

SCHOOL: Saint Bartholomew Catholic School
PASTOR: Reverend Chris Wadelton
PRINCIPAL: Mrs. Helen Heckman
DATE OF VISIT: August 14, 2019
DATE OF REPORT: September 23, 2019

INTRODUCTION

Saint Bartholomew Catholic School hosted a team of 12 professional Catholic educators from throughout the Archdiocese of Indianapolis on August 14, 2019, to serve on the *Continuous Improvement Journey* visit as part of the accreditation process. The team included two consultants from the Office of Catholic Schools, three principals, three assistant principals, and four teachers who served at Saint Bartholomew Catholic School to learn about the school with a focus on continuous improvement, and to share their experience and professional expertise with the Saint Bartholomew community.

The team conducted interviews throughout the day that included the pastor, principal, 7 School Commission members, the Business Manager, 55 teachers, teacher assistants support staff members; 8 parents, and 13 students from grades 2 through 8. Additionally, the outgoing pastor of Saint Bartholomew Parish was interviewed in June. In all, 86 individuals participated in interviews as some staff members participated in more than one of the interviews, serving as classroom teachers, support staff, and members of the School Improvement Team. Additionally, the team toured the building and observed 24 classroom lessons during the day.

The *Continuous Improvement Journey* team thanks the Saint Bartholomew community for their cooperation, advance preparation, and hospitality for the visit. Team members agreed that the interviewees, parents, faculty, staff members, and students were gracious with their time and provided valuable information to the team about the school. Many documents were made available to the team in advance of the visit in electronic form and paper copies and were shared with the *Continuous Improvement Journey* chairperson.

The first Catholic church was constructed in Bartholomew County in 1841. For many years Saint Bartholomew and Saint Columba both served the Columbus/Bartholomew County area. In 1999, the two parishes merged, and a new church was built. In 2003 construction of a new gymnasium and other facilities were upgraded. Today, Saint Bartholomew Catholic School houses two classrooms of each grade level, Kindergarten through eighth grade. Grades one through eight are housed in the main building of the school, and the two Kindergarten classrooms are in a separate building near the main school. In 2017 an Outdoor Learning Lab (OLL) was completed on the Saint Bartholomew campus. The OLL includes a large greenhouse and outdoor gardens.

Saint Bartholomew is a strong Catholic community including pastor, administrators, staff members, parents, students, and parishioners who work together to make the school a special place in which to work and a faith-filled welcoming environment in which to learn. Every day the Saint Bartholomew Catholic School community strives to empower all students to “grow in mind, body, and spirit.” Recently retired pastor, Father Clem Davis, shared his praise of the school staff, their love for the students, and the respectful climate of the school. Current pastor, Father Chris Waderton too praised the energy and joy he sees among the school staff. Religion instruction is daily, and the students celebrate Mass together weekly. Every grade level plans a service project throughout the year, and students complete service hours. Grades 3 through 5 participate in a day-long retreat at CYO Camp. Currently 42 second graders are preparing for their First Reconciliation and First Communion.

The Saint Bartholomew Catholic School faculty consists of 18 homeroom teachers, a media specialist, an art teacher, a music teacher, a physical education teacher, a Spanish teacher, and 4 Title/Resource teachers who work with students who receive Title I and Title III services, and those who have an Individual Service Plan (ISP), and/or need additional resource support. The current administrative team includes the principal who has served at Saint Bartholomew since 2012, an assistant principal, a full-time instructional coach and a part-time Title coordinator who also oversees special projects. All teachers meet weekly in Professional Learning Communities (PLCs) in multi-grade and/or special area groups. Each Kindergarten through grade five homeroom has an instructional assistant, and there are four instructional assistants who serve middle school students. There is a nurse, band director and an athletic director on staff. Saint Bartholomew is accredited by AdvancED and the Indiana Department of Education. Saint Bartholomew has earned an “A” School Accountability grade from the Indiana Department of Education every year since 2010 when the grades were first given. Saint Bartholomew has been named a 4-Star School each year since 2014 when the award began. Saint Bartholomew Catholic School has had the highest ISTEP+ passing rate in Bartholomew County since 2013! Congratulation on these recognitions of your dedication to the students of Saint Bartholomew!

