

REPORT OF FINDINGS

E349 HOLY CHILD CATHOLIC SCHOOL
19 CAMINO DE SANTO NINO
TIJERAS, NM 87059
(ARCH)DIOCESE OF SANTA FE



IMPROVING STUDENT LEARNING 2012

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

FEBRUARY 26 - 27, 2018

REPORT OF FINDINGS

for
E349 Holy Child Catholic School

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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of Holy Child 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 two days at Holy Child Catholic School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where a quality classical education is a priority.

We wish to thank your 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

The Visiting Committee observed that this was the first full self study and accreditation process that Holy Child Catholic School completed. HCCS began the process in September of 2016 with an employee in-service led by the Archdiocese of Santa Fe. Upon learning about the WCEA process at the in-service, the staff, led by the principal and their accreditation leadership team, followed the protocols as outlined in the WCEA's ISL process.

With no previous self study to begin with, the teachers and staff of HCCS began collecting evidence and relevant work on developing and articulating their schoolwide learning expectations (SLEs). These SLEs were adopted for the 2017-2018 school year. In 2016, WCEA parent surveys were sent out via email and in person, and in August 2017, the HCCS faculty and staff completed their surveys. Data was gathered from these surveys as well as ITBS and STAR testing, school census statistics, financial information, and other sources.

In May 2017, a leadership team was formed, and a coordinator was appointed. Necessary data was gathered over the summer of 2017 in preparation for the initial writing phase and the leadership team began the first draft in August. The teachers participated, both in teams as well as a full faculty, to gather and analyze information and to continue to draft sections of the self-study. These teams primarily met during lunch and staff meeting times to review data and write sections. Then the teams would disseminate the draft for input from all staff. The second draft of the self-study report was sent to the elementary commissioner for review and feedback in September of 2017. Throughout the fall of 2017, the faculty and leadership team worked on revisions to the self study.

Four critical goals were agreed upon with the fifth coming from the in-depth study on social studies. Teams of teachers wrote the rationale for the goals and then shared their ideas with all staff. Next, they created action plans and timelines for the completion of these goals. The staff reviewed all action plans and made revisions where necessary.

The final draft was sent to the WCEA Chair in December, 2017.

HCCS has persevered through a few challenges during the self-study process. The school is very young and has seen its share of turnover in both leadership and teaching staff. The current principal is in her second year at the school, which followed a year without a principal. Additionally, three of its seven teachers turned over at the end of 2016.

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 Holy Child Catholic School effectively involved shareholders in completing the Self Study.

Parents, students, and teachers contributed input through surveys. Additionally, members of the consultative council, parish community, parents, the pastor, and all staff members contributed to the review and revision of the self study.

Evidenced through discussion with the principal and members of the leadership team, shareholders were kept apprised of the work being completed through parent meetings, emails, and regular announcements. The pastor engaged in conversations with the principal in relation to the self study and strategic goals for the school. The teachers and the principal drafted, edited, and completed the self-study and action plans for goals collaboratively.

The school found the process helpful and will continue to evaluate all goals and strategies to meet the learning needs of all students. HCCS will communicate progress to shareholders through the parent meetings, emails, and school announcements.

Chapter 2: Context of the School

A. School Profile

The Visiting Committee observed that Holy Child Catholic School has a short but full history. Opening in 2008, HCCS filled a void in Catholic education on the east side of Albuquerque. They began with 26 students in grades 2 – 8 and many staff worked for little to no compensation. The founders of the school desired both a classical and Ignatian approach to school and have relied on materials from Kolbe Academy and St. Jerome's Academy (Hyattsville, MD) to develop its model.

Though just outside of Albuquerque, HCCS sits in a more rural than urban area and has compiled and analyzed data looking at the school profile and demographics in the area. HCCS maintains a strong relationship with Holy Child Catholic Parish and their pastor and together they closely analyze where the student population resides and which parishes they attend. They utilize this data to ensure a connection with the respective parishes to market the school and also to provide service to the smaller surrounding communities within the “East Mountains.”

