



St. Joseph School

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Catholic Schools – Learn • Serve • Lead • Succeed
Rooted in Faith, Rooted in Mission, Rooted in Hope and Joy

In 2019 we had our WCEA-WASC 3 year review. We are sharing the report from that review with you here so that you will know the direction we are heading in for the future.

Arlene Marseille, Principal, and the Faculty and Staff of St. Joseph School

The Mission of Catholic Schools

"Catholic Schools in the Diocese of Oakland educate children in the Catholic faith and nurture their minds, bodies, and souls, inspiring them to live the Gospel of Jesus Christ, achieve their highest potential, and actively serve and enrich the community."

Fully accredited by the Western Catholic Education Association and the Western Association of Schools and Colleges

Progress Report on School’s WCEA/WASC Action Plan

School Name:
St. Joseph, Pinole

**Follow-up year since last
WCEA/WASC Visit**
1 2 **3** 4

Current Year
2018 – 2019

Prepared By
Arlene Marseille

GOAL 1

Target Area	Religion
Target Goal 1	St. Joseph School will bring about a deeper, age-appropriate understanding of the mystery of the Mass
Schoolwide Learning Expectations addressed	This addresses <i>An Active Person of Faith Who</i>: 1.1 Shows respect for God and Others, 1.3 Actively participates in the spiritual life of the school, 1.6 Follows the traditions and values of the Catholic Church; <i>A Life-long Learner Who</i>: 3.7 Develops spiritually, mentally and physically
Level Desired for all Students	To strengthen student understanding of the Catholic Faith, St. Joseph Catholic students will study the rituals, symbols, and traditions of Catholicism. By strengthening Catholic Identity and promoting Christian growth, our hope is that students will engage their parents in attending Mass with them on Sundays.

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GOAL 1, continued

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 1 Teachers review rituals, symbols, and traditions of Catholicism in the classroom</p>	<p>Religion teachers Pastor</p>	<p>Ongoing Process with Annual review in September Teachers continue to cover parts of the Mass in their regular religion curriculum, which includes the use of the Pflaum Gospel Weeklies to review upcoming liturgical components.</p>	<p>Information online, and through resources we have on campus already. “Busted Halo” site</p>	<p>Observation during lessons in class, during morning assembly, and at Mass Survey on knowledge before starting lessons</p>	<p>In June 2018, we ordered a new religion series, “We Are Disciples” to better meet the Diocesan Religion Standards. Faith Families gather to participate in seasonal religious activities.</p>
<p>Strategy 2 Religion teachers create and administer age-appropriate pre-tests on the Mass to establish a baseline of understanding</p>	<p>Classroom and religion teachers</p>	<p>Met in level groups and staff meetings, April 2017 Shared examples of pre-tests, May, 2017 Administer a baseline test at the beginning of the school year, 2018</p>	<p>Information should be readily available at school or online New Religion series was ordered in June 2018, “Be My Disciples,” to more closely align with Diocesan Religion standards.</p>	<p>Level and staff meeting check-ins Work day sharing of pre-tests Sharing of data from administered test at level and staff meetings Ongoing assessment will occur with the “Teaching Mass” strategy</p>	<p>During the 2017-2018 school year, the classroom teachers gathered information from classroom textbooks, and online and other resources to facilitate the teaching of the Catholic Mass. Observation of responses and participation during morning assembly and school masses, and formal and informal assessments in the classroom helped to focus the areas of concentration to teach. Teachers at developmentally appropriate levels formulated draft pre- and post-tests.</p>

GOAL 1 continued

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 3 Conduct “Teaching Masses.” Religion teachers to meet, then communicate with the pastor to determine the emphasis of the “Teaching Mass” based on the results of the pre-tests</p>	<p>Religion teachers Pastor</p>	<p>Annually Evaluation of post-test data in Sept, 2018 Annual review of topic</p>	<p>Created pre-tests Survey Monkey</p>	<p>Listen to and observe student responses Observe student participation and response without adult leading the responses</p>	<p>The pastor invited the different grade levels, TK-2, 3-5, and 6-8, to come to church to go over the responses, explain the various parts of the mass, liturgical seasons of the church, the particular color of the vestments the pastor wears, and more.</p>
<p>Strategy 4 Leveled Mass post-evaluation</p>	<p>Religion teachers</p>	<p>Post test data to be evaluated in September, 2018, and annually moving forward</p>	<p>Created pre-tests Survey Monkey</p>	<p>Listening to and observing student responses Grade level appropriate pre and post tests, data analysis</p>	<p>The staff began the 2017-2018 school year with the pre- and post-test drafts, fine-tuning them, and submitting them to the technology coordinator for uploading onto Survey Monkey. Students took the pre-tests in February 2018. The base level results of the survey data were discussed at faculty meetings, and grade level summaries were submitted with insight gleaned from the initial test.</p>
<p>Strategy 5 Students will know and apply the appropriate responses during Mass; proper actions and verbal responses; the difference in responding to the Gospel reading and other readings during Mass</p>	<p>Religion teachers Pastor Principal observations specifically to evaluate for student understanding and teacher presentation.</p>	<p>Ongoing Annually by end of September</p>	<p>Minimal Survey Monkey</p>	<p>Religion coordinator and Principal will schedule teacher training Age-appropriate post assessment in the classroom after the Seder Meal Teachers document findings and questions, note areas of further emphasis for training</p>	<p>Both primary and middle school students achieved growth compared to the pre-test results. Middle school students discussed with their teacher the nuances in the test they felt were unclear, and were able to argue their points on several questions. Use of Faith Families and/or buddies to reinforce the appropriate responses and discuss the Gospel message.</p>

