

REPORT OF FINDINGS

ST. ELIZABETH ANN SETON CATHOLIC SCHOOL
1807 PUEBLO VISTA DR.
LAS VEGAS, NV 89128
ARCHDIOCESE OF LAS VEGAS



IMPROVING STUDENT LEARNING 2012

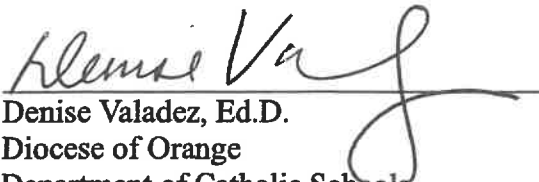
**A SELF STUDY PROCESS
FOR CATHOLIC ELEMENTARY SCHOOLS**

FEBRUARY 21-23, 2024

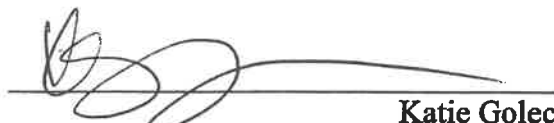
REPORT OF FINDINGS

for

St. Elizabeth Ann Seton Catholic School E780



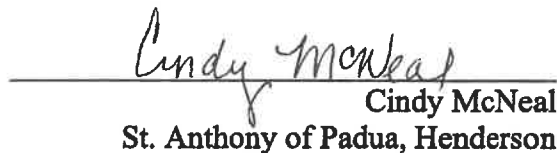
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PREFACE

We, the Visiting Committee, wish to commend you, the pastor, administration, faculty, staff, parents, and student body of St. Elizabeth Ann Seton Catholic School for working together to make the school a loving, caring and learning environment. We pray that the good work that you have done and the plans that you have made for the future will help you become an even better school.

The team found our three days at St. Elizabeth Ann Seton Catholic School professionally rich and personally rewarding. We experienced a community where everyone is striving to provide a Catholic environment where quality education is a priority.

We wish to thank all of you, pastor, 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 St. Elizabeth Ann Seton School (SEAS) followed WCEA procedures for conducting their Self Study. A leadership team, consisting of the principal, vice-principal, and several teachers, was formed in the Fall of 2022. The leadership team attended a training session, which they shared with the faculty. The process of drafting each section as a faculty began thereafter.

The process for meeting and completion of the Self Study was very organized and included input from the entire community. Time was set aside during weekly staff meetings as well as workdays to complete each section of the Self Study. In addition to the staff, the principal engaged members from the parent and parish community to participate in the process. The writing process began in September of 2022 and continued through December 2023, during which sections were drafted, edited, and revised. Accomplishments and goals were identified and presented to the pastor, faculty and staff, as well as the Advisory Council. The goals were prioritized based on feedback and the action plans were created. The Commissioner supported the school through the process and was able to provide appropriate feedback when necessary.

SEAS experienced no obstacles in completing the Self Study. The process was extremely collaborative, involving various shareholders who all have a vested interest in the school. This high level of engagement, dedication, and involvement led to the successful completion of the Self Study.

B. Involvement and Collaboration of Shareholders in Completing the Self Study

Accreditation Factor #1: *The school involves all shareholders in data review, analysis and dialogue about perceived accomplishments in the area of student learning, and in developing, implementing and monitoring goals for improvements in student learning.*

The Visiting Committee observed that SEAS is highly effective in the appropriate involvement and collaboration of shareholders in completing the Self Study. The school understands the importance of involving all shareholders in not only the Self Study process, but also progress on its completion of action plan goals. Those that were involved either directly, or indirectly, in the Self Study process were: faculty, staff, students, parents, pastor, parish priests, School Advisory Council, and parish staff. The faculty and staff drafted the various sections of the Self Study and the goals were shared with shareholders. Feedback from shareholders was solicited on drafts and identified goals, which the Visiting Committee feels the school should be commended for.

