

DESIGN FOR GROWTH



“A Plan for Continuous School Improvement”

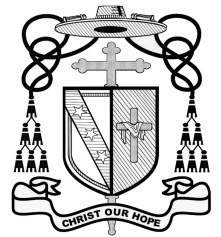
**DISTRICT ACCREDITATION
SCHOOL MANUAL**

CATHOLIC DIOCESE OF RICHMOND

2008

Diocese of Richmond

Pastoral Office • 7800 Carousel Lane, Richmond, Virginia 23294-4201 • Phone: (804) 359-5661 • Fax: (804) 358-9159



Office of the Bishop

Dear Catholic School Educators,

The Diocese has in place a very fine accreditation tool, *Design for Growth*, which is in compliance with nationally recognized standards set forth by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement. The instrument is recognized by the Virginia Council for Private Education and implemented through the Virginia Catholic Education Association.

All schools of the Diocese of Richmond are accredited by SACS CASI and VCEA.

The accreditation process heightens the quality and achievement of our schools and the professional quality of each educator. Accountability for student growth in learning will be required at the local and diocesan levels.

May God continue to bless the mission of Catholic schools in the Diocese of Richmond!

Sincerely yours in Our Lord,

A handwritten signature in cursive script, reading "Francis X. Di Lorenzo", preceded by a small cross symbol.

Most Rev. Francis X. Di Lorenzo
Bishop of Richmond

September 2006

Office of Catholic Schools

Diocese of Richmond

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Dear Catholic School Leadership,

On March 14, 2007, the schools of Diocese of Richmond became the first Catholic system of schools in the nation to be recommended for District Accreditation by the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). The move to district accreditation is part of a larger initiative on the part of Bishop DiLorenzo, Bishop of Richmond, to raise the bar in accountability, transparency, and excellence in all ministries including schools.

Accreditation is a voluntary method of quality assurance developed more than one hundred years ago by American universities and secondary schools. The goal of accreditation is to evaluate, verify, and improve the quality of schools and school systems. To be accredited, a school or district must meet high standards, engage in continuous improvement, and demonstrate quality assurance through external review. A grant of accreditation is a mark of excellence that signals to all constituencies the school or district's level of quality.

The continuous improvement process that SACS CASI requires of its schools, dovetails with the Office of Catholic Schools' vision to position Catholic schools in the forefront of education by taking them from good to great, and with the US Conference of Catholic Bishop's report in June of 2005, which calls for laity, clergy, faculty and administration to expand the reach of schools as a ministry for all in the Catholic Church.

The *Design for Growth* instrument and peer review process help to ensure that continuous improvement standards are in place in all schools of the Diocese, so that the young people we serve have access to the best spiritual and academic programs we can provide.

Sincerely,



Annette Z. Parsons
Chief Catholic Education Administrator

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DESIGN FOR GROWTH

INTRODUCTION

In June 2006, the Southern Association of Colleges and Schools and the Council on Accreditation and School Improvement (SACS CASI) officially recognized the school system of the Catholic Diocese of Richmond as a “**district.**” This is an important distinction for the Catholic schools of the Diocese and achieving this distinction is commendable. District accreditation underscores SACS CASI recognition of current levels of educational excellence within these Catholic schools. It also presents a comprehensive and unified vision for future excellence within this consortium of Catholic schools. By definition, each of the Catholic schools of the district is to be aligned and focused toward achieving goals, as defined by a set of “**standards.**”

Recognition of the school system as a district fosters innovative perspectives through which meaningful, as well as comprehensive school improvement is developed. School accreditation, maintained in accordance with the district standards emphasizes educational excellence. It also fosters a process based upon adherence to a unified set of standards substantiated through quantifiable data. Perhaps most innovatively, district accreditation requires continuous, rather than cyclical, evaluation of quality educational control. The SACS CASI manual states: “the district articulates and implements a planning framework for district improvement that addresses four elements: *a Vision* describing the future direction and purpose for the school district and its schools; *a Profile* describing the current conditions of the school district and its schools focusing on student learning; *a Plan* designed specifically to address student learning needs and to build the capacity of the internal systems of the district to address such priorities; and the documentation of *Results* stemming from improvement efforts.”

