



# ***REPORT OF FINDINGS***

**SAINT JOHN THE BAPTIST ELEMENTARY  
SKAGGS CATHOLIC CENTER, LLC  
300 EAST 11800 SOUTH  
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DIOCESE OF SALT LAKE CITY**

**IMPROVING STUDENT LEARNING 2012**

**A SELF STUDY PROCESS  
FOR CATHOLIC ELEMENTARY SCHOOLS  
MARCH 12-14, 2018**

# ***REPORT OF FINDINGS***

for  
Saint John the Baptist Elementary, E810

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## **PREFACE**

We, the Visiting Committee, wish to commend the administration, faculty, families, and staff at Saint John the Baptist Elementary for creating a philosophy and learning environment that strives to meet the needs of the students and for providing an atmosphere where your young people can pray, learn, and grow together in every way. We encourage you to build on this process as you continue the cycle of planning, implementation, and evaluation.

The Visiting Committee wishes to thank the administration, faculty, staff, and children for their warm and gracious hospitality. It is evident by your active participation and dedication that you live out the Gospel message of love and service.

We commend you and we encourage you to continue the work and cooperation that made the self-study meaningful. May the Christ you serve, be your constant guardian, and bless you always in your work at Saint John the Baptist Elementary.



# Chapter 1: Introduction

## A. How the Self Study was Conducted

In September 2016 Saint John the Baptist Elementary's leadership team received training on the Improving Student Learning 2012 protocol. In October 2016, the faculty reviewed the mission statement to determine if the school was meeting its mission and philosophy. Through written responses and discussion, the faculty overwhelmingly agreed that Saint John the Baptist Elementary has been successful in implementing both its mission and philosophy, and that the established Schoolwide Learning Expectations are a vibrant component of day-to-day school life. During the Spring 2017, Saint John the Baptist Elementary administered surveys to the community. The school had a poor response to the parent survey, so it was administered again in the Fall 2017 with a 50% response rate.

The school's leadership team members choose chairs and individual committees were formed in November 2016. The faculty were given the opportunity to choose which committee to serve on, and committee chairs held meetings as needed to discuss the Self Study prompts between December 2016 and October 2017. Throughout the Fall 2017, the leadership team discussed each of the narratives. It compiled Saint John the Baptist Elementary's significant accomplishments, significant goals and action plan. They were then shared with the faculty and School Board. The school will share the results of the visit with the parents upon completion of the Visiting Team's report.

Two significant obstacles that Saint John the Baptist Elementary faced during the Self Study process were time and changes in personnel integral to the leadership team. In January 2017, the school began implementing *RenWeb*, a new student information system. This implementation took laborious time for faculty training. In addition, the Director of School Advancement and Diocesan Intern who participated on the Leadership team left the school.

## **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.*

Saint John the Baptist Elementary is highly effective in involving and collaborating with shareholders to complete the Self Study. The mission statement, philosophy and Schoolwide Learning Expectations were reviewed by Saint John the Baptist Elementary's faculty in October 2016 and it was determined that those established in the school's last Self Study continue to portray the school's environment and have been "alive" from day to day and year to year.

The faculty participated by serving on the leadership team and/or individual committees. The committees met to review the discussion prompts, write narratives and review the accomplishments, goals and evidence. While both Saint John the Baptist Catholic Schools' Board and parents were invited to serve on committees for the Self Study, none elected to directly participate. The School Board was apprised of the school's work in its monthly meetings, and had the opportunity to give feedback.

School parents were asked to give input through a survey. Results of the survey were shared with the faculty, analyzed by committee chairs, included in the narratives as applicable, considered for goals and discussed as a leadership team. Students also participated in Saint John the Baptist Elementary's Self Study by completing surveys. While Saint John the Baptist Elementary has a positive relationship with Saint John the Baptist Parish, a pastor survey was not utilized because Saint John the Baptist Elementary is a Diocesan school.

As evidenced, Saint John the Baptist Elementary's critical goals are reflected in more than one section of the Self Study. The Action Plan, developed by the administration after discussion with the leadership team, was shared with the faculty and the School Board. Saint John the Baptist Elementary has already begun working on its Action Plan, which will be shared with parents after the schools' visit in March 2018. The school will provide ongoing communication with its shareholders in the years to follow.

## Chapter 2: Context of the School

### A. School Profile

Saint John the Baptist Elementary opened in 1999 under the auspices of Saint John the Baptist Catholic Schools as one entity of the Skaggs Catholic Center. Saint John the Baptist Elementary was named after an existing mission church that was established in Draper in 1981. The school's founding began several years earlier, in 1994 with the overcrowding of Judge Memorial Catholic High School in Salt Lake City, and the need to provide an opportunity for Catholic education in the south end of Salt Lake valley. The Diocese of Salt Lake City studied these issues and decided to pursue land in areas that were developing rapidly. Mr. and Mrs. L. Sam Skaggs made an offer to the Diocese of Salt Lake City to purchase land in the area of most concentrated growth – the south Salt Lake valley – and committed to build a Catholic secondary school with space to accommodate a new parish to be funded by the congregation in the future. Further discussions ensued as to the strategic benefit of a feeder elementary school on campus, as well as a daycare. Thus, the *Cradle to College* concept of the Skaggs Catholic Center began. Saint John the Baptist Catholic School, designed to be a PreKindergarten–8<sup>th</sup> Grade building, was modified as two schools within one - Saint John the Baptist Elementary, PreKindergarten–5<sup>th</sup> grade and Saint John the Baptist Middle School, Grades 6-8.