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GOAL 1 continued

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 6 Teachers will receive catechist training on the Seder meal and the connection to the Eucharist in the Mass during Tuesday Faculty meetings.</p>	<p>Religion coordinator Religion teachers</p>	<p>Training to occur two weeks prior to Seder Meal Annual review two weeks prior to Seder Meal.</p>	<p>Religion textbooks Teacher time Survey software CTN</p>	<p>Staff check-in on success of age-appropriate lessons on Eucharist and relevance to Passover. Age-appropriate post assessment in the classroom after the Seder Meal.</p>	<p>To be done annually, so teachers continue to understand the connection between reenacting the Seder Meal and the celebration of the Mass. Students will be assessed on Seder Meal understanding in 2019.</p>
<p>Strategy 7 Teachers will use online and catechetical programs to enrich the understanding of the Mass</p>	<p>Religion teachers</p>	<p>Research to be done at teacher’s discretion Online activities will be presented throughout the school year</p>	<p>CTN “Busted Halo” website</p>	<p>Principal will note online activities in teacher lesson plans Survey of student knowledge before starting lesson Class discussions and check ins on understanding of scaffolding concepts about the Mass</p>	<p>Teachers will pay close attention to consistently using the Gospel Weekly magazines. It is important the children understand the Gospel message before hearing it during Mass. Teachers will meet as a group to go over the reading ahead of time, so that they can provide a clear explanation for their students. They will share how to apply the Gospel message in the real world.</p>

GOAL 2

Target Area	Social/Emotional
Target Goal 2	To support students with their social and emotional needs. St. Joseph will make the classroom a safe place for students, reduce distractions, foster creativity, and allow the focus to be on academics rather than emotional issues.
Schoolwide Learning Expectations addressed	This addresses <i>An Active Person of Faith Who</i>: 1.1 Shows respect for God and Others. <i>An Effective Communicator Who</i>: 2.1 communicates feelings and ideas, 2.2 Identifies problems and solutions, 2.3 Actively listens to others. <i>A Socially Responsible Community Member Who</i>: 4.3 Practices good citizenship based on Catholic Christian values.
Level Desired for all Students	We want all students to be valued and respected as a unique individual and as a member of God’s family.

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GOAL 2, continued

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 1 Hire a counselor</p>	<p>Principal, Support Staff, Administrative Assistant, input from pastor</p>	<p>Annually</p>	<p>Put out on EdJoin, the Diocesan website, and Craig’s List</p>	<p>Teacher/counselor articulation</p>	<p>Second counselor started Aug 2017 for two days a week, will continue in 2018-2019 year, 3 days a week. Counselor availability to be added to website and brochure.</p>
<p>Strategy 2 Research Conflict Resolution Support Programs to assist teachers and students in maintaining an environment of love and forgiveness</p>	<p>Entire Faculty and Staff Student Council Moderators</p>	<p><i>Caring School Communities</i> and <i>Second Step Social Emotional Learning (SEL)</i> programs. Now/ongoing</p>	<p>Internet search to investigate what was at our disposal Talked to other Principals Continue to write classroom rules at the beginning of the school year so students “own” the rules. “Building Bridges” Caritas Camp</p>	<p>Faculty time to talk about the selected programs and to learn the process: Caring School Communities and Second Step Review of documentation of conflicts Faculty/Staff check in Continued observation of situations of conflict Created a running record of parent e-mails and student conversations in order to recognize behavior patterns.</p>	<p>Elements of Caring School Communities were used as needed and as situations that are covered in the materials were applicable. Student Council assists with skits at the annual Middle School “Town Hall” meeting. Whole school activities are done in “Faith Families,” a long-time tradition at St. Joseph School. Activities were reviewed to ensure they communicated Catholic values and showed the positive character traits of treating others kindly and how to be friends. Buddy activities were done, some of which were from the “Caring School Community” program. We realized that many incidents with middle school occur during lunch and recess. They often are not completely addressed by the adults in charge (non-classroom teachers). We will set up a system that includes a phrase bank that will be efficient and less time-consuming to use, in order to help all adults complete the behavior documentation process that holds our students accountable.</p>