Saint Bartholomew School employs a full-time technology coordinator. Over the last six years there has been a focus on technology upgrades. During the summer of 2018, the wireless infrastructure was upgraded to allow for more technology usage in the school. Students in grades 1 through 8 have one device per student. Kindergarten students and first graders use iPads, and second through eighth graders use Chromebooks. Through the generosity of the Saint Bartholomew PTO, Epson Smartboard projectors were purchased for every classroom.

Kindergarten through fifth grade students have weekly instruction in technology, art, music, physical education, and Spanish. Sixth grade students are scheduled for Spanish class twice a week, and seventh and eighth grades students have Spanish five days a week. Spanish instruction allows the Saint Bartholomew students the opportunity to earn up to two years of high school Spanish language credits. Middle school students also have opportunities to earn high school credit in both Algebra and Geometry. Saint Bartholomew middle school students are required to complete service hours, and all students participate in service projects throughout the school year. Saint Bartholomew partners 8th graders with 1st graders, and 7th graders with Kindergarteners in the Buddy Program for special activities.

The demographics of Saint Bartholomew School have changed over the last ten years resulting in a more diverse population. In the 2018-19 school year, minority students comprised 41.1% of the population, an increase from 19% in 2010-11 school year. In the 2018-19 school year the Hispanic population was 31.4%,

up from 11% in 2010-11 school year. The percentage of Catholic students attending Saint Bartholomew School has decreased 10% from 97% in 2010-11 to 87.1% today. Enrollment trends are positive. The enrollment in 2014 was 359 students, and the 2018-19 school year ended with 412 students enrolled.

The number of students receiving some financial assistance has increased from 13% in 2010-11 to 44.3% in 2018-19. Students eligible for free-and/or reduced lunch has increased from 3% in 2010-11 to 24.3% in 2018-19.

There are 144 students who attend Saint Bartholomew School through the assistance of an Indiana Choice Scholarship, commonly referred to as a voucher; and 27 students who receive tax credit scholarships (2018-19 numbers).

Challenges facing Saint Bartholomew is the need for more space and upkeep on an aging building. Through the blessings of a 2018 Capital Campaign, there is now a Spanish classroom, and there is newly renovated space for art class. There is also space designated for storage for music department. New administrative space was constructed for the social worker, assistant principal, instructional coach and Title/resource teachers. Yet, the music room is small for class sizes of 25; the media center and library are the same space—which is also the same space used for Science—Technology—Engineering—Mathematic (STEM) activities. The Kindergarten students and staff feel isolated from the rest of the school at times. More Title and/or resource teachers to assist struggling students and English Language Learners (ELL) would be of great benefit—but there is no space. Most disappointing is there is no space to add a pre-school.

In 2014, Saint Bartholomew implemented the Olweus Bullying Prevention Program (OBPP) in response to cry of bullying and a lack of respect among some students. OBPP continues today as students meet as “Irish Families” each week in “Irish Time” to discuss bullying prevention and how to create a more respectful climate and culture at Saint Bartholomew. A current goal of “Irish Time” is to motivate Saint Bartholomew students to take the lead in overseeing school service projects. With the support of the PTO, Saint Bartholomew has adopted “The Leader in Me” program to help students view themselves as capable leaders. “Minds in Motion” was implemented at Saint Bartholomew in the 2018-19 school year to better meet the needs of incoming Kindergarteners who were entering school with fewer basic skills.

Indiana Statewide Testing for Educational Progress (ISTEP+) scores continue to remain high at Saint Bartholomew Catholic School. The Saint Bartholomew Leadership Team remains focused on students who struggle by implementing after-school tutoring. Beginning the 2019-2020 school year the Saint Bartholomew students will use the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) to monitor student progress throughout the school year.

Enrollment has been gradually increasing at Saint Bartholomew School. The School Commission along with the administration has been organizing activities to increase the awareness of the excellent Catholic school Saint Bartholomew is. Parishioners were surveyed to understand why they were not choosing Saint Bartholomew. A letter to address those concerns was sent to the families along with an invitation to reconsider their choice of school and to attend the school’s open house. Another initiative has been to present the newly baptized children of the parish with a gift from the school. Saint Bartholomew Catholic School students create Easter cards and invitations to special school events to send to pre-school age children of the parish and their families. Several years ago, Saint Bartholomew hired a marketing firm which resulted in the development of a consistent logo, a new website, and a marketing plan. More recently the school hired a marketing coordinator who focuses on building relationships with alumni,

parishioners, and community business owners. Retention of middle school students has been a challenge for Saint Bartholomew. Each year several students leave the school to attend the neighboring public school. The marketing team continues to develop retention strategies.