SEAS utilizes a couple of avenues of communication to keep shareholders involved and informed in the area of school effectiveness. Communication takes form through the parish bulletins, weekly newsletters, and the school website, amongst others. The school intends to continue the process of involving shareholders in the area of analyzing progress toward school goals through their organized communication structure. Shareholders will continue to be informed not only of school activities, but also regular updates on school effectiveness. Additionally, progress toward their critical goals will be reflected in their annual reports, which are submitted to the WCEA Commissioner.

Chapter 2: Context of the School

A. School Profile

SEAS is located in the Summerlin area of Las Vegas, and is a relatively new school, having been founded in the Fall of 2000. The founding vision for the school was that there be a strong Catholic identity, always, with equal focus on faith formation and academics. The school's charism permeates the campus and is centered on charity and service. There is a religious presence at the school in that two religious from the Sisters of the Lovers of the Holy Cross act as instructional assistants in the primary and intermediate grades. While the Sisters have been a great addition, their presence on campus is inconsistent due to their ministerial obligations. Additionally, the pastor, and other parish priests are very supportive and have a strong presence at the school.

The school currently serves 402 students, 94% of whom are Catholic. The student body has become more diverse over the course of the last several years. The current makeup is: 47% White, 33% two or more races, 15% Asian, 3% Black/African American, 1% Native Hawaiian/Other Pacific Islander, and 1% Unknown. There has been a decrease in the number of White students and an increase in the number of students who identify as being two or more races. This demographic trend is consistent with the makeup of the parish community as well as the Las Vegas Valley.

SEAS has seen a consistent increase in enrollment over the course of the last several years. During the 2020-2021 school year, the school was able to offer in-person instruction, while the public

schools only offered on-line instruction. This was a draw for new families and resulted in an increase in enrollment numbers. The families that joined the school during that year decided to stay and enrollment has increased each year since. There was a need to add a Pre-Kindergarten class, and all grade levels, except for Eighth, are now double grades. This past year has seen an increase in the number of community building and social events for the parents and families, which they have all thoroughly enjoyed and would like to see expanded.

Most students matriculate to the local Catholic high school and acclimate very well. All students who apply at Bishop Gorman High School are accepted, however, some opt to enter a specialized program in a public or private high school. SEAS does offer its families tuition assistance either through school-budgeted funds or Archdiocesan supplemental funds. Families are also able to take advantage of the Nevada Educational Choice Scholarship Program. Currently, about 30 students receive tuition assistance of some sort.

The school analyzes its Terra Nova assessment data annually to identify trends. This data indicates students have performed well on this assessment and there is significant, consistent growth from year to year. Survey data has indicated that the school's academic program is strong and that students are well prepared for high school.

Surveys were issued to parents, students, and staff, all indicating a high level of satisfaction with the school. Survey results were positive and affirmed the strong sense of Catholic identity and community at the school and affirmed some of the areas for growth the school self-identified. All shareholders were able to have their voices heard through these surveys, and the school is to be commended for having such a high rate of return on the parent surveys (75%).

B. Use of Prior Accreditation Findings to Support High Achievement of All Students

***Accreditation Factor #2:** The school has used the prior accreditation findings, both those discovered by the school and those identified by the Visiting Committee, and other pertinent data to ensure high achievement of all students and to drive school improvement.*

The Visiting Committee observed that SEAS is effective in its use of prior accreditation findings to support the high achievement of all students.

The school's first critical goal from the previous accreditation was to ensure that teachers obtain the three levels of Catechetical Certification. The Archdiocesan process for certification was completely revised in the last couple of years. However, the teachers at SEAS have received professional development in the various focus areas. Due to teacher turnover and new Archdiocesan requirements, this critical goal has carried over to this accreditation cycle.

The school's second goal was to align the Core Knowledge Curriculum with the Graded Course of Study (GCS) for Science, Math, Language Arts, and Social Studies to explicitly align with Catholic identity. This alignment took place in the 20-21 school year and in doing so, teachers were able to identify priority standards from the GCS. In the 22-23 school year, this Graded Course of Study became the official school curriculum and was aligned with the Archdiocesan

practices for Catholic elementary schools. Frequent references to the teachings of the Catholic faith are made across the curriculum.