The school, though a diocesan school, maintains a pastoral relationship with Saint John the Baptist Parish, attending weekly liturgies and positively contributing to its social justice program through a variety of projects. It collaborates with Saint John the Baptist Middle School, with which it shares both a Home & School Association and a School Board. The principals of Saint John the Baptist Elementary, Saint John the Baptist Middle School and Juan Diego Catholic High School make-up the Skaggs Catholic Center Council, which oversees four areas: Catholic Identity, educational programs, admission and enrollment and supporting services (apparel, custodial, daycare, food services and maintenance). The schools share personnel in several areas including, but not limited, to finances, facilities, human resources, and technology.

Saint John the Baptist Elementary has maintained stable enrollment since 1999. With the influx of charter schools in the South Valley and rising tuition costs, Saint John the Baptist Elementary no longer bolsters 30+ students in its classrooms. Since the last Self-Study, the administration has also worked to reduce the class size in grades 2-5 in order to meet the students' needs and promote high achievement of all learners.

Saint John the Baptist Elementary's population is approximately 87% Caucasian with Black, Hispanic, Asian, Pacific Islander, Native American/Native Alaskan making up the other 13%. Nearly 75% of the students are baptized Catholics. Most of the school's students come from the South Valley. Saint John the Baptist Elementary works with Saint John the Baptist Middle School as students move from elementary to middle school, with the majority of 5<sup>th</sup> graders continuing their Catholic education.



As indicated in the parent survey, academic excellence followed by Catholic values are the primary reasons parents send their children to Saint John the Baptist Elementary. The majority of parents indicated that the overall education their children are receiving is highly effective or effective. The majority of students, grades K-3, strongly agree with the statement “I like school” and over 50% of students, grades 4-5, agree/strongly agree that “I feel challenged in this school.” Students strongly agree or agree that their teachers give them extra help and view themselves as good students. Saint John the Baptist Elementary strives to create positive relationships, which is supported with the majority of students strongly agreeing or agreeing that “I am treated with respect by my teachers/principal” and the parents indicating that “Students and teachers respect each other and have a good working relationship”



## **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.*

Saint John the Baptist Elementary is highly effective in using prior accreditation findings to support high achievement of all students. During the last Accreditation process, the school determined that annually analyzing data to drive instruction was critical to its mission of educating the whole child. The school was committed to disaggregating data to drive instruction, address areas of concern and making decisions regarding curricular programs to ensure student learning.

### **Goal 1 Provide continuing professional development opportunities for teachers to understand best practices for analyzing data to drive instruction and annually analyze the Stanford Achievement Test data to drive instruction**

The school was committed to disaggregating data to drive instruction, address areas of concern and make decisions regarding curricular programs to ensure student learning. In November 2011, the school hired a consultant from Pearson to train the faculty in analyzing the data from the *Stanford Achievement Test*. As a result of this analysis and disaggregation, teachers began to make instructional decisions to better meet the needs of their students. The *Daily Five Cafe* was implemented in Second Grade to meet students' needs in English Language Arts. In addition, the faculty have received professional development in using the *STAR Math* and *Reading* assessments to drive instruction. The *Saxon Math* program was adopted in K-5 and ability groups were established.

### **Goal 2 Explore and provide opportunities to challenge students in quartiles three and four in math and literacy**

Teachers have differentiated instruction through guided reading groups within the classroom setting using the English Language Arts series and a variety of assessments. The school utilizes *Accelerated Reader*, both as a tool for comprehension and student goal setting. The school also implemented the program's point club feature to recognize high achieving students. In 2014-2015 the school adopted *Saxon Math*, which is more rigorous than the previous program. The school explored various assessments to analyze students' achievement in Math. The school implemented *STAR Math* because of the immediate feedback it provided on students' skills. The school also began using *IXL* for students to hone, maintain and extend their skills in Language Arts, Math, Science and Social Studies. The school has utilized both *Accelerated Reader* and *IXL* to encourage learning over the summer. Since implementing *Saxon Math*, the school has begun ability grouping in grades 3-5 to meet the needs of students.

### **Goal 3 Create and utilize curriculum maps for all subjects to ensure a continuum of instruction**



The school has recognized the need for and has implemented grade level planning time to ensure that curricular objectives were being met. The common planning time has been effectively used for curriculum planning, reviewing data, and discussing students' needs. The faculty and staff assess their practices to ensure adherence to the Schoolwide Learning Expectations and curriculum standards during this planning time. The school has begun curriculum mapping and needs to continue the process for all subjects to ensure that all standards are met.

**Goal 4 Create a Social Justice committee to research ways students/parents/families can be of service, communicate opportunities to families and invite them to be of service in the parish, neighborhood, community, or beyond**

Saint John the Baptist Elementary, in cooperation with the HSA (Home School Association) created a Social Justice committee, and over the last six years has completed service projects to benefit the parish, neighborhood, community and beyond. The school has designed meaningful grade level projects with collaboration between parents, teachers and students to nourish each individual's faith and inspire a lifetime of service.

**Goal 5 Create a financial plan to increase the availability of technology for use in the classrooms**

Over the past six years, Saint John the Baptist Elementary has used Title I funds through Canyons School District to increase the technology available to students. The school was able to purchase iPads using the funds, and currently, there are three iPad carts available for checkout through the library. In cooperation with Juan Diego Catholic High School and Saint John the Baptist Middle School, the school has been able to access monies for STEM-related projects through the ALSAM Foundation. The ALSAM Foundation, founded by Mr. Sam Skaggs, the benefactor of the Skaggs Catholic Center, has given generously to the schools to promote STEM. With these monies, Saint John the Baptist Elementary has been able to install SMART Boards and/or large television monitors in each of the classrooms to integrate technology into the curriculum. During the 2016-2017 School Year, the school received Chromebooks for its 5<sup>th</sup> Grade students through a grant sponsored by the Catholic Schools Office. With the integration of technology, the faculty and staff have participated in professional development at both the local and Diocesan levels in addition to accessing resources through the Utah Education Network.



