

REPORT OF FINDINGS

**BLESSED SACRAMENT CATHOLIC SCHOOL
1745 East 9800 South
Sandy, UT 84092
DIOCESE OF SALT LAKE**



IMPROVING STUDENT LEARNING 2012

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

MARCH 23-25, 2015

REPORT OF FINDINGS

for

E807 Blessed Sacrament Catholic School

Chairperson: Dr. Duane F. Schafer
Diocese of Spokane
Office of Education
P.O. 1453
Spokane, WA 99210-1453
(509) 358-7330

Tina Bergquist: Team Member
Our Lady of Lourdes Catholic School

Team Member: Sarah Brann
Saint Olaf Catholic School

Claudette Canes: Team Member
Kearns-Saint Ann Catholic School

Team Member: James Witucki
The Madeleine Choir School

Terry Lane: Team Member
Saint Joseph Catholic Elementary School

PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of Blessed Sacrament 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 Blessed Sacrament 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, 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

A. How the Self Study was Conducted

Blessed Sacrament Catholic School began the Self Study process in 2014. A leadership team was formed which consisted of the principal, several teachers, the school board president, and the WCEA commissioner. Committees were then formed, consisting of teachers, school board members, Home and School Association members, parents and students. In the fall of 2014 surveys were sent to all appropriate groups.

The various committees established meeting schedules, (4 half days were scheduled in the 2014/15 calendar to facilitate these meetings) and prepared drafts of their assigned sections. All of chapter three's drafts were due by the end of October 2014, and the first full draft of the self-study was given to the committees and to the chair of the visiting team at the end of November 2014. The feedback was used to update and refine the self-study. A draft of the self-study was presented to the School Board and Home and School Association in January of 2015 to assist in revisions and preparation for the pre-visit in February.

Although the self-study did not indicate that the school faced any true obstacles in completing the self-study, there was some concern expressed regarding the low survey response from the staff and Home and School Association members.

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.*

Blessed Sacrament Catholic School has been highly effective in involving all shareholders in the self-study process. Shareholders were involved in the data gathering, the assessment of trends, the identification of strengths and areas for growth, and the formulation of the Action Plan. Schoolwide surveys and regular monthly meetings provided an open line of communication for the faculty, staff, administration, clergy, parents, students and parishioners to contribute positively and effectively to the overall process.

Blessed Sacrament Catholic School is highly effective in assessing the spiritual development of students. The 5th and 8th grade students take the Assessment of Catechesis/Religious Education (ACRE) every year to determine their growth in the knowledge of our Catholic faith. The results are disaggregated and analyzed to inform instruction.

The mission, vision and philosophy statements were reviewed and updated at the end of the 2013-2014 school year. The School Board and Home and School Association reviewed the statements. Input was gathered from parents and students. The faculty input was evaluated and the leadership team refined all of the suggestions to fine-tune the school's statements.

The mission statement and philosophy of Blessed Sacrament Catholic School, in connection with Schoolwide Learning Expectations, are used as a standard and guide for assessment at all grade

levels. Blessed Sacrament Catholic School's learning environment includes assessing students on a frequent and on-going basis. Several assessments are used to determine student growth, the need for differentiation and students' overall understanding of curricular concepts. These assessments include, but are not limited to: Assessment of Catechesis Religious Education (ACRE) tests, Stanford Achievement Tests (SATs), Dynamic Indicators of Early Literacy Skills (DIBELS) tests, PK through 1st grade skills assessments, teacher generated pre/post yearly tests, individual subject unit tests, projects, observations, and daily performance assessments.

Weekly email letters from the Principal, regular website posts, daily Facebook posts, Twitter "Tweets" from teachers and the Principal, monthly meetings with various boards, parish bulletin inserts, formal and informal oral conversations help create a strong community of faith and a strong collaborative culture and keep all shareholders involved in an ongoing analysis of the school's effectiveness. The Visiting Committee believes that the methodologies of communication currently in place are highly effective in keeping shareholders involved. Furthermore, the Visiting Committee believes that the school has the means to monitor and implement the school's Action Plan.