SCHOOL IMPROVEMENT PLAN

The School Improvement Plan submitted for 2017-2020 includes the following goals:

Catholic Identity Goal: Students, teachers, and parents will work together to create a school culture that promotes respect for all.

Essence of the Goal: All students feel safe and included at school. We especially want students of various cultures to feel welcome.

Measures of success: ACRE data; Olweus Questionnaire; enrollment data; Mass attendance data

Academic (English/Language Arts) Goal: Students will improve proficiency in reading comprehension, reading fluency, and writing application by at least one grade level during the academic year.

Essence of the Goal: Students will be able to read and comprehend a variety of literature and non-fiction at more complex levels proficiently and independently. Students will be able to write effectively in narrative, informative, and persuasive forms and support their reflection to literature and non-fiction texts.

Measures of success: ISTEP+/ILEARN; STAR Reading and STAR Early Literacy; Writing prompts; textbook unit assessments; NWEA MAPs data

Academic (Math) Goal: Students will improve proficiency in math computation and math application (problem-solving) by at least one grade level during the academic year.

Essence of the Goal: Students will be able to perform computations fluently and correctly at their grade level or above. Students will be able to make sense of problems and persevere in solving them. Students will be able to apply the mathematics they know to solve problems arising in everyday life using a variety of appropriate strategies.

Measures of success: ISTEP+/ILEARN; STAR Math; Moby Max; Kahn Academy; NWEA MAP

Institutional Goal: To increase enrollment while maintaining high quality education.

Measure of success: Enrollment data

**SAINT BARTHOLOMEW CATHOLIC SCHOOL STRATEGIC PLAN
2017-2020**

Goals are aligned with the 13 standards of the *National Standards and Benchmarks for Effective Elementary and Secondary Catholic Schools*.

Thirteen (13) goals outlined in the Strategic Plan completed in 2017 and updated each year include:

Mission and Catholic Identity Goals

Standard 1

Saint Bartholomew Catholic School will better communicate the school's mission through a renewed mission statement with more emphasis on Catholic identity and to use it as the basis for all planning.

Strategies outlined to reach the goal include using the revised mission statement for all planning, marketing and information; and reciting the mission statement at all gatherings.

Governance and Leadership Goals

Standard 5

Saint Bartholomew Catholic School will better organize the school's governing body to make more informed decisions that will support the school's leadership to accomplish its mission. The school commission, representing the diversity of the stakeholders, will function according to its approved by-laws.

Strategies include updating by-laws annually; all school commission members continuing to attend commission training offered by the Office of Catholic Schools; commission members attending annual retreats.

Academic Excellence

Standard 7

Saint Bartholomew Catholic School will enhance the academic quality of the school with more rigorous curriculum and renewed focus on Catholic values. Faculty will better integrate religious spiritual, moral and ethical dimensions of learning at age-appropriate levels in all subjects. Faculty will provide opportunities to engage and challenge all learners including accelerated learners, English-Language Learners, and those with learning disabilities or other challenges.

Strategies include continuing to utilize Kagan strategies for active engagement of all learners; creating collaborative learning structures, differentiated instruction, while weaving Catholic teachings into lessons. Professional development is ongoing.

**Operational Vitality
Standard 10**

Saint Bartholomew Catholic School Commission and Leadership team will develop financial plans in collaboration with vested partners to ensure operational vitality of Saint Bartholomew Catholic School and the affordability of Catholic education for all families wishing to attend Saint Bartholomew Catholic School.

Strategies include identifying multiple funding sources and financial partners; determining and communicating cost per pupil; and developing a 3-to 5-year financial plan for the school.

ASSURANCES

Saint Bartholomew Catholic School has completed all required Archdiocesan and Indiana Catholic Schools Consortium assurances due by the date of the *Continuous Improvement Journey* visit.