In compliance with district accreditation, the District of the Catholic Diocese of Richmond is responsible for the design and implementation of a quality assurance review process. The Quality Assurance Board (**QAB**), comprised of Diocesan school representatives, was established in September 2005. It facilitated and gave oversight to the transition to district status and is responsible for assuring compliance with district standards by each school of the Diocese. The QAB is the quality assurance liaison between individual schools and the District. The QAB met with SACS CASI in February 2007 to substantiate each Diocesan school’s compliance with standards for accreditation. The QAB directs and validates the accreditation process for individual schools. The SACS CASI review team will validate diocesan compliance of district standards every five years.

District accreditation through SACS CASI provides several benefits. It:

- Supports and enhances a common language of school improvement across content areas and grade levels, as well as across individual schools, feeder schools, and district lines of responsibility
- Ensures continuity and collaboration in planning for improvement that is anchored in a common vision for education among all its schools, because each school's improvement goals must complement that of the district
- Is cost effective for districts and schools
- Provides the district and community with validation and recognition for improvement efforts as well as recommendations that are designed to further the district's effort to improve

The QAB has developed the *Design for Growth (DfG)* instrument for school self-evaluation replacing *The Design for Excellence (DfE)* model. The founding authors were Maureen McCabe, Mary Elizabeth Rhodes, Sr. Catherine Joseph, O.P., and Francine Conway. The change is deliberately formulated to provide a more comprehensive process for self-evaluation that also complements the mission of district accreditation. The board has worked diligently to develop a user-friendly instrument that addresses the needs of district accreditation, and also provides for the transition from the *DfE* model.

HISTORY OF ACCREDITATION

Diocese of Richmond

In 1984, the State Department of Education challenged the private education sector to find an alternative method of accreditation other than through the state. The **Design for Excellence** accreditation process was developed as a response to this challenge.

The **Virginia Catholic Education Association** (VCEA) was formed with the primary responsibility of overseeing the formulation of the self-study process of the schools of the Dioceses of Arlington and Richmond. In 1993, the VCEA accepted the task of developing the *Design for Excellence*. The first year was spent in study, dialogue, and composition.

In 1994, the first draft of the *Design for Excellence* instrument was written. The format reflected a shifting paradigm of learning which demanded an integrated approach to the formation of a Christ-centered learning environment in a rapidly changing technological society. The transition of society into an era of interdependency challenged schools to recognize unique learning styles which necessitated the creation of environments that foster creative, challenging, and ever-changing responses to the ultimate goal of academic excellence in a distinctively Catholic environment.

During 1995-96, the *Design for Excellence* self-study was piloted by Holy Spirit School in the Diocese of Arlington and St. Edward-Epiphany School in the Diocese of Richmond. As a result of recommendations from the pilot schools and the visiting committees, revisions to the process were made in 1996-97.

The *Design for Excellence* instrument was updated in 2000, demonstrating VCEA's commitment to promote excellence in education. In 2001, the National Board for SACS approved the *DfE* process for school improvement, with the addition of SACS standards.

In 2006, SACS accepted the school system of the Catholic Diocese of Richmond as a district, and a new instrument for accreditation was developed: **Design for Growth**.

A VISION FOR THE FUTURE

Catholic schools nurture personal growth, scholarship, lifelong learning, service, and responsible stewardship through a faith-centered way of life.

The Catholic schools of the Diocese of Richmond hold a vision that encompasses past present and future: they are rooted in the richness of Catholic tradition; they address the challenges of the present; and they are enthusiastically creating a future based on the example and teachings of Jesus Christ.

Catholic Schools **PROCLAIM** their identity as formative communities where prayer and worship, justice and peace, and reconciliation and evangelization become lived experiences.

Catholic Schools **KNOW** themselves as integral to the mission of the church and are the responsibility of the entire church.

Catholic Schools are **POSITIONED** as the heart of the church's life and, as such, share in the responsibility of being church in the world.