Chapter 2: Context of the School

A. School Profile

Blessed Sacrament Catholic School began in the fall of 1986 with two Dominican sisters. Groundbreaking for the school was in June 1987. The new educational center of four classrooms and a main office were dedicated in September 1988. In 1990 Phase II was completed which provided Pre-K and Kindergarten classrooms in the main building. Phase III began in 1991, and completed the main school with ten classrooms. The final Phase IV was started in 1995, which included a gym, kitchen, Extended Day Care Center, and Library/Media Center. The Learning Resource Center was completed as an addition to the library in January of 1999 and in 2009 the Center for Science and the Arts was completed.

Currently the school consists of 258 students in grades PK to 8. Two hundred and three of the students identify as white, seven black, eight Asian, one Hawaiian, and one Native American. Thirty-eight students identify as Hispanic.

Since the last WCEA accreditation in 2009 there has been a decline in enrollment. Many factors have contributed to this trend: economy, staff changes, and charter schools are the prominent factors given for the decline. However, despite the drop in enrollment, the school has been able to maintain a balanced budget every year except one due to sound fiduciary practices.

The surveys completed by the parents, students, school board, pastor, and faculty express an overall satisfaction with Blessed Sacrament Catholic School. They particularly note the strong community and faith development that remains a hallmark of the school. The surveys did confirm that Blessed Sacrament Catholic School is highly effective at preparing students to be respectful, peaceful, and prayerful students, who listen, speak and write respectfully with others

and watch, ask, and learn about the world while caring for God's creation and those who live in it.

While over 90% of the parents who completed the survey would recommend Blessed Sacrament Catholic School to others, their surveys did point out the desire for more rigor in the upper grade curriculum. The parent surveys also indicated that there needs to be more information shared about grades 5-8. Another area of concern that was identified from the surveys was the cost of the school uniforms.

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 Blessed Sacrament Catholic School has been effective in addressing the prior accreditation findings in order to ensure high achievement of all students and to drive school improvement.

Goal 1. Amend mission statement and philosophy to facilitate a partnership with parents and teachers that will benefit all students

The Mission, Vision and Philosophy statements were reviewed and updated at the end of the 2013-2014 school year. The School Board and Home and School Association reviewed the statements. Input was gathered from parents and students. The faculty input was evaluated and the leadership team refined all of the suggestions to fine-tune the school's statements. These were published in the current Parent/Student Handbooks, the school's website and various locations around the school.

Goal 2. Continue to work on the relationship and communication between the school and parish

Monsignor Servatius indicated to the Visiting Committee that there is a very close relationship between the parish and the school. He regularly visits the school for his "Mondays with Monsignor". He also attends every School Board meeting.

The school supports the parish in the Sacramental Preparation Program. The parish set up a permanent display in the back of church to highlight the school. Several parishioners are on the School Board, and the principal is present at Parish Council meetings. The parish bulletin is a consistent source for sharing school information. Weekly school emails are sent to the Pastor of Blessed Sacrament Parish and every parish that has students at the school. The 7th & 8th grade students regularly participate in the parish youth group events.

Goal 3. Broaden and design a variety of strategies to enhance the learning of mathematics

The 7th and 8th grade students are divided by ability and skill level in order to more effectively meet their individual math needs. In addition, the school adopted the ALEKS Program (Assessment and LEarning in Knowledge Spaces) for all grades, which is a web-based, artificially intelligent assessment and learning system. They also established the “36 Club” (parent directed math facts) in order to facilitate home and school practice of math facts. In addition, every classroom has a document projector that has facilitated student understanding regarding the use of manipulatives and seeing more clearly how problems are solved.

Goal 4. To see measureable improvement in student understanding through the use of differentiated instruction in the classroom.