DOMAINS

The four Domains of the *National Standards and Benchmarks for Effective Elementary and Secondary Catholic Schools (NSBECS)* are: Mission and Catholic Identity, Governance and Leadership, Academic Excellence, and Operational Vitality. For each standard under the four domains, the *NSBECS* self-assessment provides a series of benchmarks that use rubrics to describe the state of each standard in the school. identity

The *Continuous Improvement Journey* process includes the compilation and analysis of data and the following reports/diagnostics: student performance, stakeholders' feedback, and Catholic self-assessment results through the *National Standards and Benchmarks for Effective Elementary and Secondary Catholic Schools (NSBECS)*. The *NSBECS* is a framework which describes how the most mission-driven, program effective, well managed, and responsibly governed Catholic schools operate.

The *Continuous Improvement Journey* team shares the following findings in each standard area:

MISSION AND CATHOLIC IDENTITY

Standard 1

An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic identity rooted in gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Mission Statement

“Saint Bartholomew Catholic School empowers all students in our faith-filled welcoming community to grow in mind, body and spirit.”

During the *Continuous Improvement Journey* process, the team looked and listened for references to the mission statement. Is the mission statement viewed as the foundation for everything that is done at the school? The visiting team members heard from nearly all stakeholders that the school's mission is for

students to be “empowered to grow in mind, body and spirit.” Signs are posted throughout the school in classrooms, hallways, and bulletin boards that highlight that message in both English and Spanish. Those interviewed during the visit expressed clearly that students are guided to attain their spiritual and academic potential.

The 2019-2020 School Year Theme: “Live as Children of Light, for light produces every kind of goodness and righteousness and truth.” Ephesians 5: 8-9

Strengths/Commendations:

1. A strong sense of welcoming to all to be “empowered to grow in body, mind and spirit.”
2. All constituents can readily recall and understand the essence of the mission statement.
3. Strong visible presence of statues, Scriptures, and using bulletin boards to highlight Catholic teachings.
4. Father Chris Wadelton is present to the school children daily and is striving to learn names.
5. A class promised a Spiritual Bouquet for the family of the teacher who died the day before the visit.
6. “Saint Bartholomew School helps me get closer to God.” (Saint Bartholomew Catholic School student)

Challenges/Recommendations:

1. Continue to call Saint Bartholomew Catholic School stakeholders together regularly to clarify, review, and renew mission statement to use as the foundation for all planning.
2. Continue to plan to recite the mission statement at all gatherings and meetings of the Saint Bartholomew Catholic School communities, i.e., School Commission meetings, PTO meetings, School assemblies, Professional Learning Community meetings.
3. Create a vision statement for the school to describe how Saint Bartholomew students will live their school’s mission.

Standard 2

An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Strengths/Commendations:

1. Religion classes are an integral part of the curriculum, evident in time allocated and instructional materials provided.
2. The faculty use the lens of scripture and Catholic tradition in all subjects to help students think critically and ethically about the world. Teachers integrate religion in all academic areas, i.e., using the example of charitable contributions when teaching about money.
3. Grades 2-8 participate in an annual class retreat.
4. Every class plans and provides service to a group in need.
5. Saint Bartholomew Catholic School students’ scores are strong in their Catholic identity as is evidenced by high Assessment of Children/Youth Religious Education (ACRE) scores. Reference Archdiocesan ACRE results on the Office of Catechesis website.

Challenges/Recommendations:

1. Consider adding the story of Saint Bartholomew to religion classes.
2. Create a spiritual goal to be included as part of the data folder.

Standard 3

An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

Strengths/Commendations:

1. There are timely and regular opportunities to learn about and experience prayer and liturgy as the students and staff participate in weekly Mass, Eucharistic adoration, Benediction, Rosary, and other Catholic experiences such as May Crowning, and the Stations of the Cross.
2. Retreats are offered for 2nd through 8th grade classes annually.
3. All Saint Bartholomew students participate in service projects for social justice, i.e., visiting nursing homes, Veterans' program.
4. Administrators and faculty serve as role models of faith as was evidenced on the day of the visit, as the faculty and staff were mourning the loss of a beloved longtime teacher.
5. Saint Bartholomew students sponsor children in Haiti.

Challenges/Recommendations:

1. Integrate service opportunities into the curriculum to focus more on service learning.
2. Continue to offer other opportunities for staff faith-formation, i.e., "Textio" groups; Christian book clubs, morning prayer times during Advent and/or Lent, etc.