Catholic Schools **NURTURE** personal growth, scholarship, life-long learning, service, and responsible stewardship through a faith-centered way of life.

Catholic schools are committed, as responsible stewards, to collaborative planning and remain the educational choice for the future.



ROLES AND RESPONSIBILITIES

SACS:

1. provides continual oversight to the district to manage continuous school improvement
2. sends a Quality Assurance Team to the district to validate school improvement and the implementation of correct procedures by the Diocesan Quality Assurance Board
3. communicates with OCS for updates on school improvement

OCS

1. creates, trains, and develops a Quality Assurance Board (QAB) to oversee school improvement
2. consults with the QAB on needs for professional development expressed in self-studies and visiting team reports
3. communicates with SACS for updates on school improvement
4. works closely with the QAB on defining procedures and needs for school improvement
5. prepares yearly report from SACS on-line program for School Standard's input
6. visits and provides resources to schools to support growth
7. aligns programs with the cycle for school improvement

QAB:

- 1. provides oversight of SACS *Design for Growth* and process of accreditation**
- 2. creates policies and procedures to clarify process for School Improvement**
- 3. meets with School Improvement Chairs each year**
- 4. reviews yearly SACS plans for school improvement**
- 5. communicates with the schools to assist with plans**
- 6. review reports of schools**
- 7. implements a training book for faculties, review teams, and other groups involved in school improvement**
- 8. prepares the fifth year review study for the District**
- 9. meets with Quality Assurance Review Team to validate District Improvement**
- 10. implements the *Design for Growth* accreditation process**
- 11. reviews October reports and maintains contact with assigned schools**
- 12. assists in the orientation process for all schools in review year**

Schools:

- 1. engage all members of the community in School Improvement.**
- 2. maintain a School Improvement Committee and appoints a chair of the committee**
- 3. monitor and oversees completion of yearly goal sheets for school**
- 4. complete yearly report on Standards for Accreditation for October 1st**
- 5. conduct the self-study during the sixth year of accreditation according to district/OCS calendar and hosts a review team**
- 6. create a Continuous Improvement Plan including school goals as well as the Diocesan Review Team recommendations (Oct. 1)**
- 7. observe all due dates**

CONTINUOUS SCHOOL IMPROVEMENT

CONTINUOUS IMPROVEMENT PROCESS

Duties of a School Improvement Committee

The School Improvement Committee plans and supervises the Yearly Report as well as the fifth year review. The committee must have a chair or co-chairs. The size of the committee may vary, depending upon the size of the staff. The principal or assistant principal should be a member of the steering committee but not serve as chair.

The committee has the primary responsibility for planning and guiding the continuous improvement process of the school. These responsibilities include:

- Assigning members of all subcommittees
- Determining the appropriate participation of other members of the school community, e.g. Advisory Board, Parent Board, etc...
- Developing and coordinating a time schedule for completion of the review
- Establishing a method and schedule for subcommittees to report to the faculty
- Securing evidence and supplies for use during the review
- Filing the Yearly Report and the Five Year Review Process Report
- Finalizing the Review Report and securing all evidence to support the report.
- Preparing for the Review Team's visit.

Duties of Subcommittees

The continuous improvement process involves all staff members and other stakeholders needed to provide the evidence to fulfill the accreditation standards.

By following the directions and responding to the items in the section assigned, subcommittee members prepare advance drafts of materials for consideration by the faculty.

CONSENSUS BUILDING

The success of the “Continuous Improvement Process” is dependent upon everyone’s participation to discern the best way to fulfill the Mission of the school.

Dialogue is the capacity of a group to suspend assumptions and enter into a genuine “thinking together,” allowing the group to discuss insights not attainable individually. The school’s Mission is the driving force for the dialogue.

The professionalism of each faculty member is recognized and the process relies on each person’s contribution. The suggested structure can be adapted to local needs, but it is vital that all be given the opportunity to contribute.