Teachers have attended a variety of conferences and in-services to help sharpen their skills in differentiation. A professional library is maintained in the school’s library as a reference for teachers.

The integration of new technology has enhanced individual student’s ability to achieve. The interactive whiteboards, document projectors, two iPad and two laptop carts, and the addition of online learning i.e. ALEKS have enhanced student learning for all students.

Goal 5. Create authentic measureable assessment for Schoolwide Learning Expectations

Little work was done schoolwide on this goal. Some teachers did work on developing informal assessments of the SLEs, however, these were not fully implemented throughout the school. There is not a schoolwide rubric in place to accurately measure and assess the SLEs. We encourage Blessed Sacrament Catholic School to create a rubric for the assessment of the SLEs.

Goal 6. Implement the use of disaggregated data

Assessment data is reviewed, disaggregated, and discussed during staff meetings. However, the data is not as efficiently used as possible. This again has been identified as a critical goal for the school.

The Visiting Committee observed that Blessed Sacrament Catholic School has been effective in addressing the majority of the prior accreditation findings. The Visiting Committee noted that the teachers are informally assessing the SLEs (Goal #5: Create authentic measurable assessment for SLEs). We encourage Blessed Sacrament Catholic School to create a formal rubric for the assessment of the SLEs. The school identified Goal #6: Implement the use of disaggregated data as a critical goal and has included it again in their new Action Plan.

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.*

Blessed Sacrament Catholic 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 school has been highly effective in assessing its Catholic identity by improving the spiritual formation of students, staff and parents. The Catholic identity of Blessed Sacrament Catholic School is very visible throughout the school. Blessed Sacrament Catholic School uses Jesus Christ as a role model to spiritually, academically, emotionally, and socially integrate Catholic/Christian values. Service is certainly a major strength in the Catholic identity of Blessed Sacrament Catholic School accomplished in a variety of ways under the direction of student leadership. All classes attend weekly Mass, and join as a whole school community to worship once a month. Each month, two classes host and plan the all school Mass. The school joins together to celebrate Holy Days and Liturgical Seasons. There are two opportunities each year to participate in the Sacrament of Reconciliation.

Monsignor Servatius is an integral part of the school's faith development and celebration of the seasons. He sets aside a special time every week to meet with each grade called "Mondays with Monsignor." He also leads the school Rosaries and Stations of the Cross. Being with the school since its founding in 1986, he has built a relationship with the students, promoting a greater understanding of vocations.

Days begin and end at Blessed Sacrament Catholic School with prayer. The teachers and staff meet each morning before school to build community with prayer. Each classroom has a grade appropriate prayer corner displaying sacramentals, which are incorporated into their lessons. Catholic identity is a strong element in Blessed Sacrament Catholic School's Student Learning Expectations. The SLEs are displayed in each classroom and are highlighted throughout the teachers' lessons.

The faculty and staff at Blessed Sacrament Catholic School make a strong effort to communicate and incorporate the parents as a part of the school community. Parents are encouraged to attend weekly masses and to participate in volunteer service opportunities. They are invited to attend and to volunteer with many schoolwide activities throughout the year. These opportunities are posted on the school website when they become available.

A strong aspect of the school's Catholic identity is their monthly Saint, Virtue and Action Program sponsored by the Student Council. The program puts their faith into action through numerous service projects. Another strong aspect of their Catholic identity is their participation in The Community of Caring Club. The club is open to all students and helps them remember the five points of Caring, Respect, Responsibility, Trust and Family. While the club helps build a caring community within the school and parish, it also provides opportunities to help people outside of the Blessed Sacrament Catholic School community such as nursing home residents and patients at Primary Children's Hospital. Catholic identity is also incorporated into the music and art classes as well as the buddies program, enabling the 4th-8th graders to develop leadership skills and act as role models for the younger grades.