## 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.*

Saint John the Baptist Elementary is highly effective in assessing its Catholic identity. The first item listed in the school's philosophy states "We call our community – faculty, staff, parents and students – to model the ways and teaching of Jesus Christ". The school's mission is summed up in one sentence, "Saint John the Baptist Elementary educates the whole child through our Catholic faith". The Schoolwide Learning Expectations also state, that Saint John the Baptist Elementary's students are Christians who demonstrate knowledge of Catholic teachings, grow in their faith and serve others.

Students at Saint John the Baptist Elementary learn the doctrine, traditions and values of the Catholic faith through daily religion instruction. The school day begins with schoolwide prayer. Saint John the Baptist Elementary's school prayer, as well as individual classroom prayers, are incorporated into each day. Prayer spaces and religious bulletin boards are evident in each classroom. Statues and artwork are seen throughout the campus. Religion texts, published in 2009, follow standards set by the Diocesan curriculum, are faithful to the Roman Catholic Church teachings and meet the requirements set forth by the United States Conference of Catholic Bishops. The Self Study determined that the Religion series is outdated and needs to be replaced to reflect changes in the Mass and the election of Pope Francis.

Students learn about and experience Catholicism through saints and pope reports and visiting the Prayer Grotto. The students celebrate Mass at Cedarwood (assisted living/nursing home), participate in God Squad, and make cards for nursing homes/troops. Students take part in the 2nd Grade Nativity Play and grade level Christmas concerts and programs. The school has also implemented a *Cross for Vocations* program, which entails passing a crucifix and accompanying prayer cards from class to class, and to a family at the weekly school Mass. The receiving class and family are asked to pray for vocations to the priesthood and religious life. The school has identified the need for an increase in vocations by implementing a prayer for vocations that will be memorized by the students and recited during Mass.

Students grow in faith through prayer opportunities and activities. Each year, the administration and faculty selects a religious theme, which serves as a guide and complements the Schoolwide Learning Expectations. The theme is shared with parents and students alike. Saint John the Baptist Elementary students celebrate Mass each Wednesday and on Holy Days of Obligation at Saint John the Baptist Parish. Individual classes participate in Mass by serving as altar servers, lectors, gift bearers, musicians and ushers. School wide faith formation activities are provided for students through daily prayers, various liturgical opportunities, including Rosaries and Stations of the Cross, school family activities and social justice projects. Campus wide Masses,

implemented since the last accreditation are attended twice a year. Each class has the opportunity to plan at least one liturgy during the school year. They have also implemented the Glowstick Rosary in the fall, and *Truth in the Tinsel* each Advent, which culminates in a schoolwide Nativity blessing.

As a community, the Saint John the Baptist Elementary faculty, staff and students participate in a variety of faith filled activities such as: Advent and Lenten Reconciliation Services, service projects, feast day celebrations, Catholic Schools Week activities, the Living Stations of the Cross and an annual May Crowning Mass. Many of the school's service projects financially benefit Saint John the Baptist Parish, including proceeds from the Skaggs Catholic Center Garden, which is planted, cared for and harvested by students and parents.

Since the last accreditation, students have participated in social justice/service at each grade level. In cooperation with the HSA (Home School Association) a Social Justice committee has been created. Over the last six years, service projects to benefit the parish, neighborhood, community and beyond have been completed. The school has designed meaningful grade level projects with collaboration between parents, teachers and students to nourish each individual's faith and inspire a lifetime of service.

The Saint John the Baptist Elementary faculty and staff participate in the Catechist Faith Formation program through the Diocese of Salt Lake City. All classroom teachers have or are working toward their Basic Catechist certificate, and many have taken online courses through the University of Notre Dame's *Satellite Theological Education Program* (STEP). In addition, teachers have the opportunity to attend the Diocesan Pastoral Congress, the Los Angeles Religious Education Congress, and other workshops as they arise. Through Saint John the Baptist Parish, the school's faculty and staff are trained to be Eucharistic ministers.

In measuring the effectiveness of the changes that have been made to the school community, survey results of both parents and students show a high level of satisfaction. The parent survey indicated that Catholic values is one of the top reasons students attend Saint John the Baptist Elementary. Nearly 94% of the parents feel their child is receiving a solid religious education, and 95% indicate that the school makes frequent use of prayers, signs, sacraments, liturgies, traditions and rituals of the Roman Catholic Church. Approximately 82% of students, Kindergarten–3<sup>rd</sup> Grade, feel they have time to pray and 90% indicate that they learn about being Catholic in school. In 4<sup>th</sup> and 5<sup>th</sup> grade, 88% of the students feel their religion classes help them learn about their faith and 87% indicate they are given opportunities to participate in Christian service.



## **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, diocesan curriculum standards (local curriculum standards where diocesan standards don't exist), and other governing authority expectations.*

Saint John the Baptist Elementary is highly effective in defining its school purpose through the mission, philosophy and Schoolwide Learning Expectations. The school's mission, "Educating the whole child through Catholic faith" is evidenced through the offering of specialized learning opportunities, faith-based programs and access to technology. The Catholic Identity of Saint John the Baptist is supported by the school being seen, first and foremost as a ministry of the church. Tenets of Catholicism are taught directly, practiced each day and are visibly present throughout the school and its classrooms. Catholic Identity is clearly reflected in the culture of the school.

The mission is posted in each classroom, echoed in the daily PA announcement and complemented by the annual theme (this year's theme is Anchored in God's Love). The mission is reviewed regularly to ensure that expectations are consistent for students as they progress from school to school.

The school uses their Schoolwide Learning Expectations, Diocesan curriculum standards, and the Catholic School Administrative Handbook, to define the school's purpose and guide instruction. Teachers are responsible for submitting lesson plans and student work for administrative review. They use appropriate long-term and short-term testing mechanisms to measure student growth throughout the year. They use parent feedback to steer the formulation of a challenging curriculum for students. Schoolwide Learning Expectations are introduced from early childhood and reinforced as students grow within the school. They are evident in the school hallways, classrooms, assignments and activities as well as in teacher, student and parent interactions.