Standard 4

An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.

Strengths/Commendations:

1. Saint Bartholomew Catholic School leadership, faculty, and staff assist parents in faith formation of the children.
2. All adults visibly support the faith life of the school community, especially in sacramental preparation.
3. Saint Bartholomew Catholic School matches veteran parents with new families to act as mentors.
4. Saint Bartholomew Catholic School staff participate in an annual retreat.

Challenges/Recommendations:

1. Consider inviting the Saint Bartholomew Catholic School parents to participate in service opportunities with their children.
2. Include opportunities for adult faith formation in gatherings, i.e., Open House, Back to School nights, family nights, etc.
3. Consider planning mini retreats for the Saint Bartholomew Catholic School staff perhaps during Advent and/or Lent for adult faith formation.

GOVERNANCE AND LEADERSHIP

Standard 5

An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Strengths/Commendations:

1. The Saint Bartholomew Catholic School Commission has an appropriate awareness of its supportive role in the school.
2. School Commission has 15 members and is monitoring the goal of reflecting the diversity of the community it serves.
3. The commission incorporates the *National Standards and Benchmarks for Effective Catholic Schools* to guide all decisions.
4. The commission members attend the Archdiocesan Commission Trainings offered by the Office of Catholic Schools.
5. New pastor is welcomed as the Saint Bartholomew community bids farewell to the beloved retiring pastor.

Challenges/Recommendations:

1. Regularly revise the bylaws for the Saint Bartholomew School Commission.
2. Regularly communicate progress toward achieving the Saint Bartholomew School Improvement Plan goals and Strategic Plan goals to the members of the School Commission.

Standard 6

An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Strengths/Commendations:

1. Building administrators hold correct licensure and complete all trainings required by the OCS.
2. Many Saint Bartholomew Catholic School teachers participate in the Archdiocesan Catholic School Leadership Academy group.
3. Shortened version of the mission statement, "empowered to grow in mind, body and spirit" is known and recalled by all.
4. Principal is responsive to the needs of the teachers and staff members, as well as the parents and students of Saint Bartholomew Catholic School.
5. Regular communication from administration and classroom teachers inform parents of the workings of the school.
6. There is a good working relationship with Columbus public schools.
7. The school leadership communicates new initiatives to the school community, i.e., NWEA, and *Leader in Me* program.

Challenges/Recommendations:

1. Link intentional professional development to goals in the Saint Bartholomew School Improvement Plan.
2. Continue the successful incorporation of diverse students into Saint Bartholomew Catholic School.
3. Clearly communicate the rationale, goals, and the steps of new initiatives to all stakeholders as they are implemented.
4. Continue to focus on the mission and Catholic identity of Saint Bartholomew when families are deciding to enter Columbus schools for “AC”—remind them Saint B’s is about “JC.”

ACADEMIC EXCELLENCE**Standard 7**

An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Strengths/Commendations:

1. Faculty and staff are very knowledgeable of subject content and certified in their areas of teaching with an average of 11 years’ experience.
2. Seven faculty members are bilingual (Spanish).
3. Professional Learning Communities (PLCs) are being implemented to increase collaboration among teachers, and ensure a rigorous curriculum is offered to all students.
4. Gospel values are woven into the curriculum which is rooted in Catholic values.
5. Spanish, Algebra and Geometry are offered for high school credit.
6. Saint Bartholomew Catholic School is consistently identified as an “A” school by the Indiana Department of Education
7. Saint Bartholomew graduates consistently graduate from high school in the “Top 10” of their class.
8. Saint Bartholomew students participate in study trips, i.e., 7th graders visit Chicago; 8th graders visit Washington, D.C.

Challenges/Recommendations:

1. Design and plan instruction for 21st century learning that prepares Saint Bartholomew students to become expert users of technology, able to create, publish, and critique digital products.
2. Continue to deliberately design and plan lessons which incorporate Catholic teachings.

Standard 8

An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Strengths/Commendations:

1. Data from STAR is regularly reviewed to monitor student progress and determine grouping of students.

2. NWEA MAP have been implemented for the 2019-2020 school year to better monitor Saint Bartholomew students' academic growth.
3. Faculty uses Professional Learning Communities (PLC) weekly meetings to monitor individual and class wide student learning.
4. Saint Bartholomew Catholic School has been named a 4-STAR school by the Indiana Department of Education for fifth year in a row.