Integration of technology was the focus of SEAS' third and fourth goals, the third being to expand the use of Google Classroom and the fourth being to implement blended learning and technology to meet students' needs. Teachers have had the opportunity to attend various trainings, seminars, and conferences that would allow them to achieve their Google certification. In an effort to increase the accessibility to technology in the classrooms, the school went one-to-one in grades 3-8, and classroom sets of iPads in grades K-2. The access to technology, paired with the training that teachers have had in the various online learning apps (such as Freckle, BrainPop, Vocabulary A-Z, etc.), has helped facilitate the intentional use of these supports for students in the classroom. The teachers have to indicate in their lesson plans a "technology integration" piece. While the blended learning portion of their fourth goal was not fully realized, the school intends to integrate blended learning into their classrooms going forward.

The school's fifth goal was to intentionally track SLE data to review and track longitudinal growth. After several years of analyzing the relevance of the SLEs as it pertains to curriculum standards and the school's mission, the school believes their SLEs remain strong and relevant. Students are given SLE reports at progress report time.

SEAS informs their shareholders of its progress toward their goals vis-a-vis the newsletter, during the Advisory Council meeting, and annual reports to the Commissioner. The school intends to keep these methods of communication in place in an effort to be as transparent to the community as possible as to how they are achieving their goals.

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 Catholic Identity is highly effective at SEAS. The Catholic Identity of the school flows from its Mission Statement and Philosophy and is driven by the Schoolwide Learning Expectations (SLEs). The Visiting Committee observed that the total school community is involved in prayer experiences and the reception of the sacraments on a regularly scheduled basis.

At SEAS, Catholic Identity is articulated in several different ways with many groups of people, from students, staff and parents, to the church and parish community. Shareholders all expressed an observable vibrancy of faith from prayer experiences, liturgical celebrations, and faith that permeates all aspects of the school day at SEAS and even trickles into the home. Throughout the school, Scripture verses, the Beatitudes, and the Corporal/Spiritual Works of Mercy are inscribed on the walls and religious artifacts can be found in classrooms and around the campus. Faculty and staff meet daily for morning prayer led by the principal. Teachers expressed that they enjoy the

daily mini-homilies and how the Scripture can be connected to their day. Teachers also expressed a desire for more faculty retreats.

SEAS has a strong religion curriculum in place, which includes *The Catechesis of the Good Shepherd* (CGS) for the lower grades and the *Christ Our Life* series, published by Loyola Press, for the upper grades. Students and parents both expressed a desire to re-implement CGS for grades 4 and 5.

Furthermore, students are immersed in prayer throughout their classes. Each class begins with prayer every day. The students also pray before and after lunch and at the end of each school day. Middle School students are exposed to a variety of prayers during Religion classes. Students in Grades 3 through 8 prepare and lead school liturgies each week which helps to connect their curriculum to their Catholic faith. In addition to the established curriculum, all students in Grades 2-8 participated in the Assessment of Religious Knowledge (ARK). This baseline assessment is aligned with the national consensus of Content Knowledge and Beliefs and Behaviors and allows for year to year progress monitoring in the knowledge of the Catholic faith.

In 2020, the Archdiocese of Las Vegas developed a new *Foundational Faith Formation* process for faculty. Faculty must complete 46 hours of coursework aligned with certification topics set forth by the Office of Faith Formation for the Archdiocese of Las Vegas. SEAS, like all Catholic elementary schools, recognizes the need to have all teachers and staff certified as catechists and endeavors to assist in the certification process. There is a commitment to ensure that all teachers attain Catechist Certification through the Archdiocese of Las Vegas and, therefore, making this the first goal of their Action Plan.

A review of the staff, student, parent, and Catholic Identity surveys indicated that community spiritual formation was an area for growth. As a result, SEAS plans to provide additional retreats for all students and staff, help parents to learn more about their children's faith formation, and provide more meaningful service opportunities.