This methodology ensures student and parent buy-in, which cements the tenets of the Schoolwide Learning Expectations as part and parcel of the Saint John the Baptist Elementary experience. The school communicates their mission, purpose and governing authority's expectations to shareholders through the use of their student-led parent-teacher conference process, school-wide Social Justice projects and class-specific service projects. They also use communication methods including e-mails, newsletters and phone calls to emphasize their messaging with all shareholders. Saint John the Baptist Elementary commitment to Catholic Identity through traditions, values, and service permeates every aspect of the school.

### **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.*

Saint John the Baptist Elementary involves all organizational structures in its mission: “Educating the whole child through our Catholic faith”. The organizational structures of the school support and promote the Catholic identity of the school. The teachers are highly effective Christian role models as well as educators.

The organizational structures of the school are highly effective in creating an environment that focuses on student learning. The administration, faculty, and staff at Saint John the Baptist Elementary follow the Diocesan curriculum. Faculty members maintain their educator licenses through professional development opportunities that are often sponsored by the Catholic School’s Office. Many faculty members hold an advanced degree, as well as 25% possessing an ESL endorsement.

The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders through daily assignments, midterm reports, quarterly report cards, and informal observation. The administration also monitors high achievement at the school level, through *DIBELS*, *Star Math*, *Star Reading*, the *ACT Aspire test*, and *Accelerated Reader*. The administration and faculty analyze findings and implement adaptations when applicable. The faculty often looks at larger trends as a way of assessing a program’s effectiveness.

Throughout the year, the faculty collaborates as they focus on a student’s learning progress. Each grade level has a weekly common planning time. At this time, teachers can compare notes, make plans, and identify curriculum standards. Most parents find that the faculty and staff of Saint John the Baptist Elementary are easily accessible and happy to address parent concerns.

Saint John the Baptist Elementary is highly effective in utilizing a ParaEducator in each classroom. The ParaEducators assist students individually or in small groups. Having the ParaEducator in the classroom allows the teacher to differentiate instruction and utilize ability grouping.

Saint John the Baptist Elementary has active parent groups including the School Board and the Home School Association. The School Board plays a consultative role to the administration, and is informed of curriculum successes, proposed changes, and standardized test scores. The Home School Association coordinates various fundraising activities, community building efforts, and social functions. The School Board supports the efforts of the Home School Association.

In their continuous efforts to support the high achievement of all students, the faculty and staff of Saint John the Baptist Elementary have identified goals that they wish to accomplish. The school would like to evaluate and adopt an updated English/Language Arts series to support the high



achievement of all learners. Their current series does not conform to the Common Core Language Arts standards. They also intend to adopt and implement the *Step Up To Writing* program as directed by the Catholic School's Office. This program is designed to improve the writing skills of all students.

The school recently implemented a once a week program of electives for 4th and 5th graders. Students are invited to explore areas of personal interest at this time. There are also after school activities that range from the arts to athletics. Both the electives and the after school activities support the school's mission to educate the whole child.

The organizational structures of the school communicate high achievement by all students to the shareholders through several programs, which give parents immediate and continuous feedback regarding academic progress. Saint John the Baptist Elementary utilizes *IXL*, an online program that students can access in school or at home. *IXL* provides valuable practice and reinforces concepts in math, language arts, science, and social studies.

Detailed academic information is available through *RenWeb*, a software program that effectively enables parents to receive an "at the moment" report card. Both parents and students can utilize this resource to track a student's progress. The school communicates information to parents through classroom websites, parent newsletters, and the school's weekly newsletter.

The *Good News* weekly newsletter recognizes the high achievement of students by listing the quarterly Honor Roll and Honorable Mention recipients. High achievement is also recognized by the *N.E.D Program*. This program is a school wide recognition program, which notes student achievements within the framework of the Schoolwide Learning Expectations. Parents are notified if their child receives an official *N.E.D* sighting. The school also utilizes Facebook, Twitter, and Instagram to highlight and announce student achievements.

#### **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 school is highly effective in its data analysis and action to support high achievement of all students. The school lists significant outcomes in regard to disaggregated data driving curriculum and instruction in the areas of religious knowledge, reading, writing and math. The school uses data about student faith formation that is collected primarily from the *ACRE tests*, to drive religious education in the 5th grade. This practice helps to strengthen the Catholic Identity of the school and is evidenced by 95% of parents rating their child's religious education as effective or highly effective.

The school has used data collected from *DIBELS* and *STAR* for the grouping of students to meet their needs, specifically in the areas of math and reading. The information is updated as frequently as every 3-4 weeks per student to ensure proper rigor. Individual student data also "follows" them as they promote to each grade level to ensure that each teacher is prepared to provide the best educational services based on ability. The school would like to form a data committee to continue to explore and provide opportunities for students in the 3rd and 4th quartile for students in the areas of math and reading. Guidance from the committee will help in the implementation of *Step Up To Writing* and adopting a new ELA series to support high achievement of all learners.

The school uses educationally sound assessment processes to collect, disaggregate and analyze student performance data. *ACT* scores are collected in the Spring and compared to the national norm in english, math, reading, science and writing. The school has identified the need to continue professional development for teachers in regard to analyzing these school scores. *DIBELS* and *STAR* test scores are also used to measure student gains throughout the year. Through the consistent collection and analysis of the test data, the school has been able to raise its default reading proficiency from 40% to 70% over the past 4 years.

The Self Study makes mention of comments from a parent survey including the comments of a desire for the school to provide more challenging opportunities for students while maintaining heterogeneous classes. They also stopped administering the *Stanford Achievement Test*, opting for the *ACT Aspire*. The school's significant goals of 1. providing professional development to help teachers use data to drive instruction, 2. form a data committee and 3. explore and provide opportunities to challenge high achieving students, suggest that the school has discovered areas for improvement.