Blessed Sacrament Catholic School is highly effective in developing, implementing, and assessing a standards-based Religion curriculum. The whole school uses a program called, *Christ Our Life* published by Loyola Press. The teachers support the religious education program and feel that they enhance the text through individual class activities and schoolwide support. The 5th and 8th grades also take the Assessment of Catechesis/Religious Education (ACRE) every year. The Sacraments of Reconciliation and Eucharist are presented in the second grade. The students' parish is responsible for Confirmation preparation.

The school provides educational opportunities for staff focused on faith development and religious competencies in a highly effective manner. Nine of the staff members are Advanced Certified and eight are Basic Certified.

Blessed Sacrament Catholic School is highly effective at analyzing changes to strengthen their Catholic identity. After evaluating student ACRE scores the faculty found that their students perform well in Knowledge of Faith, Prayer, Communal Life, and Moral Formation, but that their lowest scores are in Missionary Spirit. They have made an extra effort to address this by promoting stewardship and service. Recent results have shown that missionary spirit has become an area of strength. The school also has five goals addressing changes they would like to make, which are: improving their understanding of the Catholic faith, increasing their understanding reflected in ACRE test scores, achieving a full faculty at the Advanced level of certification, increasing the students' study and use of the Bible, and continuing to focus on Missionary Spirit.

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 Mission Statement and Philosophy of Blessed Sacrament Catholic School are highly effective in reflecting the Catholic identity of the school. The School partners with the parents, the parish and the diocese to spread Gospel values, to lovingly nurture the whole child (spiritually, academically, emotionally and socially) and to prepare the students to integrate Catholic values throughout their lives. Evidence of this is found in the awards the school has been given for Character and Community Service and the extensive list of Community Service activities that the students do.

The Schoolwide Learning Expectations of Blessed Sacrament Catholic School are highly effective in defining the school's purpose. Prayer, Peace, Respect, Caring Responsibility, Family, and Community Service are all addressed in the SLEs and implemented throughout the curriculum. The Diocesan and state curriculum standards, as well as the Common Core Standards, are used in daily instruction to further the school's Mission.

Blessed Sacrament Catholic School communicates their Mission and Purpose in a highly effective manner to all shareholders in the community. This is evidenced through the Sacramental preparation program, regular devotions and Liturgies, Community Service, National

Awards and communication with the Pastor, Parish Council, and Home and School Association. Input is received from the shareholders in the form of surveys and dialogue.

Blessed Sacrament Catholic School discovered areas needing improvement through the Staff, Parent, and Student Surveys. After the concerns were identified, they began making the needed changes. The SLEs have been updated and the Mission and Philosophy have been reviewed.

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

Accreditation Factor #5: *The organizational structures of Blessed Sacrament Catholic School have effectively focused on high achievement of all students and effectively communicate student progress to all shareholders.*

Blessed Sacrament Catholic School is highly effective in demonstrating its Catholic identity through a variety of areas: the Community of Caring core values (caring, respect, responsibility, trust, and family), the Virtues Program, and the Saint of the Month Program. The school day begins with prayer, and religion class is taught daily at each grade level. Blessed Sacrament Catholic School partners with the Parish for the preparation for the Sacraments of Reconciliation, Holy Eucharist, and Confirmation. Eighth graders attend a retreat just prior to their graduation. All students at Blessed Sacrament Catholic School participate in a variety of service projects each year, including Candy Cane Corner and the Thanksgiving food drive.

The organizational structure of Blessed Sacrament Catholic School is designed to facilitate high student achievement. The Diocese of Salt Lake City sets instructional parameters in conjunction with the Utah State Office of Education standards. The Common Core standards give teachers a goal and a path to follow. School administration and staff routinely infuse the SLEs and Catholic values in their lessons.

Shareholders are made aware of the students' progress through report cards, parent-teacher conferences, PowerSchool, teacher and schoolwide newsletters, Facebook, Twitter and other forms of communication.