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 SEAS is effective in defining the school's purpose. The school's mission, philosophy, and Schoolwide Learning Expectations (SLEs) are reflected in the Catholic nature of the school. This school's philosophy expands upon the mission statement, with the purpose focused on providing a Catholic education based upon the call to "Teach as Jesus did." Through the SLEs the school is committed to the development of the whole child.

Surveys completed by the pastor, faculty, staff, and school Advisory Council members indicate strong support for the progress of Catholic formation and identity at SEAS and that the school is effective in fulfilling its mission. The faculty and staff surveys suggest that the SLEs are understood as an outgrowth of the mission and philosophy of the school. SEAS administration,

faculty and staff acknowledge students who have demonstrated the SLEs with SLE Trimester awards.

A review of student surveys reveal an opportunity to more intentionally form connections between the SLEs and the lessons presented by teachers. In an effort to further engage students, the school plans to identify specific concrete assignments and benchmarks to monitor achievement of the SLEs. This will further define student, parent, and teacher understanding, underscoring the impact of the SLEs and the measurable rubrics in place.

SEAS provides students with opportunities to demonstrate their achievement of the SLEs including liturgical, service, curricular and extracurricular activities. The SLEs are posted in all classrooms, in teacher's lesson plans, published in the school's handbooks, included on the school website, and referenced in schoolwide communications.

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

Accreditation Factor #5: *The organizational structures of the school focus on high achievement of all students, and communicate student progress to all shareholders.*

The Visiting Committee observed that SEAS is highly effective in the organization for student learning to support high achievement of all students. The school has organizational structures in place, defined, and understood by shareholders. The pastor, Father Jim Jankowski, is committed to supporting the provision of a sound Catholic education by taking an active role and interest in student learning. The Administration, the School Advisory Board, faculty, staff, and parents are active and committed to the faith formation and academic achievement of all students. The faculty and staff of SEAS are particularly committed to the high achievement of all students. Student achievement is then consistently communicated to parents and other shareholders.

The school's organizational structure effectively ensures high-level student achievement with on-going professional development that includes staff meetings, school level in-services, and professional development meetings planned by the Archdiocese of Las Vegas. Teachers indicated that those who attend any professional development workshops will report back to the larger group what was learned.

SEAS actively participates in the mission of the parish in proclaiming the word of God, celebrating the sacraments, and exercising the ministry of charity. The pastor, Father Jim, is dedicated to ensuring that SEAS students have the resources necessary for the provision of a quality Catholic education where the high achievement of all students is possible. The administration, faculty, students, parents, and members of the parish come together to attend weekly Mass. The students also come together for various liturgical and seasonal celebrations such as the May Crowning, Rosary, and Stations of the Cross.

To ensure that the faith formation and achievement standards are met the faculty and staff meet regularly to stay focused on the schoolwide and Archdiocesan initiatives and goals. The conversations and collaborations are student-focused to support the high-achievement of all students. Student success is communicated to parents through a variety of forms and methods

including mid-trimester SLE reports, honor roll recognition, and academic subject awards. SEAS also effectively communicates with parents through the school newsletter (The Eagle's View), classroom newsletters, phone calls, emails, social media, Remind texts, and FACTS.

The SEAS Advisory Council along with the pastor, principal, assistant principal, and parish operations manager have reviewed all data and information collected in this self-study and effectively discussed the improvement of student achievement, facilities, infrastructure, and the enhancement of accountability to all shareholders. Steps are currently being taken to establish greater parental involvement with the reestablishment of the parent organization now known as the Flight Support Team. The intention in the short term is to have monthly Flight Support Team meetings attended by administration, and to have greater parental involvement as a whole. The school also completed its first ARK assessment and plans to use the assessment to inform future decisions regarding planned workshops, and professional learning opportunities that are focused on deepening faculty knowledge of the Catholic faith and in turn impacting student knowledge and faith.