The school uses analysis of assessment data to drive curricular change. Teachers use data to modify teaching/learning, to offer additional academic support to students who are not at grade level. Since the last accreditation, the school has hired a Student Support program teacher. The presence of ParaEducators supports the school goals of meeting the needs of all students in the classroom.

Saint John the Baptist Elementary has also used reading and writing test scores to drive the implementation of curricular program like *Treasures*, *Words Their Way* and *IXL* Language Arts. In the area of math, the results of the *STAR testing* resulted in ability grouping and also the purchase of Saxon math for classroom instruction and the *IXL* Math program for online student skills support. Similarly the analysis of data from the *ACT Aspire Science* subtest led to implementation of the *IXL* Science program. The Self Study acknowledges that the school should further its understanding of the *NGSS* standards in order to meets the needs of students.



## **E. High Achievement By All Students Toward Clearly Defined Schoolwide Learning Expectations 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.*

Saint John the Baptist Elementary School is highly effective at integrating Schoolwide Learning Expectations into all aspects of the school. The school provides curriculum standards that are challenging, comprehensive and relevant for all students. The faculty, and staff assess their practices and instruction to ensure consistency of the Schoolwide Learning Expectations and curriculum standards. This is done through common planning time, curriculum checklists, weekly grade level meetings, committee meetings, professional development and administrative involvement. The school has begun curriculum mapping and needs to continue the process for all subjects to ensure that all standards are met. The school has implemented two new growth mindset programs, *N.E.D* and *PlayWorks* that support the child in physical, social and emotional growth.

Student surveys show that approximately 75% of students, Grades 4-5, strongly agree or agree that teachers connect lessons to the Schoolwide Learning Expectations, and the majority indicated that they understand how to apply what they learn at school in real-life situations.

Catholic Identity and faith formation are integrated into the curriculum. This is evident in the school's daily school wide prayer, which is prayed together each day, religious bulletin boards throughout the school and in classrooms. All religion classes follow the religion curriculum put forth by the Diocese of Salt Lake City, in accordance with the *United States Council of Catholic Bishops* (USCCB). Chapter assignments, projects and tests are used to ensure students' understanding of the Catholic doctrine. Grade level prayers, prescribed by the continuum of prayers are taught and passed off throughout the school year. Individual classes participate in weekly Mass and various faith filled opportunities throughout the year.

The school uses a variety of assessments to measure student progress. Teachers use relevant, ongoing, individual content area assessments and make informal observations. *DIBELS Next* is completed three times per year in Kindergarten-5th Grade. The *STAR Math* (Grades 2-5) and *Reading* (Grades 1-5) assessments are given quarterly, and teachers look at trend lines in students' progress. The *ACT Aspire* is administered annually in Grades 3-5. Students not making adequate progress are identified and monitored through formal and informal assessments.

Saint John the Baptist Elementary's standard for acceptable progress toward the achievement of Schoolwide Learning Expectations and curriculum standards is based on each child showing overall academic growth. They ensure progress through teachers ongoing, individual content area assessments using informed observations, *DIBELS Next*, *STAR Math*, and *Reading* assessments. Trained ParaEducators are employed in every classroom, and are a crucial component in supporting the needs of all students. Classroom use small group pull-outs, along with other literacy interventions, such as *Read Naturally*, are provided for identified students.

During the 2016-2017 school year the teachers analyzed the *STAR Math* data resulting in leveled ability groups in grades 3-5. These math groups are re-evaluated every quarter. The Kindergarten team has created leveled groups for its literacy block, allowing teachers to design the work for maximum skill building. These Kindergarten groups are re-assigned every three to four weeks based on student progress. Through the *STAR Math and Reading* assessments and *Accelerated Reader* program students are able to set personal goals and self-monitor their progress.

Since the last accreditation, the school has a Student Support Program with resources for all levels is accessible for every classroom, and is used to support literacy instruction. Teachers with the administration and the Student Support Program identify students who are not making acceptable progress. Plans are made to support the student. The Student Support Program teacher works with the administration and may request and facilitate further assessments from the public school district (Canyons School District). This information from both the school and the district may be used to obtain Carson Smith Scholarships. Classroom accommodations are implemented with close communication between students, teachers, parents, the Student Support Program and the administration.

Saint John the Baptist has integrated technology into the learning process with the addition of a new technology center (opened Fall 2016). Through weekly computer classes the students learn technology skills, work on cross-curricular projects, and gain digital citizenship skills. In addition, teachers incorporate technology into daily lessons with SMART Boards, document cameras, Chromebooks and iPads. *IXL*, a comprehensive academic online learning tool, is also used. Students, in grades Pre-Kindergarten through 5th, use *IXL* to engage in targeted practice to hone skills, reinforce concepts learned in class and/or extend their learning.

The Curriculum Committee is currently reviewing English Language Arts series for future implementation. The school has identified the need to update the Religion program that includes the changes in the Mass and election of Pope Francis.

## 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.*

As the school mission states, ***Saint John the Baptist Elementary educates the whole child through our Catholic faith.*** The staff of Saint John the Baptist Elementary are highly effective at achieving their school mission by modeling their Catholic values. These values permeate the classroom. It is evident in the prayer corners and Schoolwide Learning Expectations. The faculty are highly effective at tying classroom instruction to the Schoolwide Learning Expectations.

Saint John the Baptist Elementary is highly effective at utilizing a variety of formal and informal assessments to direct instruction, identify curriculum improvements, and support the high achievement of all students. Using both informal and formal assessments, students performing below grade level are identified and appropriate support is implemented. Students, Grades 2-5, who need additional intervention and/or practice participate in *Read Naturally*, a research-based program that supports Tier 2 students. The Student Support Program teacher implements additional interventions for students, Grades K-5 through small group instruction.