Blessed Sacrament Catholic School has been designated as a National School of Character since 2012. Their character education program has been well received by students and parents. Blessed Sacrament Catholic School has the expectation that all students will contribute positively to the learning environment. Behavioral issues that may detract from learning are addressed by following the procedure outlined in the handbook/calendar given to each family at the beginning of the school year. All students sign a form stating that they have read and understand the expectations listed in the handbook.

The administration and faculty of Blessed Sacrament Catholic School are continually researching better ways to help students achieve at the highest possible level. Teachers have begun to utilize Next Generation Science Standards to guide the science curriculum. Beginning fall 2015 strategies will be developed to utilize the data from the ACT/ASPIRE test. Many faculty members attend workshops and conferences to better integrate skills into the instructional process. In recent years many teachers have attended Bureau of Educational Research (BER) seminars, workshops provided by the local public school districts, regional meetings, and some

national gatherings in various curriculum areas. The Diocese of Salt Lake City also provides several yearly in-services designed to enhance educational goals for all schools.

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 Blessed Sacrament Catholic School is highly effective in using educationally sound assessment processes to collect data. The school disaggregates and analyzes student performance data and uses the analysis as a basis for instructional and curricular improvement in a highly effective manner.

Blessed Sacrament Catholic School uses the collection and use of found data to strengthen their Catholic identity. Blessed Sacrament Catholic School uses the ACRE test which is designed to indicate student understanding of the Catholic faith. Areas of strength for them are Liturgical Life, Moral Foundation, and Missionary Spirit; they realize, however, that the school scores below the national average on this test. They chose to evaluate the 8th grade scores from 2011-2013, to measure the knowledge gained by graduates. A comparison made of the 2011-2012 data showed that students scored above the national average, however, the 2013 data remains below the national average. They feel that there may be several causes for the lower scores: 1) dynamics of the 8th grade class, 2) effectiveness of the religion series, 3) teacher turnover, or 4) a higher number of Non-Catholic students. The students in 5th and 8th grades felt that cursing, blasphemy and swearing were a concern. When Blessed Sacrament Catholic School rewrote their SLEs this was taken into consideration. The school now has an emphasis on the Community of Caring to improve these issues. Schoolwide Learning Expectation #2 is focused on listening and speaking respectfully and therefore addresses the concerns identified in the ACRE test. The NCEA's Adult Formation Survey is being used in the spring of 2015 to evaluate teacher knowledge and readiness to teach religion. Using this assessment, in-services and professional development will meet the needs of their teachers. Religion teachers will also be required to participate in the University of Notre Dame STEP program.

Students in grades two through eight have taken the SAT tests. The results are disaggregated and help the administration make curricular decisions, and the teachers to assess areas that need to be taught and areas in which students are struggling. Blessed Sacrament Catholic School considers their second and third grade scores to be indicators, as they feel students are just beginning to learn to take the test. Individual achievement is analyzed and instruction is adjusted to meet individual needs through differentiated instruction. Students with low scores (2-8) are referred to the Learning Resource Center and given a Student Improvement Plan initiated by the teacher. The plan provides for student improvement, benchmarks are set for students to meet. Students may also be referred to the LRC for additional help. The LRC staff and teachers work closely together. In severe case, outside testing may be recommended. The Math SAT's have shown Blessed Sacrament Catholic School students to score in the 3rd and 4th quartile, with a higher percentile in the 4th quartile. Conversely, the weakest area for Blessed Sacrament Catholic School students is in Procedures and Problem Solving.

Beginning this school year (2014-2015) the school has implemented the ALEKS on-line math program. This program allows for information to be both retaught and/or introduced. Math teachers monitor their students' progress and adjust to meet individual needs. Parents also can be a part of the ALEKS program by monitoring and encouraging their students. Blessed Sacrament Catholic School offers advanced math courses for 7th and 8th grade students who are ready to move above grade level.