Through the analysis of the constituent surveys, HCCS found that the overall response was positive and provided valuable feedback. The school received encouragement from the shareholders, and the majority of parents rated the school’s academic programming as “effective,” or “highly effective.” These surveys also noted that the school’s greatest area of needed improvement is the limited facilities. The visiting team has also observed these findings to be consistent in discussions with the pastor, principal, faculty, staff, consultative council, and parents.

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.

This is the first time Holy Child Catholic School has gone through the WCEA and self study process.

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 HCCS is highly effective in assessment of Catholic Identity.

The school presents a strong and visible Catholic Identity through its mission, vision, and philosophy. Schoolwide Learning Expectations are taught and integrated daily into the curriculum. The SLEs are displayed in every classroom and across all grade levels and are clearly seen throughout the hallways, and even restrooms. The SLEs are stated simply with the acronym C.R.O.S.S. Students and adults know that an HCCS student is: Christ-Centered, Respectful, Orderly, Scholarly, and Self-Giving. Each SLE further states how each is demonstrated.

Holy Child Catholic School provides spiritual formation for the school community by attending daily Mass, Monday through Thursday. After this, the school community gathers in front of a

permanent altar within the school building and is led in school prayers. Students also experience faith formation with the praying of Rosary and the teaching of the Litany of Loretto, teaching the student body a phrase a week. The visiting committee observed that students pray the Angelus after lunch, pray before each class, and recite their school motto as they come in from recess.

Within each classroom, the letters AMDG (*Ad Majorem Dei Gloriam*, Latin for “For the Greater Glory of God”) can consistently be seen, along with the name of the Saint whose feast day is being celebrated. Throughout the school facilities, religious art is depicted. Catholic signs and sacramentals are displayed throughout the school.

Along with its strong connection with Holy Child Catholic Parish, HCCS students are exposed to the Ignatian charism and are taught at all grade levels with Classical Christian Education.

HCCS is highly effective in identifying its need to continually grow in its Catholic Identity by recognizing students for their achievement in academics, virtue, and excellence in practicing the SLEs. HCCS identifies the need to effectively communicate, to all shareholders, progress in completed service projects in order to strengthen and promote its mission of academic focus, spiritual growth, and service to others.

B. Defining the School’s Purpose

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

The Visiting Committee observed that HCCS is highly effective at defining the school’s purpose.

The school’s mission and philosophy reflect the Catholic Identity and nature of the school. The school is deeply rooted in classical curriculum with a strong Ignatian charism. The mission statement, vision, and philosophy of HCCS illuminates the purpose of the school’s founding. The guiding philosophy remains the same as when the school was founded in 2008. The school was founded in Church teaching and using materials from NAPCIS, the Institute for Catholic Liberal Education, Circe Institute, Kolbe Academy, and St. Jerome’s Academy founding leadership created a Faculty Handbook to guide the staff.

HCCS uses their SLEs and curriculum standards to define the school’s purpose. A distinctive feature of HCCS curriculum lies in its structure around historical eras, so that each student has a strong foundation in the history of the ancient world. This learning process helps students come to the truth and redemption of the Incarnation, asking: *How has God entered my own history?* The teachers use the Archdiocesan standards in conjunction with the St. Jerome curriculum standards as the basis for lesson planning. Teachers have created artistic renditions of each era of the nine year cycle of classical curriculum for display in the school. The St. Jerome curriculum has been adapted to fit HCCS’s students, location, and combined grade levels. It is a goal of the school to provide teachers with ways to learn more about classical education so that they can fully and confidently implement these in their classrooms. HCCS has recognized that they need

to continue to grow in assessing their SLEs through the evaluation of the rubric. Additionally, they also recognize that they are caught between two worlds. Given their intentionally classical approach and that HCCS operates within the Archdiocese of Santa Fe, they desire to more clearly articulate the use of both sets of standards in their approach.