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GOAL 2, continued

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 3 Improve the classroom environment to support students in becoming engaged learners.</p>	<p>Administration, teachers, staff, School counselor</p> <p>Middle School teachers meet weekly throughout the year to monitor the discipline of students. Students are included as needed.</p>	<p>Identify students needing behavior intervention/ counseling</p> <p>Ensure parent signature for all students to see counselor</p> <p>Continue SEL program implementation</p> <p>Whole school activity</p> <p>Continuation of SEL Program</p>	<p>Class meetings</p> <p>Caring School Community and Second Step programs</p> <p>“Think Sheet” for middle school students</p> <p>Reflection sheet for TK – Fifth Grade students</p>	<p>Administration, teachers, staff, School counselor</p>	<p>In classrooms TK through Five, teachers use a system of clothespins on a behavior meter to help students understand how not controlling their actions affects their behavior. Students are asked to fill out a Reflection Sheet regarding their behavior on an as-needed basis.</p> <p>In 2018-2019, the Fourth and Fifth Grades will be using the Middle School Behavior Log for tracking purposes, and to provide communication from the lower grades to middle school.</p> <p>In Middle School, teachers instituted the new “St. Joseph School Middle School Behavior and Discipline Guidelines.” After a one-year trial basis in 2017-2018, the new guidelines were reviewed and updated the document for the 2018-2019 school year. The Guidelines include descriptions of infractions that result in Rule Violations and Detention Referrals. After a few incidents that could be considered sexual harassment, we specifically included that in our Behavior Guideline update.</p> <p>Middle School teachers continued using the Behavior Log, and also began using a tardy sheet to encourage students to come back to class on time after lunch.</p>

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GOAL 3

Target Area	Reading
Target Goal 3	St. Joseph Catholic School will increase student reading comprehension scores.
Schoolwide Learning Expectations addressed	This addresses <i>An Effective Communicator Who</i>: 2.1 communicates feelings and ideas, 2.2 identifies problems and creates solutions. <i>A Life-long Learner Who</i>: 3:1 demonstrates curiosity and enthusiasm for learning, 3.2 acquires and applies knowledge and experiences academically and socially, 3.3 thinks critically, reflectively, and creatively
Level Desired for all Students	St. Joseph is committed to providing a well-rounded education for all students and educating the whole child. Further, children are encouraged to develop and enhance their talents, thus this goal will support academic achievement for all students.

Strategies/ Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
Strategy 1 Utilize the STAR Testing online assessment tool to identify the reading level for each individual student in Grades Two through Eight	Faculty, Staff, Data Team, Reading Resource teacher, Technology Coordinator	Fall 2016 Annually, 4 times a year	STAR Testing assessment tool Computer lab, laptops, or iPads Binders with student records are provided to each teacher.	Technology Coordinator supports teachers with STAR testing. Low-scoring students are identified and work with the Resource Specialist in small group lessons. STEAM teacher has used STAR Testing data in the past, and will work with teachers on utilizing the data and lesson plans provided by the program.	Results are shared with parents during Progress Reports in October and are sent home at the end of the year with the final report card in June. Teachers received data and targeted low-performing students. In 2018-2019, teachers will begin using the interventions and whole class lessons provided by the Renaissance Learning software. Data Team to be created to help teachers identify and implement lessons for struggling readers and advanced readers. Buddies are used to practice reading.

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GOAL 3, continued

Strategies/Interventions	Person(s) Responsible	Timeline	Resources Used	Assessments and Reporting	Any other Comments on Progress
<p>Strategy 2 Utilize the Renaissance Learning Accelerated Reader Program to monitor and improve reading comprehension.</p> <p>This online program is a valuable tool in implementing a differentiated method to meet the needs of learners and enable every student to meet his/her potential</p>	<p>Technology Coordinator, Principal, Teachers, Resource Teacher, Data Team</p>	<p>Fall, 2016, Purchase of the Accelerated Reader Program</p>	<p>The specific data that keeps us up-to-date on student results including information on what steps need to be taken to support high, average and challenged learners</p> <p>Students can use the Accelerated Reader software in the classroom, or at home.</p>	<p>Compare reading levels with STAR Testing results.</p>	<p>Accelerated Reader was put on hold in order to learn to fully utilize STAR Testing data.</p> <p>Creating a Data Team in 2018-2019 to help use the data from STAR Testing and Accelerated Reader.</p> <p>Middle School Language and Literature teacher to provide staff training on use of Accelerated Reader.</p>
<p>Strategy 3 Research possibility of expanding small reading groups into Fourth Grade</p> <ul style="list-style-type: none"> • Revision 2017-2018: Review and identify books in 4th, then 5th grade classroom by reading level. • Review use of Story Town leveled reading program and how it continues between Third Grade and Middle School. 	<p>Teachers and Reading Assistants, Principal, Admin. Assistant</p>	<p>Level books in Fourth and Fifth Grade classrooms in 2018-2019</p>	<p>Time to access books in classrooms and identify reading level of books.</p> <p>ID personnel</p> <p>Scholastic leveled book list</p> <p>List of books by Lexile Level</p>	<p>STAR testing data</p> <p>Renaissance Learning Accelerated Reader data</p>	<ol style="list-style-type: none"> 1. Identify below-level readers and provide appropriate books. 2. Provide books at above-grade level for advanced readers. <p>Review Reading Groups: Are they leveled by ability? Are they using leveled workbooks?</p>

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