Challenges/Recommendations:

1. Disaggregate the ILEARN data to identify areas where teachers can improve instruction; utilize the tools available on the IDOE website for guidance.
2. Consider including and inviting the instructional assistants to professional development for NWEA analysis and response to the analysis.

Standard 9

An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Strengths/Commendations:

1. There are 4 tutors to assist with students eligible for Title I and Title III services and for English Language Learners, as well as for the students with an Individual Service Plan (ISP).
2. Saint Bartholomew employs an Assistant Principal, an Instructional Coach, a School Nurse, a School Counselor, a Technology Coordinator, a Band Director, and an Athletic Director.
3. The curriculum includes Spanish, Library, Art, PE, Music, and Technology.
4. The Olweus Anti-bullying Program is implemented with a focus on respect for all during "Irish Time."
5. Outdoor Learning Lab with its Greenhouse and Gardens has added a focus on caring for God's creation.

Challenges/Recommendations:

1. Continue to research best practices that enrich the already excellent academic program.

Saint Bartholomew Catholic School Classroom eleot® Observation Data

The *Continuous Improvement Journey* team conducted 24 classroom observations using the (*Effective Learning Environments Observation Tool® (eleot®)*). The team members rated each indicator as:

- Highly Evident (4)
- Evident (3)
- Somewhat Evident (2)
- Not Observed (1)

Effective Learning Environments Observation Tool® (eleot®) Results

The eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED

Standards. The eleot® provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning. Classroom observations are conducted for a minimum of 20 minutes. Results from eleot® are reported on a scale of one to four based on the degree and quality of the engagement. The Catholic Identity in Learning Environment has been added by the Office of Catholic School.

eleot® Observations Saint Bartholomew Catholic School	
Total Number of eleot® Observations	24
Environments	Rating
Equitable Learning Environment	3.0
Learners engage in differentiated learning opportunities and/or activities that meet their needs.	2.8
Learners have equal access to classroom discussions, activities, resources, technology, and support.	3.3
Learners are treated in a fair, clear and consistent manner.	3.6
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions.	2.4
High Expectations Environment	2.9
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher.	3.3
Learners engage in activities and learning that are challenging but attainable.	3.0
Learners demonstrate and/or are able to describe high quality work.	2.5
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing).	2.9
Learners take responsibility for and are self-directed in their learning.	3.0
Supportive Learning Environment	3.3
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful.	3.4
Learners take risks in learning (without fear of negative feedback).	3.2
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks.	3.3
Learners demonstrate a congenial and supportive relationship with their teacher.	3.4
Active Learning Environment	2.9
Learners' discussions/dialogues/exchanges with each other and the teacher predominate.	3.2
Learners make connections from content to real-life experiences.	2.3
Learners are actively engaged in the learning activities.	3.4
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments.	2.5
Progress Monitoring and Feedback Environment	2.5
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored.	2.5

eleot® Observations Saint Bartholomew Catholic School	
Total Number of eleot® Observations	24
Environments	Rating
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work.	3.0
Learners demonstrate and/or verbalize understanding of the lesson/content.	2.7
Learners understand and/or are able to explain how their work is assessed.	1.9
Well-Managed Learning Environment	3.3
Learners speak and interact respectfully with teacher(s) and each other.	3.6
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others.	3.3
Learners transition smoothly and efficiently from one activity to another.	3.0
Learners use class time purposefully with minimal wasted time or disruptions.	3.3
Digital Learning Environment	1.5
Learners use digital tools/technology to gather, evaluate, and/or use information for learning.	1.7
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning.	1.4
Learners use digital tools/technology to communicate and/or work collaboratively for Learning.	1.5
Catholic Identity in Learning Environment	
Learners engage in classroom with a designated holy space where Catholic symbols are evident.	yes
Learners have opportunities to serve others.	yes
Learners participate in prayer, liturgies, and/or other Catholic practices.	yes
Learners make connections from content to dimensions of the Catholic faith.	yes

eleot® Narrative

The *Continuous Improvement Journey* team conducted 24 observations in classrooms at Saint Bartholomew Catholic School. The team members realize this is only a “snapshot in time” of the learning that takes place in the school. Team members conducted observations in different subject matter and grade levels for all teachers.