ParaEducators are employed in every classroom, and are a crucial component in supporting the needs of all students at Saint John the Baptist Elementary. ParaEducators are trained in literacy interventions such as *Read Naturally*, DIBELS Next, guided reading groups, differentiated instruction, and attended the *Saxon Math* professional development prior to the programs implementation.

Utilizing a variety of assessments, teachers differentiate instruction and students are ability grouped within the classroom setting. Each classroom/teacher has a ParaEducator, which allows for small group instruction to meet students' individual reading needs. In Kindergarten students are ability grouped and then divided into three large classroom groups. One teacher has the "higher level group," one the "on level group" and one the "striving group." Kindergarten students spend one hour per day in a literacy block with their assigned teacher. Within that block students are taught in small groups based on their guided reading level. The classroom groups rotate after every assessment; thus, every Kindergarten student is taught by each Kindergarten teacher throughout the course of the school year.

After analyzing assessments in the subject of math, a need was identified. The decision was made to level and differentiate math for grades 3-5. At the beginning of the year the teachers determine math placement based on the results of assessments and teacher observations. At the end of each quarter, students complete the *STAR Math* assessment. Based on this assessment and daily student performance, adjustments to the groups are made. Leveling math allows the teachers to meet each student's needs. In the approaching math class, students participate in hands-on learning, as math manipulatives are commonly used during instruction, which moves at a slower pace. In the on-level math classes students are challenged with curriculum following the pace of one lesson per day from *Saxon Math*. In the accelerated math class, students are able



to move at a faster, more challenging pace, and many beginning of year lessons are combined for quick review, as the students have previously mastered those skills. Students whose needs are not met through ability grouping meet with the Student Support Program teacher and/or ParaEducator to hone their skills. Ability grouping has allowed all students to be successful and grow in their Math competence and confidence.

The faculty and staff are highly effective at using various research-based instructional methodology and technology to enhance student learning. This can be seen in all grade levels including hands-on learning, individual student conferences, guided reading, small group instruction, and scaffolding. Technology is leveraged in all grades in various ways including assessments, practice, and student engagement. It is used with Language Arts in the AR (*Accelerated Reader*) program. It is also used for math practice and assessment with the *IXL* programs. Teachers, also, incorporate the use of technology to support and enhance their learning in the classroom. In the computer lab, students are understanding and utilizing programs to organize data, research and present information.

At Saint John the Baptist Elementary students can participate in electives such as the Science, Technology, Engineering, Art and Math (STEAM) class. Students are introduced to the Engineering Design Process as a template to utilize when faced with a design challenge. The students are given both individual and group challenges. The importance of working with individuals who express differing opinions and approaches to solving a problem, teaches real world situations requiring students to articulate and advocate for the best collaborative design.

Beginning this year they adopted a researched based program called *Playworks*, which supports the school's mission to educate the whole child. All faculty and staff attended an all-day workshop in August to learn the *Playworks* philosophy of "building a culture of play that enables kids to feel a real sense of belonging and have the opportunity to contribute on the playground, in the classroom, and in their communities." Teachers learned that they have the ability to shape the play environment in a positive way that is inclusive for all students. Saint John the Baptist Elementary is transforming the playground into a classroom for social and emotional learning.

## **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, diocesan curriculum standards (local curriculum standards where diocesan standards don't exist), and other governing authority expectations.*

Saint John the Baptist Elementary is highly effective at supporting students spiritually, personally, and academically. Students are given a multitude of opportunities to participate in religious and spiritual activities in addition to general educational development. These spiritual, academic, and personal opportunities of growth are provided throughout the school day and are inclusive to parents, bridging the home-school connection to foster a love for God that is rooted in the teachings of Jesus.

Catholic Identity and spiritual growth are pivotal parts of the curriculum at Saint John the Baptist Elementary. Each school day begins with a school-wide prayer recited in unison by all classrooms. In addition to beginning the day in prayer, students also attend weekly mass on Wednesdays where each week a different class is responsible for planning and implementing the liturgy. Parents are always invited to come to mass each week as well, fostering universal student-centered faith development. Saint John the Baptist Elementary has implemented a Cross for Vocations program, which allows for a different class and family to pray for Vocations for the week. The school has implemented "Saint John the Baptist (SJB) Families," consisting of one to two students per grade level in each family who meet quarterly to engage in religious activities that reflect the Schoolwide Learning Expectations. In these "families," students develop a sense of school unity across grade levels by celebrating special feast days and working on social justice projects.

In Saint John the Baptist Elementary's previous Self Study, a critical goal was to grow spiritually and to serve others through social justice projects. In the last six years, every student has participated in social justice projects within their grade levels. Saint John the Baptist Elementary also encourages parents to get involved with the social justice activities and service projects at school and at home.

Saint John the Baptist Elementary has created a safe environment which is reflected in two Safety Committees, regular safety drills, professional training for faculty and staff, and enforced check-in procedures for all visitors. Saint John the Baptist Elementary has its own Safety Committee, and the Skaggs Catholic Center has a Safety Committee that meets monthly to review procedures and protocols. All visitors are required to check-in when entering the school and all exterior doors are locked throughout the school day. Fire drills, intruder drills, and earthquake drills are practiced regularly throughout the school year. Parents have voiced concerns in regards to overall safety, and as a result, the Skaggs Catholic Center will be reviewing safety protocols and consulting with a security company to oversee safety during school masses.

Saint John the Baptist Elementary contributes to personal student growth by providing access to a variety of programs. The school provides extracurricular activities some of which include art camp, Camp Invention in the summer, chess club, and safety patrol. Weekly elective classes are also offered to fourth and fifth grade students. The Draper Police Department instructs the fifth grade students in the *Drug Abuse Resistance Education* program. The Skaggs Catholic Center's greenhouse and garden is also open to parents and students to cultivate year round. Saint John the Baptist students are given the opportunity to participate in multiple athletic sports through the *Utah Catholic Athletics Association (UCAA)* and *Skaggs Catholic Center Youth Activities Association (SCCYAA)*.