HCCS clearly communicates their mission and purpose to all shareholders. The founding shareholders felt that the duties and the rights of the parents must be strongly emphasized; parents were invited to contribute in the process of developing SLEs. HCCS hosted a Back to School Night in 2017 to unveil revised SLEs to all parents and to the Consultative Council. The artistic renditions of each classical era remain on display in the school and are posted on Sycamore and were presented to the parents in 2016 and 2017. It is one of the school's goals to educate parents on classical methodology and philosophy in order to increase their ability to support their children more effectively in their studies. This would solidify the interaction between home and school and strengthen the respective relationships.

HCCS has made improvements that were needed to its mission, philosophy, SLEs, standards, and/or governing authority expectations. In 2011-2012, HCCS simplified its mission statement and added a school vision statement. Finally, these SLEs were put into language so that students could internalize them more easily. In an attempt to improve curriculum, the principal visited St. Jerome School to strengthen awareness of the roots of Holy Child's unique classical curriculum. In order to continue to strengthen their depth of teaching the classical curriculum, teachers hope to receive professional development in this area.

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 HCCS is highly effective in its organization of school support that promotes Catholic Identity.

Under the Archdiocese of Santa Fe, the pastor works closely with the principal on procedures and practices that directly affect the school. This collaboration ensures and supports the emphasis on Catholic and virtue formation.

HCCS has created an environment that focuses on student learning. The school faculty and staff work together to create an environment encouraging Catholic Identity through prayer, curriculum, and experiences throughout the school day. Teachers promote Catholic Identity by being positive role models. HCCS's logo reflects its vision: *to form scholars and raise saints*. The educational experiences are designed to specifically live out the school's motto *Ad Majorem Dei Gloriam*. Students receive instruction in core subjects of theology and Latin where exploration of the Faith and preservation of the language of the Church are taught. Other studies of epic works of literature and the historical study of great civilizations demonstrate the rigor, focus, and high expectations for student achievement. Proudly displayed science projects, along

with a vibrant Fine Arts program which offers musical and visual arts, Suzuki violin, cello, and viola lessons contribute to the high achieving atmosphere of HCCS.

HCCS has organizational structures which communicate high achievement by all students to the shareholders. The Consultative Council has been instrumental in developing, maintaining, and changing (as needed) the school's strategic plan. The Knights of Columbus has financially supported the school for events and materials. The HCC parish has contributed financially to HCCS with monthly contributions. HCCS is aware of, and plans to open, lines of communication so that parents, staff, students, and Consultative Council are made aware of each others' roles, needs, and achievements.

Students' high achievements and participation in competitions are made public. Some events include the Regional, State, and National Science Fairs, Mathcounts, State Geography Bee, State Spelling Bee, and Faith Bowl competitions. Keeping in mind the pillars of the Church, HCCS has set a goal to implement a quarterly recognition program for all students recognizing individual academic excellence and character virtues.

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 HCCS is effective at using data to support high achievement of all students.

HCCS collects, disaggregates, and analyzes student performance data. It is the school's goal to not give assessments for the sake of a grade. The purpose is to ensure that students are learning and mastering content. In addition, students are experiencing how to learn. The school's ultimate goal is to *raise saints and form scholars*. In order to make assessments meaningful, the school assesses students in a variety of meaningful ways. In doing so, the school teaches students to self-assess. Rubrics and standards are based in classical and Ignatian identity as well as Archdiocese of Santa Fe standards and St. Jerome standards. Teachers use formative and summative assessments. The STAR test is administered at a schoolwide level, and the ACRE test is administered in 5th and 8th grade. HCCS students scored consistently above the national average in every area of the ACRE test. All students are assessed in reading and math (using STAR) at least three times a year. These results are communicated with parents. In the classroom, summative and formative assessments are used in a variety of different ways. For example, teachers use tests, projects, recitation, discussion, presentation, laboratory reports, portfolios, homework, and quizzes. Progress is communicated with all shareholders through Sycamore on a bi-monthly basis.