After analyzing all of the data with regards to instructional methodology to support high achievement, SEAS believes that they have the governance and structures in place to effectively support student learning. The school intends to develop a long-range strategic plan that places professional learning as a priority. The school believes that this will lead to improved and maintained higher achievement for all learners.

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 SEAS is effective in data analysis and action to support high achievement of all students. There is a commitment to the collection of a variety of student achievement data in all grades. SEAS collects data through educationally sound assessment processes. At the start of each school year, SEAS administers to students in Grades 2 through 8, the Terra Nova 3, a national norm-referenced battery of tests. The data from the Terra Nova 3 is disaggregated by the ECRA Corporation, and SEAS is able to access this disaggregated data through the ECRIS and DRC portals. Data are compiled and updated each year, to track each student both individually and by grade-level over time.

SEAS teachers meet in pod-level (vertically-aligned) and grade-level (horizontally-aligned) meetings to analyze student strengths and weaknesses. Teachers regularly administer both formative and summative assessments, which are informally analyzed during their grade level meetings. During data chats, teachers, instructional support personnel, and administration convene to determine the needs of students based on benchmark data, classwork and homework, work habits, and teacher observations. The visiting committee affirms the critical goal of establishing Professional Learning Communities to formalize the process for analyzing data.

The Renaissance STAR Test is administered three times throughout the school year, as part of SEAS Response to Intervention (RTI) model, and guidance is provided by the Instructional

Strategist in differentiating instruction for all students in Mathematics and Reading. Success in the 2022-2023 school year was identified by monitoring student growth to at or above grade level status in their respective areas of need - Math and/or Reading. The Visiting Committee observed one to one and small group interventions in the instructional lab.

Students completed the Jane Schaffer Response to Literature writing assessment in January 2023. Along with other Archdiocesan elementary schools, SEAS has collaborated with Louis Educational Concepts (Jane Schaffer Writing Program), to create an Action Plan that will result in continued growth and further develop teaching and learning strategies related to the writing process. This is considered to be a critical goal of the Self Study.

A variety of data is used to analyze the faith formation of SEAS students and modify instruction as needed. In the program, *Catechesis of the Good Shepherd (CGS)*, students in Grades K-3 are taught by certified catechists, in a Montessori-based classroom setting. Instructional data is collected through each program of CGS instruction. In addition, observations and assessments are aligned to the SLEs. With respect to catechetical learning and formation in the CGS Atria, student data is collected through the use of formative assessment by means of portfolios per individual student.

In Spring of 2023 all students in Grades 2 through 12 and all teachers in the Archdiocese of Las Vegas participated in the first ARK Assessment. This baseline assessment indicated that SEAS students and teachers are approaching the national averages for Content Knowledge and Beliefs and Behaviors. The school plans to use this baseline assessment to inform curricular decisions as well as planned workshops and professional learning opportunities focused on deepening faculty knowledge of the Catholic faith and in turn impacting student knowledge and faith.

In analyzing data using various forms of assessment and taking into account enrollment trends and finances, SEAS administration is able to allocate resources to meet student needs and impact student learning. Through data analysis, teachers have been able to recognize trends and determine where growth is necessary. The critical goal of formalizing existing Professional Learning Communities will increase opportunities for teachers to maximize the impact of data driven practices.

E. High Achievement By All Students Toward Clearly Defined SLEs and Curriculum Standards

Accreditation Factor #7: *All students make acceptable and measurable progress toward clearly defined Schoolwide Learning Expectations and challenging, comprehensive, and relevant curriculum standards.*

The Visiting Committee observed that SEAS is effective in the high achievement by all students toward clearly defined SLEs and curriculum standards. Students show growth in learning within the context of the total Catholic school environment. This effort is reflected in the school's commitment to emphasizing the SLEs for all students. SLEs are aligned to lessons by incorporating them into the lesson planning process. SEAS strives to incorporate faith in all areas and subjects, in order to adhere to the mission of the school as a Catholic institution embracing the value of an "academically rigorous and doctrinally sound program." The Visiting Committee

observed SLEs posted in each classroom and around the school campus. When asked about the SLEs, students indicated there was an award given out for the SLEs, however, not many were able to articulate what they mean or how they are measured.

