs. SEAS has a full-time counselor on campus to address varied student

needs in addition to possessing the ability to provide screenings for students with possible behavioral issues and may administer I/Q or United Testing Services screenings as needed. SEAS ensures that a registered nurse is available for students to access when they are not feeling well.

Further, SEAS has been highly effective in their use of Federal Program funding to support the high achievement for the entire student body. To illustrate, Title I funds and Title IIA contributions have been utilized to provide professional development in support of goals from their previous In-Depth Studies that included action plans in conjunction with Kagan Cooperative Learning Conferences, Jane Schaffer Writing, International Society for Technology in Education Conference, Google Applications in Math, SPARK PE Institute, and Pottery for Art.

When addressing student safety, it is evident that SEAS educators and administration are highly effective in following the necessary procedures and policies to maintain the security and well-being of their student body. All school community members are required to wear ID badges at all times and parents are required to sign in and out from the main office. Each month, administrators, faculty, and staff complete monthly VIRTUS training bulletins as a means of staying current about the ways to protect God's children. Of note, these training bulletins are informative as each addresses potential dangers that may impact students' physical, emotional, and mental well-being.

The physical environment of the school was found to be safe, secure and conducive to promoting student learning. SEAS campus exists as a clean and modern facility designed to ensure a safe, healthy, and nurturing environment. Security systems and cameras have been installed to keep all students safe and faculty training is conducted each year to maintain accordance with site-based crisis plan and safety drills that take place throughout the school year. SEAS routinely collaborates with the Health Department, Fire Inspectors, and OSHA representatives to keep the campus free from hazards. SEAS students also assist in keeping their campus safe by participating in the, "See something, Say something," campaign. SEAS staff has been trained in effective anti-bullying techniques and often hold discussions with their students on how to be a "witness/defender for themselves or anyone who is bullied." In the spring of 2017, SEAS Pastor invited a nationally respected expert on bullying to speak to the shareholders within the SEAS community. This will remain an ongoing initiative. Kelso's Choice is a program used at SEAS with short scenarios role-played with puppets and broadcasted to grades K-5 using SEAS TV presenting the student body with ideas to resolve conflicts.

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

Accreditation Factor #10: *The pastor, principal, and School Advisory Council 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 SEAS is highly effective in the area of research management and development to support high achievement of all students. Since SEAS last self-study, action has been taken to create a balanced school budget. Budgeting practices have been examined and a plan to ensure resources are available to sustain the total school program is in place. SEAS current budget serves the needs of the

school population, and its budget procedures follow Diocesan directives. The pastor and principal work closely on all aspects of the school's budget. Presently, SEAS has the financial resources necessary to support the programs in place. The school is fortunate to have a Parish Finance Council and a School Advisory Council that provides a consultative role to the parish, pastor, and principal in support of planning for the future. Their support has allowed the pastor's vision for the school's recent expansion. A grant from the Weigand Foundation allowed the school to update technology needs, in particular, a student-led television broadcast studio. Annually, the school's financial status is communicated to all stakeholders. SEAS has an active School Advisory Council that meets monthly to counsel the pastor and principal in the areas of strategic planning, policy formulation, and institutional achievement and development. SEAS is planning future improvements for its school. Safety precautions, improving the playground grass field turf, replacement of the gymnasium floor, and the installation of basketball goals are among the future plans. SEAS is aware that increased enrollment and continued stewardship practices are critical to achieve complete operational self-sufficiency.

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.*)

School-wide Lists of Significant Accomplishments and Critical Goals

School-wide Significant Accomplishments (the eight most significant determined by the VC)

1. St. Elizabeth Ann Seton Catholic School has built a strong community of faith among the pastor, administration, faculty, staff, students, families, and parish community.
2. The Parish Advisory Council, Parish Finance Council, and School Advisory Council, and faculty/staff have a strong relationship and work together to ensure that the needs of all students are met.
3. Expanded school with new middle school science laboratory, art studio, music room, and expanded CGS Atrium.
4. *Catechesis of the Good Shepherd* program for students in grades K-5.
5. Integration of technology across curriculum to improve student learning.
6. Disaggregation of data from multiple strategies and resources indicate improved student learning and achievement of all learners.
7. Integration of the SLEs into all aspects of student life.
8. School budget and strategic plan provide for available resources to be sufficient to sustain the school's programs.

Critical Goals (identified by school)

1. Ensure that all teachers attain Level I, II, and III Catechist Certification from the Diocese of Las Vegas
2. Alignment of Core Knowledge Curriculum with the Graded Course of Study for Science, Math, Language Arts, and Social Studies to explicitly state Catholic Identity

3. Improve student writing skills across the curriculum to ensure the high achievement of all students (In-Depth Study Goal)
4. Expand use of Google Classroom
5. Utilize blended learning and technology to enrich the needs of all students, including high achieving students.
6. Intentionally tracking SLE data to review growth and provide longitudinal data.

The Visiting Committee observed the St. Elizabeth Ann Seton Catholic School is highly effective at identifying and developing strong goals that will influence student learning in a positive and significant manner. The administration and faculty were involved in identification, implementation, and creating a sound monitoring plan. The WCEA Commissioner vetted the goals and plan during the process as well. The school is confident that it has the resources, identified in the Action Plan, necessary to meet the established Critical Goals. Ongoing communication involves a variety of methods to shareholders in order to guarantee transparency and a plan for achievement of the goals.

OPTION A: *Modification of a critical goal:* NA

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

St. Elizabeth Ann Seton Catholic School has been highly effective in successfully addressing their previous action plan and displays the initiative to successfully implement and achieve the current Action Plan. The goals identified will have an impact on student learning and resources are readily available or a viable plan is in place for implementation. Under the direction of the administration, the SEAS team will need to professionally collaborate and communicate in order to successfully implement the goals identified to improve student learning.

Visiting Committee Summary Thoughts:

The Visiting Committee observed St. Elizabeth Ann Seton Catholic School is a wonderful community of faith with a strong and vibrant Catholic Identity and academic program. An emphasis on promoting the whole child is evident through the Student Learning Expectations. The parish provides ongoing leadership, generous financial subsidy, and spiritual support. The administration team has a positive approach and a strong vision for the future. An educational collaborative environment permeates throughout the school. The devoted teachers and staff contribute to the warm and loving Catholic environment. The faculty's commitment to excellence in education is evident in their devotion to professional development and implementing 21st century learning. The parents are incredibly supportive and appreciative of the school's efforts on behalf of their children. Finally, the students exemplify the SEAS charisms of Saint Elizabeth Ann Seton, which include courage, determination, faith, and love.