Consensus is reached when all faculty members collectively have had an opportunity to influence the decision that best fulfills the Mission of the school. The process of consensus decision-making considers many points of view, provides time for dialogue in order to solidify the group, and guarantees that all feel heard and accepted. Consensus exists when all accept the decision of the whole and express a commitment to support its implementation. At all times the school’s Mission will determine what is best for the continuous improvement of the school.

Sample Process to Reach Consensus: Think-Pair-Share

Think-Pair-Share is a “multi-mode” strategy developed to encourage participation and higher-order thinking. Participants are taught to use a new response cycle to answer questions. The technique is simple to learn and has wide application.

Procedure:

- Participants listen while the leader poses a question.
- Participants are given time in which to think of a response.
- Participants are cued to pair with a neighbor to discuss responses.
- Participants are invited to share responses with the whole group.

A time limit is set for each step in the process, and leaders use cues (voice, bell or timer) to move participants through the cycle.

VOCABULARY

Brainstorming – a process to generate ideas or solutions. The greater the number of ideas generated, the greater the possibility that a quality solution will be found.

Consensus – two or more people cooperatively arrive at a decision they can support. Consensus exists when participants whose support is needed to implement a decision, agree with the decision and express a commitment to support its implementation.

Dialogue – the capacity of members of a team to suspend assumptions and enter into a genuine “thinking together” followed by honest discussion of insights that have become the “common wisdom.”

Discussion – has its roots with “percussion” and “concussion”, literally an exchange of ideas back and forth without any conclusion drawn.

Facilitator – a person who helps a group free itself from internal obstacles or difficulties so that it may more efficiently and effectively pursue its goals. A facilitator does not participate in this dialogue.

Goal – end towards which effort is directed.

Indicator – specific evidence needed to satisfactorily fulfill or complete a standard.

Team – group of people associated together toward a common goal.

Review Team – group of professionals that validate the standards, certify that the evidence is available for the indicators, and review goals set to improve student learning.

School Profile – a two or three page summary that includes the history of the school, identifies the accomplishments of past years and significant changes or challenges the school has pursued.

Stakeholder – a person or group with a direct interest, involvement, or investment in the school, e.g. the employer, employees, students, parents, alumni, donors, etc.

MISSION AND PHILOSOPHY OF LEARNING

A school's Mission Statement, while guided by the Diocesan Vision Statement, articulates the purpose of the school. A copy of the school Mission Statement should be included in the document, and it should be posted in a prominent place within the school.

The mission statement should be reviewed each year by the school community.

The Philosophy of Learning is the compelling belief that drives the teaching program and results in effective student learning.

All members of a school faculty have a clear understanding and belief in the school Mission Statement as well as the Vision for the Future.

Sample Process for Discernment

Individual Discernment

- What is my definition of learning?
- How do I facilitate (make it happen) learning in my classroom?
- How do I assess the needs of the learner?

Group Discernment

- Small groups of the faculty share their responses.
- Keep the Vision for the Future and the School Mission Statement as guides for making decisions.
- Faculty agrees on the needs of the learner in the school.
- Post or list each teacher's definition of learning.
- Identify the common points.
- Explain how the mission of the school aligns itself to the definition of learning.
- Develop a definition for the Philosophy of Learning of the school through consensus.
- Identify any missing learning components needed to fulfill the Mission of the school.
- Post or list how learning is implemented.
- List common points.
- Identify the strategies used to implement learning.
- Identify how the Philosophy of Learning fulfills the Vision for the Future and the Mission of the school.

The Philosophy of Learning may not have all the opinions of the individuals, but all individuals involved in the process agree that the statement does meet the expectations of the Vision for the Future and the Mission of the School.

SACS CASI CONTINUOUS IMPROVEMENT PLAN

YEARLY PROCESS

PART 1

1. Evaluate the status (accomplished, unfulfilled, or on-going) of each goal for the previous year
1. Carefully review each of the school standards for accreditation and determine whether or not the school is fulfilling the standard.
2. For each indicator, check the appropriate column as determined by the indicators.(Yes / In Progress / No).
3. To fulfill the standard the majority of the indicators must be satisfied.
4. Any indicator not met for the current year will become a goal for the school.