HCCS uses data to inform curricular decision making and to improve student learning. When standards are not being met, HCCS staff takes a holistic approach to aiding instruction. There is tutoring available for math and Latin on campus. The school also connects students to additional tutoring services. The school also works with an APS liaison to connect the student with

disability for testing and support. HCCS has found, from analyzing data, that curricular improvement needs to be made by aligning the standards of classical and archdiocesan curriculum.

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 HCCS is effective in incorporating Catholic values in the curriculum.

Schoolwide Learning Expectations are taught and integrated daily into the curriculum. The SLEs are displayed in every classroom and across all grade levels. HCCS's Student Learning Expectations are clearly seen throughout the hallways, classrooms, and even restrooms. The SLEs are stated simply with the acronym C.R.O.S.S. Students and adults know that an HCCS student is: Christ-Centered, Respectful, Orderly, Scholarly, and Self-Giving. Each SLE further states how each is demonstrated. HCCS plans to implement student recognition to strengthen its mission of academic focus and spiritual growth.

HCCS ensures the curriculum standards are challenging, comprehensive, and relevant for all students. The school's new religion curriculum *The Spirit of Truth* from Sophia Institute is approved by the USCCB and meets its standards. The lessons complement HCCS's Ignatian and classical charisms.

Rubrics and standards for student learning are based in the school's classical and Ignatian identity. HCCS implements and uses the Archdiocese of Santa Fe's standards and St. Jerome's standards to enhance students' educational environment, and teachers create additional rubrics as needed. HCCS recognizes the need for ongoing professional development in the classical curriculum. They have begun this work through sending at least one teacher and the principal to national Catholic classical conferences. The school also recognizes the need to create a well-crafted history curriculum map such that gaps in student learning can be avoided.

HCCS integrates technology into the learning process as much as the classical curriculum dictates. For student assessment, HCCS purchased a mobile laptop lab which is used by students in grades 1st through 8th, at least three times a year to take the STAR 360 assessments for Reading and Math. Test scores are then used by teachers for student improvement and to show student academic growth. Teachers also used laptops and projectors to show images of the Blessed Virgin Mary for the 2017-2018 focus on the Litany of Loretto. In art, the laptop is used to demonstrate art of different eras and to expand art instruction. Laptops are also used as extensions for high achieving students and are helpful for students in the lower quartiles to work on specific skills. Teachers use computers for games in Latin, Geography, and Grammar. Kindles are used in some classrooms and as an extension to their lessons.

F. Instructional Methodology to Support High Achievement of All Students

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

The Visiting Committee observed HCCS is highly effective in integrating Catholic values in all aspects of the school.

With its school motto, *Ad Majorem Dei Gloriam*, consistently displayed and frequent reminders, students and adults are guided in practicing Catholic values. SLEs are stated simply with the acronym C.R.O.S.S. Students and adults know that an HCCS student is: Christ-Centered, Respectful, Orderly, Scholarly, and Self-Giving. Each SLE further states how each is demonstrated.

HCCS implements instructional methodology to enhance student learning. A classical Christian curriculum and Ignatian charism are what the school's instructional methodology is based on. HCCS also uses the Archdiocesan standards, as well as the standards of St. Jerome Academy curriculum, another classical-based academy which uses a nine-year curriculum cycle. HCCS begins with instruction with Religion followed by a focus on the three stages of the trivium - Grammar, Logic, and Rhetoric - to guide the lessons and learning.

HCCS uses both formative and summative assessments to direct and evaluate student progress. Teachers use a variety of assessments, and these assessments are weighted as part of the grading process in all grade levels. The school grading scale is rigorous to foster high expectations for all student learning. Grades 1st through 8th take the STAR 360 assessments for Reading and Math, as required by the Archdiocese. Results from these assessments provide teachers with a grade level equivalency, identify developmental areas where improvement is needed, give strategies to help individuals, and provide data showing student growth over a period of time. Summative assessments include tests, quizzes, project-based learning, and oral presentations. Formative assessments include evaluation of classwork, homework, and classroom observations.

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 HCCS is highly effective at supporting student spiritual, personal, and academic growth.