Year-long Curriculum Maps help guide instruction and ensure continuity of learning for all students. These plans are updated yearly at the beginning of each school year by each teacher or teacher team. Teachers at every grade level have access to these curriculum maps, which encourages activities across grade-levels and subject areas. Grade level teachers utilize common assessments to monitor student mastery of curriculum standards.

Teachers integrate the SLEs into their daily lessons, notating them in their lesson plans. Catechesis of the Good Shepherd (CGS) expectations are also linked to SLEs. The Visiting Committee reviewed lesson plans and noted that SLEs and Values of the Month were identified and integrated into the daily lessons and routines. SEAS has an awards ceremony to recognize five students per class (PreK-8) that demonstrate outstanding achievement or improvement in each of the five SLE categories every trimester.

In analyzing school data, the administration and faculty believe that SEAS students are living out the SLEs. However, continued focus must be placed on developing a common understanding of the embodiment of the SLEs. Faculty at SEAS is currently following the adopted Archdiocesan rubric for SLEs, however, the rubric itself is subjective. As such, the Visiting Committee affirms the school's Critical Goal of identifying specific assignments and benchmarks to more objectively assess student achievement of the SLEs.

There are several ways that SEAS teachers communicate progress towards grade-level standards to parents. With FACTS-SIS, parents and Middle School students are able to access grades at all times and communicate with teachers through the messaging/email feature. In addition to annual Parent/Teacher conferences in October, teachers are available before and after school to meet with parents and students. Teachers also indicated that they call and/or email parents as needed. Parents expressed a high level of satisfaction with the current communication systems.

The teachers use STAR Assessment data to create differentiated instruction as well as identify students who can benefit from Reading and Math intervention. Instruction is differentiated based on student performance on their latest STAR Reading or Math assessments. Terra Nova Assessment data indicates the students at SEAS perform well.

The school is working toward clearly articulating measurable SLEs. At this time, SLE rubrics are subjective in nature and the school is committed to creating a more clearly defined measurable rubric and aligning assignments and projects to the rubric in order to assess student mastery of the SLEs. The Visiting Committee commends the school for identifying goals around creating a more formal PLC as well as revising their SLE rubric to be more objective.

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 that SEAS is highly effective in the area of instructional methodology to support high achievement of all students. The SEAS teaching staff utilizes a wide variety of teaching methodologies focusing on faith formation and academic achievement. These include a weekly prayer and flag ceremony, school-wide praying of The Rosary, Jesse Tree ceremony, Feast Day of St. Elizabeth, Stations of The Cross, Lenten acts of almsgiving, prayer, and service, Sacrament of Reconciliation, May Crowning, weekly masses, Advent Angels, and their Living Saints Museum. Other teaching methodologies which allow for greater differentiated instruction include Kagan Cooperative Learning structures, MyAccess assessment and instructional tool, Google's cache of technological tools within the Google Classroom, and STREAM methodology training.

The Visiting Committee commends the teachers for their structured, meaningful curricular planning, which is focused on best practices that translate to classroom instruction. A Professional Learning Community is in place to discuss curriculum, pacing, and progress. Catechesis of The Good Shepherd (CGS) and the utilization of an Instructional Strategist help guide and structure curriculum and instruction. The Visiting Committee observed effective school wide integration of technology throughout the learning process.

Assessment is frequent and varied and is often used to modify teaching and learning. Standardized testing is used to establish benchmarks to modify instruction. The Visiting Committee observed evidence of extensive use of formative and summative classroom assessment in collaboration with grade-level teachers and pod members as an integral part of frequent assessment at SEAS.