PART 2

1. Complete one SACS CASI Improvement Goal Sheet for each goal designated for the current year.
2. Write the goal on the sheet exactly as worded on the instrument; include the Standard and Indicator for each goal.
3. Indicate the step(s) required to achieve each goal for the current year.
4. Indicate the time it will take, the funds that will be needed, and the person(s) who will monitor the step(s) to achieve the goal.
5. Explain how the completion of this goal will improve student learning.
6. Describe the process the school will follow to achieve the goal (evidence generated)
7. Indicate the evidence generated by completion of this goal

PART 3

1. Place all evidence for each standard and indicator in the designated binder. If the evidence is not included in the binder, note in the correct binder where the evidence can be reviewed.

TIMETABLE FOR REPORTS:

Yearly Continuous Improvement Process Parts One and Two are submitted by October 1st each year. Please submit these electronically to your QAB representative and the Office of Catholic Schools Assistant Superintendent for Instructional Services.

Prior to October 1st of each year, your QAB (Quality Assurance Board) representative is available to assist you. Please submit requests before September 15th to ensure adequate time for consultation, input, etc.

Part 3 is designed to assist with the ongoing nature of this improvement process. Evidence can be added to binders at any time during the year, and QAB representatives will visit their designated schools once each year to verify and assist with this process.

YEARLY REPORT

SCHOOL STANDARDS FOR ACCREDITATION

October 1st Report

Yes No

 Standard A: Continuous Development of a Christ-Centered Environment

The Catholic school provides a Christ-Centered environment for the total community.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.1 Supports the needs of the faith community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.2 Ensures the vision and mission of Catholic education influences decisions and activities of all segments of the school community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.3 Recognizes its role as an integral member of church and parish life. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.4 Demonstrates a welcoming spirit that reaches out to parish and school communities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.5 Reflects a commitment to equity and diversity. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A.6 Supports religious formation and enables the school community to broaden its understanding of the Faith. |

Impact Statement for Standard A

A Catholic school is successful in meeting this standard when it manifests a Christ-centered environment for the total community. The school does this by supporting the needs of the faith community. All decisions and activities are guided by the vision and mission of the school. The school acknowledges it has a role in parish life by committing to interaction and cooperation with the parishes. In everything that the school does, it reflects a commitment to providing an environment with Christ at its center.

List the evidence for all “yes”
and “in progress” responses for
Standard A.

Goals to fulfill or enhance
Standard A

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard B: Effectiveness of Catholic Identity

The Catholic school recognizes the need to verify and engage the total community in building the Faith and Learning Communities.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.1 Adheres to ethical practices in admitting students. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.2 Demonstrates its effectiveness in bringing students into the Community of Faith. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.3 Demonstrates its effectiveness in nurturing adults as part of the Community of Faith. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.4 Encourages members of its community to participate in the life of the parish (es) whenever possible. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.5 Addresses relevant issues in relationship to the teaching of the Church. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | B.6 Assesses the doctrinal beliefs of its religion teachers and develops a continuing plan of Catholic formation every five years. |

Impact Statement for Standard B

A Catholic school is successful in meeting this standard when it is able to engage the total community in building the communities of Faith and Learning. The ethical admissions practices demonstrate the initial introduction of students to the school. The school demonstrates a nurturing attitude toward all members of the community, students and adults. Community members are encouraged by the school to become active members of parish life. The successful school has a dynamic plan to continually assess and grow in faith by keeping abreast of issues relevant for the Church. The religion teachers of the school contribute significantly to meeting this standard by their commitment to ongoing faith formation.

List the evidence for all “yes” and “in progress” responses for Standard B.

Goals to fulfill or enhance Standard B

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 1: Vision and Purpose

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.1 Establishes a vision for the school in collaboration with its stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.2 Communicates the vision and purpose to build stakeholder understanding and support. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.3 Identifies goals to advance the vision. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.4 Develops and continuously maintains a profile of the school, its students, and the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.5 Ensures that the school's vision and purpose guide the teaching and learning process. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 1.6 Reviews its vision and purpose systematically and revises them when appropriate. |

Impact Statement for Standard 1

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time, human, material, and fiscal resources.