It is HCCS's mission to "raise saints and inform scholars for the greater glory of God." They want to advance and develop the mind, soul, and body of their students through a rigorous classical curriculum. The end of the year survey concluded an overall rating of "highly effective"

across all areas. All staff have taken or are taking classes or workshops to obtain religious education certification according to Archdiocesan requirements, as well as Ignatian Method workshops. Every school day starts with Mass. Confession is offered during advent and lent. Backpacks are blessed at the beginning of each school year. The parish community hosts Thanksgiving and Christmas meals.

HCCS students have ample opportunities to participate in support services. Students are encouraged to journal feelings and scripture passages. Each student is given a Lenten journal to begin the process of seeing where the Holy Spirit is at work in their lives. Students are encouraged to use Scripture readings, breathing techniques, and reflection to promote positive decision-making and training in how to make better choices in the future. The school has created special courses for independent study and reorganized schedules for students to attend leveled math and language arts classes. HCCS promotes more small groups and individual attention by teachers. Students receive art instruction once a week involving a variety of media. Students also receive instruction in art history. Students are encouraged to take part in choir, piano, or violin. Violin is taught by a certified Suzuki violin instructor. Grades 5th through 8th participate in the annual science fair. Students participate in Archdiocesan faith bowl, geography bee, and the Scripps Spelling Bee. HCCS sponsors Mathcounts, Drama Club, and Challenge (a youth ministry for 5th-8th grade girls). Student academic success is celebrated with an honor roll assembly at the end of the year. The school recognizes the need to provide other outlets of student recognition in accordance to their SLEs.

HCCS is a locked campus where all exterior and interior doors are locked at all times. All visitors must check in at the front office. The school practices regular fire drills and occasional lock down drills. In 2016 and 2017, local police conducted a lockdown and safety training. The school staff has been trained in CPR and AED usage. Each year the students are instructed in a personal safety class. The school has purchased two-way radios to be used throughout the school building, at recess, and in class to increase intra-school communication. All staff and volunteers are required to complete VIRTUS training and submit to a background check. HCCS recognizes children with nut allergies and trains staff and students how to best support students with these conditions.

HCCS hosts two family gathering nights where students demonstrate what they have learned in the semester by utilizing the tools of recitation, repetition, and memorization. These nights provide students an opportunity to articulate learned concepts to an audience and give them confidence to speak publicly. Parents are communicated with through Sycamore, Facebook, Parish bulletin, and the school's website. The school has found that Sycamore is not being used frequently by the parents; a goal for the school is to widen the use of Sycamore. Technology is used instructionally from PreK to 8. There is a technology use agreement. HCCS is trying to acquire projectors through a grant program. The school has a mobile technology lab with a class set of laptops.

The school has a private school liaison through Albuquerque Public Schools, to whom students with significant learning challenges are referred for diagnostics. This consultant shares assessment results and intervention strategies. The school also utilized a speech therapist, who

directly works with students and helps the staff design instruction to address students with special needs in the classroom. The school incorporates strategies for students undergoing stress. Remediation is accomplished by tutoring session provided by volunteers, teacher assistants, and classroom teachers as needed.

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

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

The Visiting Committee observed that HCCS is effective at resource management and development to support high achievement of all students.

HCCS uses its financial resources to support Catholic Identity. The school observed that religious programs did not adequately address its charisms. Therefore, resources were gathered to purchase a new series from Sophia Institute. Furthermore, the school utilizes the community to develop ongoing formation of the staff and students in Catholic Identity. Retreats are given by local clergy, the Franciscan Friars of the Renewal, and the principal, who has a Master's in Theology. The school subsidized the purchase of Lenten Journals so students can practice Ignatian Reflection.