Language Arts (LA) are assessed through both the SAT and the DIBELS assessments. The LA SAT results were analyzed for the same three years as math. Percentages of students in the 3rd and 4th quartile were 77, 70 and 72 percent. Within the first quartile the lowest scores were in Prewriting, Content and Organization. Based on these results a schoolwide program was adopted. After research and examination Blessed Sacrament Catholic School is now using *Voyages in English*. Other concerns for students in the first quartile are students with learning disabilities, low IQs and difficulties with reading. Beginning this school year the SAT will be replaced by the ASPIRE test. The DIBELS test, given three times per year, allows Blessed Sacrament Catholic School classroom teachers to measure individual student's strengths and weaknesses. Students that are shown to be at risk are referred to the LRC for intervention. With few exceptions, over 60% of students per class scored at a benchmark level or made significant progress.

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 Blessed Sacrament Catholic School is highly effective in the uses of SLEs and standards-based curriculum to support high achievement of all students and ensure acceptable progress by all students.

Blessed Sacrament Catholic School educates young people in the Christian community by providing an environment that integrates Catholic values, beliefs and traditions into their daily lives. They share daily prayer and participate in weekly and monthly Masses. Blessed Sacrament Catholic School teaches strategies and learning experiences that are varied, meaningful and engaging for students. The school curriculum is based on the SLC Diocesan Curriculum Standards, infused with Common Core State Standards. Extracurricular activities such as sports, clubs, and after school programs reinforce Catholic values and a life-style essential for the formation of responsible individuals.

The school facilitates and measures faith formation through participation in daily prayer, weekly and monthly Mass, student participation in Holy Days and Sacraments. Recognition is given to students who exemplify Christian behavior. Blessed Sacrament Catholic School is a recipient of the National School of Character Award and has also received other awards that show it is a school of character.

Teachers use the SLEs on student lessons, reports, projects, and during discussions in the classroom. Assessments are measured through observation, participation and feedback from the students. There is not a rubric in place to accurately measure and assess the SLEs. We encourage Blessed Sacrament Catholic School to create a rubric for SLEs.

Blessed Sacrament Catholic School ensures that all students are making both academic and behavioral progress in the classroom. Students with difficulties, identified through various assessments, are sent to the LRC. The LRC provides tutors and a quiet focused environment for students to study in and to receive help when necessary. Math and reading are remediated in the LRC. Differentiated spelling is completed in the LRC and all kindergarten students receive additional LA in the LRC. The LRC works closely with the classroom teachers to move into and out of material necessary for each individual student. Reading and math programs are both differentiated at levels appropriate for all students. The visiting team suggests that Blessed Sacrament Catholic School complete an assessment of the LRC.

Blessed Sacrament Catholic School has a generous technology offering. Rooms have immediate access to iPads, laptops, in-class computers, interactive white boards, science and Weather Bug equipment and HDTV units are in each classroom. Students at all levels are encouraged and trained on current technology. Teachers are provided professional development through the school, the diocese and the Canyons School District.

F. Instructional Methodology to Support High Achievement of All Students

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

Blessed Sacrament Catholic School staff has effectively applied research based knowledge about teaching and learning in the instructional process. Frequent and varied assessments have effectively been integrated into the teaching/learning process and have informed curriculum planning.

Blessed Sacrament Catholic School and parish, along with parents as the primary educators, are committed to educate the whole child by providing an academically challenging education based on the teachings of the Gospel. The teachers and staff continue the process of refining their skills in teaching religion through ongoing training in methodology.

The teaching staff of Blessed Sacrament Catholic School uses a variety of materials and instructional methodologies to support student achievement. Instruction is presented in varied ways, including demonstration through experiments, document projectors, interactive white boards, and iPads. Hands on learning include experiments, manipulatives, and inquiry methods. Traditional lecture is utilized, as well as collaborative learning such as group work, peer tutoring,

and class discussions. Community guest speakers provide additional instructional tools used by teachers to enhance student learning.