The Supportive Learning Environment (3.3) and Well-Managed Learning Environment (3.3) received the highest average scores. The **Digital Learning Environment** was observed least often with an average score of 1.5.

- Within the **Supportive Learning Environment** Saint Bartholomew learners were observed demonstrating a positive, engaged, purposeful sense of community (3.4); and they demonstrated a congenial and supportive relationship with their teachers (3.4); and the learners were supported by their teachers, their peers and/or other resources to understand content and accomplish tasks (3.3).

- It is evident the **Well-Managed Learning Environment** is in place as it was observed that Saint Bartholomew learners spoke and interacted with each other and the teacher in a respectful manner (3.6); they demonstrated knowledge of and followed rules, met classroom expectations, and worked well with others (3.3); and the learners used time purposefully with minimal wasted time or disruptions (3.3). A safe and orderly environment is key in learning and is in place in the classrooms at Saint Bartholomew Catholic School.
- The team observed an **Equitable Learning Environment** (3.0) in place as learners were treated in a fair, consistent manner (3.6); the learners had equal access to classroom discussions, activities, and support (3.3). It was only somewhat evident that students demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics conditions and dispositions (2.4).
- The **Active Learning Environment** (2.9) and **High Expectations Environment** (2.9) were also evident to the team. Learners were actively engaged in learning activities (3.4); and learners strove to meet or were able to articulate the high expectations established by themselves and/or their teachers (3.3).
- It was less evident to the *Continuous Improvement Journey* team members that a **Digital Learning Environment**, which received a score of 1.5, is in place. Saint Bartholomew learners were rarely observed using digital tools/technology to gather, evaluate, and/or used information for learning (1.7); or for research, problem-solving, or for creating original works for learning (1.4); or using the tools to communicate or work collaboratively during the time that the team was onsite (1.5). The team understands that these activities do not take place within all class periods yet encourages the teachers and leadership to evaluate the use of technology by students for these purposes.
- The team also looked for and noted how the **Catholic Identity Learning Environment** is woven into the classroom environment to focus on the reason for the school. What makes these classrooms different from classrooms in a non-Catholic school? How is Catholic teaching and practice evident to students and teachers daily? Through classroom observations the team concentrated on ways that learners engage in the classroom with a holy space where Catholic symbols are evident. All classrooms contained crucifixes and statues of Mary. The *Continuous Improvement Journey* team members heard of opportunities Saint Bartholomew students have to serve others. The team witnessed and heard of opportunities for students and staff to participate daily and weekly in prayer, liturgy, and other Catholic practices. Teachers expressed ways in which they make connections between content and dimensions of the Catholic faith.

OPERATIONAL VITALITY

Standard 10

An excellent Catholic school provides a feasible three to five-year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Strengths/Commendations:

1. There exists good communication between pastor, principal, and the School Commission to determine budgetary needs.
2. The School Commission has created a Finance Committee.
3. Income and expenses are monitored weekly.

4. Tax Credit Scholarships donated through the Scholarship Granting Organization (SGO) have had a positive impact on the budget.

Challenges/Recommendations:

1. Expand the Tax Credit Scholarship (SGO) program through communication to the parish. Consider hosting an informational evening inviting potential donors.
2. Create a 3-to 5-year financial plan in collaboration with the School Commission.

Standard 11

An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Strengths/Commendations:

1. Human Resources programs are staffed at the appropriate level.
2. Human Resources policies provide a clarity of responsibilities, expectations, and accountability.
3. Goal in the Strategic Plan includes competitive salaries and benefits for the faculty and staff members.

Challenges/Recommendations:

1. Consider having one other person understand and collaborate with the principal in determining financial aid, as well as other financial decisions impacting the school.

Standard 12

An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Strengths/Commendations:

1. Saint Bartholomew Catholic School has a technology plan.
2. There have been recent upgrades, i.e., the renovation of the Art Room, the addition of a Spanish Room, and the Outdoor Learning Lab.

Challenges/Recommendations:

1. Create the long-range plan to address the needs for more space.
2. Create a long-range plan to include replacing school furniture, i.e., desks and tables for small groups.