G. Support for Student Spiritual, Personal, and Academic Growth

Accreditation Factor #9: *Within the school's community of faith, students have opportunities to participate in support services and activities to assist them in accessing the curricular and co-curricular programs to achieve the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed that SEAS has been highly effective in establishing support for student spiritual, personal, and academic growth. SEAS students have a variety of opportunities to participate in support services and activities that ensure student success. The school shareholders have structured a community that effectively provides services, resources, and activities to help all students achieve at high levels in both curricular and non-curricular areas. The school has recognized parents as the primary educators of their children and as such the school has effectively included parents in every area of their student's school experience. This parental support system promotes spiritual growth, leadership and service in the development of SEAS students. The school has also recognized the importance of a safe and secure school environment that is conducive to learning and achievement.

The spiritual formation of SEAS students is a priority of the community. All students participate in the Prayer Partner program, where older students serve as mentors and role models to younger students during Mass. Both the student group and parent group spoke very highly of the Prayer Partner program in that it fosters leadership amongst the older students as they become models of the faith for the younger students. SEAS students are also supported as they grow in Catholic

Christian values academically, spiritually, and emotionally. There are a multitude of extra-curricular activities for the students, including sports and other clubs.

The Visiting Committee observed the school has developed a student intervention program to assist all students in their learning process. Students are identified using STAR testing in addition to teacher referral. Parents remarked that their students had positive experiences within the intervention program and received the support they needed to succeed. SEAS also recognizes the importance of identifying and challenging the school's highest achievers and seeks to develop strategies to address the needs of this group of learners as well. The School Counselor also provides screenings for students for certain behavioral issues and learning challenges. A Registered Nurse is also available to assess students who are not feeling well or have been hurt. EANS and Title I funding supports staffing in these areas, supporting the high achievement of all students. The school has a plan to continue supporting programs that have been funded by EANS once that funding expires. Title II funding has been used to provide professional learning pertaining to the writing process and conflict resolution.

The shareholders of SEAS have recognized the importance of safety and security on the school campus in order to provide a school that is conducive to learning and achievement. The campus is a clean, modern facility that ensures a safe, healthy, and nurturing environment. The campus is closed and secured while school is in session. Security systems and cameras are positioned around campus and there is an armed security guard on campus to provide for the safety of the faculty and students. Administrators and faculty receive yearly health and safety training, and teachers are provided with classroom crisis backpacks. There is a site-based crisis plan and safety drills are practiced throughout the school on a monthly basis.

Technology integration has been a primary focus of the SEAS community, and the school is to be commended for this. All students attend technology classes with lessons based on the International Society for Technology in Education (ISTE) standards. SEAS has received EANS funding to procure technology and support the high achievement of all students. Several SEAS teachers have utilized Title IIA funds to attend ISTE conferences. These teachers have displayed their love for learning technology and take an active role in professional development.

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 SEAS is effective in resource management and development. The Pastor, Principal, and Finance Council develop, implement, and monitor resources and plans to ensure and support the high achievement of all students. Budgeting processes for the school follow Archdiocesan and parish directives. The development of the budget is based upon historical data, staffing projections, modifications to programming,

enrollment, anticipated tuition fees, expenditure increases, and projected capital improvements. Teachers do not participate in budget planning meetings, however, they are involved in the process by evaluating existing programs and making recommendations for revisions and/or enhancements to programs and curricular resources.

To ensure continuous monitoring of the budget, the Finance Manager presents monthly budget updates to the Pastor, Principal and Finance Council. The updates are prepared by a third-party CPA who conducts and prepares monthly audit reports. The Finance Council meets monthly to review the financial position of the school.

The school's financial position is very strong and planning ensures its resources are sufficient to sustain the school's program, carry out the school's purpose, and support student achievement. The school budget is program driven. The budgetary process guides resource allocation consistent with responsible planning. It takes into account the true cost of educating each child, projected enrollment, employee benefits, cost of living increases, and recruiting and retaining well-qualified staff.

Marketing strategies include the school website, parish bulletin, social media and regular communication with parish families and the Archdiocese. In 2023, the Archdiocese began a digital media campaign, running a 30-second advertisement through streaming service providers. The school will continue to develop and evaluate all marketing efforts to ensure sustainability over time.