The Blessed Sacrament Catholic School's SLEs are evident in lessons presented at the school. Teachers incorporate the SLEs into their lessons when writing weekly plans for the students. Teacher plans are labeled with the specific SLEs to be focused on in that lesson. At the start of each lesson, students are made aware of the SLE being practiced. As a result, teachers and students know the SLEs of the school. Staff and students know their importance in making the school a community where caring, learning, and loving God's creation are schoolwide goals. The school's goal is to continue to incorporate the SLE's into curriculum including PE, computer, art, and music.

The use of technology in the classroom is the most significant change in the school's instruction. Technology is integrated into the teaching/learning process in every classroom to ensure high achievement of all students. Blessed Sacrament Catholic School has two class sets of iPads, which are frequently used for instruction. The iPads are used in all areas of the curriculum and at all grade levels. The iPads have proven to be an especially useful tool for independent and group research projects. Videos shown on the interactive white boards are used to introduce topics and to review material with interactive quizzes. Classrooms have access to computers which are utilized by the students for assignments, projects, and virtual lessons. The ALEKS math program has recently become a valuable learning resource for grades K through 8.

Blessed Sacrament Catholic School provides curriculum and instruction to support high achievement of all students through their use of differentiation strategies. Classroom expectations require high achievement by all students. Students who require extra guidance are referred to the LRC for support. Blessed Sacrament Catholic School has enacted a new grammar program called *Voyages* and has adopted the Common Core for writing standards. The science program follows STEM and NGSS for science learning. Blessed Sacrament Catholic School uses the ALEKS math program which works with students at an individual level to show mastery. In 6th, 7th and 8th grades math is offered for regular and advanced paced students.

Assessment data is reviewed, disaggregated, and discussed during staff meetings. However, the data is not as efficiently used as possible. This again has been identified as a critical goal for the school.

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.*

Blessed Sacrament Catholic School is highly effective in offering support programs and learning opportunities that are rooted in Catholic values. Liturgies, devotions, daily prayer and community service permeate the day/week/year.

All students are provided resources and activities to help them achieve at higher levels in both curricular and non-curricular areas. Diocesan and state curriculum are incorporated into planning as well as Common Core Standards. The SLEs are infused into lesson plans. National programs, such as Community of Caring, Bricks for Kids, *Souper* Bowl of Caring, Girl Scouts of America, and Boy Scouts of America, are available to the school. Extra-curricular activities, such as sports, art club, choir/chorus, and martial arts are available to the students.

Blessed Sacrament Catholic School has been highly effective in planning for emergencies. The emergency directions and packets are next to each classroom door. Portable emergency kits with medical supplies, a defibrillator and EPI pens are available to the trained staff. Regularly scheduled emergency drills are practiced throughout the year.

Blessed Sacrament Catholic School is highly effective in the use of parent, community resources, and technology to assist students. Evidence of this can be found in a national award for volunteer hours, community service, and field trips that are available to students.

Blessed Sacrament Catholic School is highly effective in addressing the needs of students on all levels of learning by adding the LRC. The school supports advanced students through its leveled math and rigorous academic programs.

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.*

Blessed Sacrament Catholic School is highly effective in resource management and development to support high achievement of all students. Blessed Sacrament Catholic School maintains financial responsibility with a balanced budget. The Administration, Finance Committee and School Board receive regular financial statements and review the budget monthly. The resources available to Blessed Sacrament Catholic School are sufficient to sustain a quality school program and reflect sound financial practices and responsible stewardship. This is accomplished by setting a preliminary budget. Blessed Sacrament Catholic School supports responsible stewardship by making a Catholic education available to all despite economic status.

Blessed Sacrament Catholic School is highly effective in relaying information to all shareholders regarding the schools fiscal status. The Administration, Finance Committee and School Board review the finances monthly and submit monthly and annual reports to the school Parish, the Diocesan School Board and the Diocese of Salt Lake City. An Annual Report is available for

shareholders, and they feel confident that good stewardship practices are being followed in the governance of all available resources.