List the evidence for all “yes” and “in progress” responses for Standard 1.

Goals to fulfill or enhance Standard 1

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 2: Governance and Leadership

The school provides governance and leadership that promote student performance and school effectiveness.

Governance

Quality School Indicators

In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1 Establishes policies and procedures that provide for the effective operation of the school including different units of authority, relationships and accountability. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1a Forms governance and advisory groups that understand their roles. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.1b Has policies and procedures that provide for orientation of boards. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.3 Ensures compliance with applicable local, state, and federal laws , standards, and regulations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.3a Ensures there is no conflict of interest. |

Leadership

Quality School Indicators

In fulfillment of this standard, the school has leadership that:

| Yes | No | In-Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4 Employs a system that provides for analysis and review of student performance and school effectiveness. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4a Has a well-defined , published admission process including criteria upon which admission decisions are made. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.4b Has all legal documents that define the school on site and available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.5 Fosters a learning community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.5a Provides evidence that no form of bias or prejudice is allowed or practiced. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.6 Provides teachers and students opportunities to lead. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.7a Ensures the Pastor(s) and Principal collaborate on a regular basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.8 Controls curricular and extracurricular activities that are sponsored by the school. |

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.9 Responds to community expectations and stakeholder satisfaction. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.9a Employs a qualified, degreed president/principal. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.9b Follows diocesan guidelines regarding the evaluation of the Principal by the Pastor. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.9c Creates and strengthens networks within the community. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.9d Informs potential parents/students of the mission, beliefs, and goals, the nature and extent of educational programs and services available, the expectations of students for satisfactory performance and/or graduation, and tuition, fees, and financial expectations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 2.10 Implements an evaluation system that provides for the professional growth of all personnel. |

Impact Statement for Standard 2

A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

List the evidence for all "yes"
and "in progress" responses for
Standard 2.

Goals to fulfill or enhance
Standard 2

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 3: Teaching and Learning

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.1 Develops and implements curriculum based on clearly defined expectations for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.2a Offers a curriculum that complements classroom instruction through practical applications (field trips, labs, hands-on activities, internships, etc.) |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.4a Provides a curriculum that relies on sound learning principles and provides a balance of educational experiences including fine arts and physical education. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.5a Instructional strategies and activities are research-based, and reflective of best practices. |

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.6 Allocates and protects instructional time to support student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.6a Provides an average of 25 hours of planned learning time per week (Does not apply to 3 and 4 year olds). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.6b Ensures the academic year consists of a minimum of 180 days. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.7 Provides for articulation and alignment between and among all levels of schools. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.8 Implements interventions to help students meet expectations for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.10 Provides comprehensive information and media services that support the curricular and instructional program. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.10a Provides Library/Media collections that include current formats on-line search capabilities, CD Rom programs, computer software and/or has a feasible plan for their acquisition and use. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.10b Ensures the Library/Media Center's collection of print and non-print media is current, comprehensive, and carefully selected based on the school's mission and instructional program. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.10c Has a policy for responding to challenged materials approved by the school. |

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|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.11a Has a technology plan that is in place and implemented on a continual basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.11b Incorporates technology into the teaching of various disciplines. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 3.11c Has an Internet policy that addresses Internet use. |

Impact Statement for Standard 3

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

List the evidence for all "yes"
and "in progress" responses for
Standard 3.

Goals to fulfill or enhance
Standard 3

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 4: Documenting and Using Results

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.4a Conducts follow-up studies of graduates and other former students and shares the resulting data with staff to help determine the effectiveness of school programs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.5 Communicates the results of student performance and school effectiveness to all stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.6 Uses comparison and trend data of student performance from comparable schools in evaluating effectiveness. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.6a Accepts and classifies transfer of credit or grade placements from schools that are accredited by regional accrediting agencies. |

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|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.7 Demonstrates verifiable growth in student performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 4.8a Utilizes various technology programs to secure, retrieve and maintain records. |

Impact Statement for Standard 4

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts

List the evidence for all "yes"
and "in progress" responses for
Standard 4.