To help direct the sound financial practices in place, the school recognizes the need to develop a long range strategic plan. The development of a long term plan is included as a critical goal of the school's Self Study. Addressing financial planning, development of faculty and staff, technology improvement, marketing and development will ensure SEAS' ability to achieve its vision, fulfill the mission and philosophy, and bring about the realization of the SLEs while supporting student achievement.

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. Integration of Catholic faith principles and practices into the school's instructional methodology.
2. Use of a variety of assessment data to inform instructional decisions.
3. Technology and STREAM integrated into the school's curriculum.

4. All faculty and staff meet each morning at 7:25 for prayer and reflection.
5. Sound financial practices, budgetary planning and monitoring.
6. Differentiation in reading and math instruction is provided according to STAR math and reading scores.
7. Reintegration of community building events and activities.
8. Supportive pastor, principal, assistant principal, faculty, staff, parents, and parish community.

Critical Goals (identified by school)

1. Ensure that all teachers attain catechist certification through the Archdiocese of Las Vegas.
2. Establish a Professional Learning Community.
3. Implement the Action Plan developed for Jane Schaffer academic writing to ensure the continued growth and further development of teaching and learning strategies related to the writing process.
4. Identify specific assignments and benchmarks to monitor achievement of the SLEs in alignment with the SLE rubrics.
5. Develop and establish a long-range strategic plan.

The Visiting Committee observed SEAS to be highly effective in the design and alignment of the Action Plan and Self Study findings. The school's goals are aligned with the mission, philosophy, and SLEs and will positively impact student learning.

SEAS has developed a thorough outline of strategies, activities, timeline, assessments for monitoring growth, and communication plan in order to realize their identified goals. The school is to be commended for their work in developing such a strong plan for following through on completion of goals.

The school has a plan to communicate the progress of the Action Plan to its shareholders. There are structures currently in place that will continue to be used to communicate action plan progress and there will be continued opportunities for shareholders to provide the school with input and feedback in the way of surveys and discussion at meetings.

OPTION A: *Modification of a critical goal:* N/A

OPTION B: *Critical Goal Identified by the Visiting Committee:* N/A

B. Capacity to Implement and Monitor the Action Plan

Accreditation Factor #12: *The school demonstrates the capacity to implement and monitor an Action Plan that ensures high achievement of all students of the Schoolwide Learning Expectations, Arch/diocesan curriculum standards (local curriculum standards where Arch/diocesan standards don't exist), and other governing authority expectations.*

The Visiting Committee observed SEAS to be highly effective in the capacity to implement and monitor the Action Plan. The previous Action Plan was implemented with some success, as a

couple of their goals were not fully realized due to the pandemic, staff turnover, and changes to policies at the Archdiocesan level. Those goals are still relevant, however, and the school will continue to work toward carrying those goals forward.

The school has identified goals that are central to student engagement in the learning process and are sure to positively impact student learning, should they all be effectively completed. There are structures currently in place to communicate progress and success toward achievement of its Action Plan goals, which the school intends to keep in place. There is a plan in place to collect and analyze data in an effort to gauge impact and success of the goals.

SEAS has a very supportive community that will continue to be afforded opportunities to share input and feedback, as well as share their time, talent, and treasure to help the school realize their goals. All the shareholders the Visiting Committee spoke to are fully committed to accomplishing the school's goals. There does not seem to be any impediments in place that would deter the school from accomplishing their goals. The school is to be commended for their overall commitment toward successfully realizing their goals.

Visiting Committee Summary Thoughts:

The Visiting Committee thoroughly enjoyed their three-day visit at SEAS. The Catholic Identity at the school was palpable, as was the school's commitment to academic excellence. Administration, pastor, staff, students, and parents have a profound love for their school community. The Visiting Committee will keep the school in their prayers as they move forward with implementation of their Action Plan over the course of the next six years.