Blessed Sacrament Catholic School is highly effective as evidenced by continual proactive finances which reflect commitment to the school's mission statement, philosophy, and SLEs. Necessary funding is available to meet the current needs for school improvement and high achievement for all students. Continual review of the finances by the school ensures the sustainability of the school's programs. This is evidenced by purchasing textbooks, interactive white boards, iPads, laptops, document projectors and assessment programs which are geared to ability levels.

Blessed Sacrament Catholic School has an acted upon comprehensive five year strategic plan for the long-term viability of the school which is highly effective. The plan is reviewed annually by the shareholders. The plan works on improvements to the school, continued technology implementation and upgrades, and financial viability to ensure the school's continued success.

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. Excellent administration leading a strong faculty and staff supported by a dedicated pastor
2. A strong Catholic identity as evidenced by their mission, philosophy, SLEs, a well-qualified Catholic teaching staff, Religion curriculum, virtues program, and stewardship activities.
3. Community of Caring made up of dedicated parents, staff, students and parishioners
4. Sound financial planning and fiscal management
5. Differentiated instruction based on student's individual needs including the LRC, differentiated math, ALEKS Program, DIBELS, and a new LA program
6. Use of technology in the classroom supported by professional development
7. Excellent facilities (Art/Science Classroom, Spanish/Music Classroom, EDP Classroom, LRC, Library)
8. Awarded National School Of Character (3 years)

Critical Goals (identified by school)

1. Have students on or above reading level benchmark by third grade
2. Better utilize disaggregated assessment data.

3. Improve student knowledge and understanding of the Catholic Faith
4. Continue to increase community involvement including business partnerships, family involvement, alumni involvement, and parish involvement
5. Continue to find funding for the development and use of technology

Blessed Sacrament Catholic School has been highly effective at identifying critical goals that are focused on improving student learning. Furthermore the school has been highly effective in formulating an Action Plan that aligns with and addresses the school's critical goals. The three targeted critical goals are:

1. To have all students on or above reading level benchmark by third grade
2. Implement the use of disaggregated data.
3. Improve student knowledge and understanding of the Catholic religion

The School also has formulated specific strategies to accomplish the goals and has been highly effective in identifying the person(s) responsible, the cost(s), the timeline(s), etc. that are necessary in order to accomplish each strategy and goal. Finally, the school has identified specific assessments designed to monitor growth in student learning.

OPTION A: N/A

OPTION B: N/A

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.

Blessed Sacrament Catholic School effectively demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Diocesan curriculum standards, and other governing authority expectations. Although the previous goals were not completely met due to a number of factors including the three separate administrative changes, the Visiting Committee believes that the commitment and support of the pastor, principal, faculty, staff, parents, and other benefactors ensure that Blessed Sacrament Catholic School has the capacity to successfully implement the new Action Plan.

Visiting Committee Summary Thoughts:

The Visiting Committee observed the Catholic identity and the educational program at Blessed Sacrament Catholic School. We read and studied the Self Study. We observed classes in session, and we reviewed evidence presented by the school. We held conversations with the pastor, the principal, the teachers and staff, the students, the parents, and the School Board. In doing so we found a school that is a true community of faith, where the safety, well-being, academic growth, and faith formation of the children are paramount.

The following strengths were identified by the Visiting Committee:

- * Strong leadership
- * Strong Catholic identity and spiritual formation of students, faculty and staff, and parents
- * Strong academic program that seeks to meet the needs of all students
- * Strong organizational structures for the school, the faculty and staff (including staff supervision and professional development)
- * A dedicated teaching staff committed to student achievement and moral and faith formation
- * Eighth Grade Graduates who are well-prepared for high school
- * The school's nurturing community where children are safe and are loved

The Visiting Committee affirms and encourages the school in the accomplishment of its Action Plan. The Committee was impressed at the outpouring of support for the school and for its financial viability. We join with the shareholders in envisioning a fully enrolled school that has integrated technology and has implemented programs and methodologies to assure high achievement of all students.