Standard 13

An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Strengths/Commendations:

1. There is a Marketing team member on the School Commission.
2. There has been a recent revision to the school's mission statement.
3. All communication to school families and parishioners is bilingual.

Challenges/Recommendations:

1. Continue to plan, implement, and monitor multiple means of marketing Saint Bartholomew Catholic School by all stakeholders.
2. Continue to embrace the diversity of the student population through curriculum, instruction, and outreach.
3. Investigate further why families have chosen other school options, and to identify and market Saint Bartholomew Catholic School's strengths.
4. Write a marketing plan that identifies intended audiences, communication streams, and includes SMART goals; and one that designates the person(s) responsible for the administration of the plan.

GENERAL STRENGTHS/COMMENDATIONS

While commendations were noted throughout the report, the team would like to highlight the following strengths:

Mission and Catholic Identity

The *Continuous Improvement Journey* team witnessed a faith-filled community focused on family, community, and Catholic faith. Teachers see themselves as those who "empower all students to grow in mind, body and spirit." The newly retired pastor views the school as a place of which he is proud. The current pastor views the school as a place of joy. Students know they are in a Holy Space.

Governance and Leadership

The principal is an excellent leader who listens and problem-solves. She responds to the needs of the faculty and staff, as well as the parents and students. A strong leadership team is in place to further all aspects of students' spiritual and academic growth. The pastor supports the work of the principal and is active in the school. The School Commission is serious about their role as supporters of the mission of the school.

Academic Excellence

Saint Bartholomew Catholic School has a committed, qualified staff. Teachers care about each child's growth and development and provide the foundation for students "to grow in mind, body and spirit." They support students who need extra assistance and are eager and willing to become the best teachers they can be. Administrators care about providing new opportunities for teachers and want students to be successful. Standardized test measures show that students are learning and growing. Saint Bartholomew continues to receive "A's" from the Indiana Department of Education. Saint Bartholomew is also named a 4-Star School each year.

Operational Vitality

The work of implementing the Strategic Plan has begun and is being monitored and progress is being communicated. Saint Bartholomew Catholic School is financially sound. Stakeholders believe the students and staff learn in a safe environment.

GENERAL CHALLENGES/RECOMMENDATIONS**Mission and Catholic Identity**

Continue to regularly revisit and review the mission statement(s) with input from all stakeholder groups and use the mission statement to determine instruction, curriculum, and extra-curricular offerings, and to share the mission in all communication. Continue to highlight the Catholic identity of Saint Bartholomew Catholic School to all in the Columbus community.

Governance and Leadership

Continue to communicate progress toward goals in the School Improvement Plan and Strategic Plan to all stakeholders.

Academic Excellence

For such a high performing academic school, maintenance and sustaining the high achievement becomes the challenge. Plan for more technology integration which allows the students to acquire 21st Century skills of gathering, evaluating and using information for learning. Continue to monitor academic progress of all students as the diversity of the school continues to increase. Keep doing what you're doing!

Operational Vitality

Write and implement a 3-to 5-year financial plan. Continue to identify reasons families do not re-enroll in the school and address where you are able. Continue to use the website to provide valuable information about the school, including an executive summary of the school's offering and strengths and its history. Continue to determine budgetary means to increase teacher salaries each year. As part of a facilities long-range plan, determine strategies to address the need for more space.

CONCLUSION

Saint Bartholomew Catholic School is providing a high quality, Catholic education to students in Columbus, Indiana, and the surrounding area. Stakeholders interviewed stated many strengths of the school.

The team very much enjoyed serving on the Saint Bartholomew Catholic School *Continuous Improvement Journey* visit. The staff was welcoming, and the interviews were informative and enlightening. Thank you for your preparation and for fully participating in the visit focused on continuous improvement for Saint Bartholomew Catholic School. Share this report with the School Commission and other stakeholders. In approximately two years, Saint Bartholomew will be asked to submit an Accreditation Progress Report to the Office of Catholic Schools responding to the recommendations given in this report.

May God continue to bless Saint Bartholomew Catholic School.

Respectfully submitted,



Gina Kuntz Fleming, Superintendent of Catholic Schools, Office of Catholic Schools

The Office of Catholic Schools would like to extend gratitude to the following professionals who served on the *Continuous Improvement Journey* team at Saint Bartholomew Catholic School.

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