Saint John the Baptist Elementary contributes to student growth by enacting a discipline policy that respects the rights of others and is nurturing and beneficial for each individual student's development. The administration at Saint John the Baptist Elementary uses Love and Logic to teach the students that their choices have natural consequences. Students are also held accountable to model the Schoolwide Learning Expectations of being Christians, learners, communicators, and citizens.

From the previous student surveys in 2011, students reported that they did not feel comfortable, respected, or accepted at Saint John the Baptist Elementary. The current student surveys show a shift from the previous results and indicate there has been a positive change in the acceptance and respect that the students currently feel. Saint John the Baptist Elementary has found it vital for the school to have a theme each year that is rooted in the Schoolwide Learning Expectations and addresses the needs of the community at that time. This year the theme is "Anchored in God's Love." These school-wide learning expectations are also incorporated in faculty lesson plans, discipline policies, and parent teacher conference forms. The *Playworks* recess program, the *Buddy Bench*, *The N.E.D Show*, and the Silver Spoon Challenge are also new programs that Saint John the Baptist Elementary has implemented in hopes that the students feel more valued and display positive behavior both in and out of the classroom.

Saint John the Baptist Elementary uses resources in a variety of ways to help support high student achievement. The school focuses on educating the whole child and has taken many new measures in order to support students who are undergoing or have undergone academic, emotional, and spiritual growth. To target academic needs, teachers use *STAR Math* and *Reading* tests, *Foundations*, *IXL*, *Read Naturally* and the *Accelerated Reader* program to support reading development. Teachers implement leveled reading groups in their own classrooms, and they utilize parents and ParaEducators to volunteer and help with guided reading groups. The librarian has implemented reading incentive programs to motivate students to read more frequently. Students who need more academic support participate in the *Read Naturally* program or are pulled out and receive extra intervention in the Student Support Program. Many teachers invite students for homework hour after school if they need extra assistance in a certain subject.

Since the last accreditation, the school has a Student Support Program with resources for all levels is accessible for every classroom, and is used to support literacy instruction. Teachers with the administration and the Student Support Program identify students who are not making acceptable progress. Plans are made to support the student. The Student Support Program teacher



works with the administration and may request and facilitate further assessments from the public school district (Canyons School District). This information from both the school and the district may be used to obtain Carson Smith Scholarships. Classroom accommodations are implemented with close communication between students, teachers, parents, the Student Support Program and the administration.

Since the last accreditation the school has increased access to technology. Each classroom is equipped with a SMART Board or a large monitor, and three iPad carts and Chromebook carts are shared throughout the school each day. Saint John the Baptist Elementary is working towards 1-1 Chromebooks to maintain pace with the technology advancements that are already being executed in Saint John the Baptist Middle School and High School. In order to effectively provide 1-1 Chromebooks for fourth and fifth grade students, professional development opportunities will need to be provided for the teachers.

Art, computer, library, music, physical education, and Spanish are specialized classes that give students at Saint John the Baptist Elementary additional personal and academic growth. The school has implemented electives for the fourth and fifth grade classes including chess, coding, journalism, percussion, STEAM, yearbook, yoga, and Zumba. These programs have provided students with the opportunities to grow academically based on their personal interests in engaging settings outside of the classroom.

Saint John the Baptist Elementary welcomes and encourages parents to volunteer their time to work with students in the classroom and to help with projects at school. The Parent Service Program requires a commitment of twenty-five service hours each year. All parent volunteers are also required to complete the Diocese of Salt Lake City's Safe Environment training, which includes a background check. The school informs parents of upcoming events and happenings through all social media websites and the Home and School Association is also committed to informing parents about current activities in the school. The Home and School Association supports each classroom teacher by having two room parents in each class. Teachers are also expected to communicate with parents on a minimum of a weekly basis through the form of a newsletter or website.



## 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, diocesan curriculum standards (local curriculum standards where diocesan standards don't exist), and other governing authority expectations.*

Saint John the Baptist is mission driven in all that they do and follow the vision of their benefactor, the Skaggs family to offer a Catholic education to anyone who wishes it. Eighteen percent of the school's income is reserved to support families who need tuition assistance. The school has a strong Catholic Identity using their resources to provide faith formation experiences. The school hosts community masses, campus masses, and reconciliation services. The school also uses their resources to offer student and faculty retreats.

Saint John the Baptist Elementary practices excellent stewardship in using its financial resources to provide a quality Catholic education. The school has been highly effective at managing its annual budget, using past financial budgets and trends in addition to forecasting for the future. Due to redistribution of The Diocesan Assessment Allocation the school no longer receives money from this fund. With this change, the school experienced a deficit in the 2016-2017 School Year, and is trending toward a deficit in the current school year. Each year a budget is created by the Skaggs Catholic Center Financial Manager, in cooperation with the principal, approved by the finance committee of the School Board and submitted to the Catholic School Office. The budget follows sound financial principles by using an approved chart of accounts, diocesan directed computer software and ongoing monitoring of both the school's income and expenses. Financial statements are distributed and reviewed monthly by the School Board, and the Diocesan Finance Office can access the utilized software at any time to review the school's financials. A third party financial review is performed every other fiscal year for Saint John the Baptist Elementary and the Skaggs Catholic Center. Tuition management is overseen and continually monitored by the Financial Manager and Tuition Coordinator in collaboration with the administration.

In Spring 2017, the schools Director of School Advancement resigned due to a job offer, and the school has not been able to replace that position due to budgeting constraints. With that comes lack of communication with respect to community events, submission of articles to local newspapers, the creation of a quarterly newsletter, all which supported high achievement of all students.