HCCS develops, implements, and monitors a financial management system. This system that is in place ensures that its financial resources are sufficient to sustain the school. The school and the parish share financial resources, staff, and facilities. This provides for a more efficient use of resources. The financial management system is led by the principal, business manager, and parish administrator. There are several steps and committees in place to review resources for each school year. Each year, the budget team looks at the planned enrollment for the school and major needs for the upcoming year. The team then makes a strategic plan that is used to guide its process. It uses Archdiocese of Santa Fe's accounting policies. Based on the team's findings, the level of tuition is set and any major initiatives are outlined by the team. This is then reviewed by the school board and parish finance committee. Ultimately, the pastor approves the plan. Finally, a line-by-line budget is made and approved by the Pastor and the Archdiocese.

To increase enrollment, the school has placed different radio ads. The school has also been working to air a commercial. The school has attended parish fairs and other community events in an effort to attract new students. They also host an open house during Catholic Schools Week. The school's number one method of raising enrollment has been outreach within the homeschooling community. HCCS's building capacity is for 90 students. In order to expand, the school is developing a funding proposal in order to have one classroom per grade. The parish has put together a committee which is in the process of conducting a fact-finding mission and investigating the potential for expanding the school. A master building plan is being developed.

HCCS analyzes their financial position to determine and ensure financial viability. The school allocates funds on a year-to-year basis. In the future, the school hopes to acquire resources for the professional development in classical curriculum. HCCS needs a long-term solution for classical curriculum professional development for staff members.

HCCS is effective at reporting its fiscal status to its shareholders. The school publishes an annual financial report in the parish bulletin as well as to the various shareholders through the council and committee meetings. The business manager shares pertinent information individually upon request.

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. The school has incorporated numerous opportunities to learn about the Catholic faith and develop a relationship with God through the sacraments, various forms of prayer, traditions, curriculum, sacramentals, and service opportunities.
2. The school community has created and promulgated SLEs that reflect the school's mission, philosophy, vision, and goals.
3. Holy Child Catholic School has maintained an unwavering sense of purpose and mission as both a Catholic and classical model school.
4. HCCS has a successful Fine Arts program, which includes a fruitful Suzuki string instrument program.
5. HCCS has organized St. Jerome's nine-year curriculum cycle and has clearly communicated it to students and families.
6. Teachers and staff use a wide-variety of methods to remediate, instruct, and challenge students at their individual academic levels, including leveled classes. Special courses have been created for independent study and schedules are reorganized for students to attend leveled math and language arts classes.
7. The school has adopted a strong Religion curriculum and is using it effectively.
8. The rich classical curriculum has made a significant positive impact on both faith formation and student learning.

Critical Goals (identified by school)

1. Staff will work together to ensure curriculum is implemented consistently across grades so that gaps in student knowledge and achievement can be avoided.

2. The school will communicate service projects more effectively to parents and other shareholders.
3. A team within the school will reorganize the current standards to provide clarity.
4. Staff should endeavor to attend classical education workshops or training opportunities if funding is available.
5. To further emphasize the SLEs and a spirit of focus on excellence, the school should implement a quarterly recognition program for high achieving students. The focus of recognition should be on academic excellence, virtue, the SLEs, and on the pillars of the Church.

The Visiting Committee observed Holy Child Catholic School effectively identified critical goals that are focused on improving student learning. The action plans have been articulated well and specify resources needed and persons responsible for implementation. The Visiting Committee acknowledges that, in general, the strategies and action steps address the components necessary to accomplish the goals.

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.

HCCS is effective in its capacity to implement and monitor the action plan. The school has committed to address strategies and activities to monitor progress toward its action plan goals. The school has identified resources needed for implementation of the Action Plan and will need to examine the budget and future timelines in order to implement all facets of the intended goals.

Visiting Committee Summary Thoughts

The Visiting Committee observed that Holy Child Catholic School is a faith-filled community with professional and caring administrators, teachers, and staff who live the mission of Catholic education. Together with the pastor and parent community, Holy Child embodies Catholic identity and academic excellence, focusing on the education of the whole child. Teachers eagerly and enthusiastically integrate faith, technology, and creativity to lessons and activities, promoting a well-balanced and collaborative experience for all students. The Visiting Committee encourages Holy Child to persevere in their mission of Catholic education to the surrounding communities.