The school's revenue is comprised of four major sources: tuition and fees, two major fundraisers, revenue from scholarship programs, such as the Carson Smith Scholarship Program, and the Eagle Card program (i.e. SCRIP). Saint John the Baptist Elementary's viability for the future is dependent on student enrollment, family's financial ability and fundraising efforts. The school plans to ensure that its resources are sufficient to sustain the school's program, carry out the school's purpose, and support student achievement. The school plans to ensure that its resources are sufficient to sustain the school's program, carry out the schools purpose, and support student achievement.

The school has maintained a stable enrollment since opening in 1999, but does not have a waiting list. The school recognizes the importance of marketing and hosts annual open houses, and has collaborated with Saint John the Baptist Middle School and Juan Diego Catholic High School to

create a marketing campaign to promote the campus. To celebrate Saint John the Baptist Catholic School's 10-year anniversary, the School Board implemented a fall festival designed to be a community event and increase awareness of the schools. Since the last Self Study, the school's website has been redesigned, and it is currently going through a review and update through the campus' targeted marketing efforts with Saxton Horne. All of these are vital to maintaining Saint John the Baptist Elementary's Enrollment.

Since the last accreditation there have been many advancements to drive enrollment. With the opening of H-Wing in 2016-2017, the school opened additional 4th and 5th grade classes as well as classrooms for art, Spanish and computer lab for the 2017-2018 school year. This increased the school's salary and benefits expenditure, and the 4th and 5th grade classes are not currently at capacity, leaving room for growth.

Saint John the Baptist Elementary is governed by the Skaggs Catholic Center's Operating Agreement and A Guide for School Trustees and Administrators: Operations and Maintenance Guide. This overall guides the school to meet the budgetary complexities of a 57-acre campus shared by three schools. The Skaggs Catholic Center's shared services and resources operate as independent businesses (busses, food service, and technology) and are used as income streams for campus improvements, purchases and savings.



## 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, diocesan curriculum standards (local curriculum standards where 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)

- A commitment to Catholic Identity through traditions, values, and service which permeates every aspect of the school
- A high level of parent involvement supporting the mission of the school through various groups including the School Board and the Home and School Association
- A highly dedicated, cohesive and collaborative administration and faculty who is committed to meeting the needs of the whole child
- Implemented a new Social Justice Program that involves individual grade service projects
- A variety of assessments to drive instruction, support intervention, and inform curriculum decisions including implementing ability grouping to meet the needs of all learners
- Acquisition and integration of various technology tools and resources to enhance student learning including the *Accelerated Reader* and *Star Math* programs
- Community building programs that fosters a positive school culture including *Playworks*, *N.E.D.* and “Family” groups
- A wide variety of resources that maximize outcomes for students including, the Student Support program, specialists and ParaEducators

## Critical Goals (identified by school)

1. Evaluate and adopt an updated Religion series
2. Evaluate and adopt an updated English Language Arts series to support high achievement of all learners
3. Adopt and implement *Step Up to Writing* as directed by the Catholic Schools Office to improve students' writing skills
4. Provide continuing professional development opportunities for teachers to understand best practices for analyzing data to drive instruction, including using results from the *ACT Aspire*
5. Form a data committee to annually collect, analyze and communicate schoolwide data to drive instruction and meet the needs of all learners

Saint John the Baptist Elementary is highly effective in identifying critical goals for their next term of accreditation. All of the critical goals that were identified will support and enhance student learning.

The goals focus on developing a data team that will support the entire faculty to annually collect, analyze and communicate schoolwide data to drive instruction, make curricular decisions and meet the needs of all learners. Professional development will aid teachers as well on how to analyze their given assessment.

The need to evaluate and adopt both a Religion and English Language Arts program will support both teachers' instruction and students' learning. *Step Up to Writing*, a diocesan-wide adopted program, will need to be implemented to improve students' writing skills.

The Action Plan aligns with and addresses the school's critical goals, which will support high achievement of all students and impact the total school program

The Action Plan includes specific activities, costs, timelines, the persons responsible, and a process for monitoring and communicating to the community. The Action Plan timeline forecasts the completion of the goals throughout the next accreditation cycle.

## **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, diocesan curriculum standards (local curriculum standards where diocesan standards don't exist), and other governing authority expectations.*

Saint John the Baptist Elementary will be highly effective in implementing their new action plan, as the school has demonstrated commitment to student achievement through the Schoolwide Learning Expectations. The goals from the past Self Study have been met successfully. Saint John the Baptist Elementary has worked to utilize a variety of teaching and assessment tools to meet the needs of all learners. It has successfully implemented ability grouping, which was identified in the last Self Study.

As evidenced throughout the current Self Study, the school's significant goals were identified in multiple sections. Throughout the Self Study process, the leadership team discussed commonalities between sections, reviewed each section's goals and came to consensus to the critical goals that make up the Action Plan.

The first goal, forming a data committee to annually analyze data, will benefit all teachers and students toward continuous instruction and learning. Utilizing the data collected, the data committee will oversee the data management and analysis, and professional development of the teachers. The committee will also monitor and communicate their findings to guide instruction.

The next goals in the school's Action Plan will have significant impact on the school's budget. Adopting an updated Religion and English Language Arts series and the writing program, *Step Up to Writing*, will need appropriate funds. The administration will need to provide professional development for teachers in implementing new curricula. The implementation of these programs will require commitment from the teachers. The School has already begun reviewing English Language Arts series.

## Visiting Committee Summary Thoughts:

Saint John the Baptist Elementary is a collaborative community committed to student growth. The administration, faculty and school parents clearly support the spiritual and academic achievements of the school.

The school has a clear grasp on both the strengths and areas of growth of a diocesan school and will work creatively to continue to provide a unique and effective Catholic education for their students.

Saint John the Baptist Elementary is a school where Catholic Identity permeates every corner of the classroom and across all curriculum areas. The community of Draper is blessed to have this ministry in their midst that brings solid and long lasting traditions to their youth.