Goals to fulfill or enhance
Standard 4

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 5: Resources and Support Systems

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1a Has written policies covering recruitment, employment, assignment, evaluation, and termination of service of all school personnel. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1b Ensures professional educational personnel have current valid certification from one of the following: Virginia Catholic Education Association (VCEA); Virginia Department of Education (VDOE); Child Development Association (CDA), and show evidence of continuing professional education. Copies of certificates are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1c Ensures the administrative head and supervisory personnel of the school earn, or are in process of earning (as defined by VCEA policies), from a regionally accredited institution. eighteen semester hours of credit in administration or supervision as part of a graduate degree or in addition to the degree. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1d Ensures teachers of Religion are certified to teach religion by valid certification from the Diocese. Copies of certificates are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1e Ensures every employee is apprised of relevant diocesan policies and understands that full compliance with those policies is required. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.1f Maintains personnel records according to diocesan policy (contents, availability, and confidentiality). |

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2a Provides a clearly understood table of organization for the school with written job descriptions that specify levels of responsibility and reporting relationships. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2b Establishes, maintains, and models high expectations for citizenship and conduct. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2c Has written policies regarding the qualifications, selection, training, and assignment of substitute teachers. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2d Ensures appropriate staff members have been trained in universal precautions, first aid, CPR, and dispensation of medicine. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2e Designates personnel to provide health services in a clearly identifiable area of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2f Follows VCEA Extended Day guidelines and state regulations if an extended day care is provided. Current license and compliance reports are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2g Follows VCEA Early Childhood Program guidelines and state regulations closely if offering an early childhood program. Current license and compliance reports are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2h Communicates with appropriate agencies, such as public health, mental health, physicians, and other professionals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.2i Develops, implements, and communicates a set of policies, procedures, and guidelines that govern student participation in all extra curricular activities under the sponsorship of the school. |

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|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.3 Ensures that all staff participate in a continuous program of professional development. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.3a Requires teachers to obtain professional development every five years which should consist of six semester hours of credit or 120 clock hours of professional development activities such as workshops, seminars, conferences, serving on peer review teams, and other training activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.3.b Provides guidance to parents of students with psycho educational needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.4a Provides sufficient professional staff to ensure a maximum student-professional staff ratio of 18:1.* |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement. |

**Note (5.4a): Teacher, principals, guidance personnel, librarian/ media specialists and other professional personnel assigned to the school may be included in computing the student-professional ratio, but they must be considered on the appropriate fractional part of full-time equivalency. Paraprofessionals who assist teachers with instruction may be used in computing the student-professional staff ratio, but shall not exceed 10 percent of the teaching positions. Each such full-time paraprofessional shall be considered the equivalent of .5 of one professional. Students in self-contained classes for the disabled and their teachers and assistants shall be excluded from the computation. Special education teachers serving students on a resource basis are included in the computation. One-half day early childhood students shall be counted as .5 when computing all requirements for staffing, including student-professional ratio, maximum class sizes, and all administrative and support positions.*

| | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6 Monitors all financial transactions through a recognized, regularly audited accounting system. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6a Ensures a monthly and annual financial report is utilized by the school's administration to monitor financial management of monies as well as the budgetary process. Copies of monthly statements and the Annual Financial Reports are available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6b Ensures the budget provides the resources to support the beliefs, mission, and educational programs and goals of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6c Develops and implements a long-range financial plan. A copy of the plan is available. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6d Bases grants, scholarships, and/or financial aid upon established and published criteria. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6e Ensures all funds raised in the name of the school are under the control of the administrative head of the parish/school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6f Ensures the school is not in, or in prospect of moving into financial reorganization under the protection of bankruptcy. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6g Maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6h Ensures the income from all regular sources is sufficient to support all regular expenditures and to assure the continuity and stability of services. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6i Maintains and monitors a balance sheet that describes the overall financial operations and financial condition of the school, and prepares an operating budget on a regular basis. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.6j Develops, implements, and maintains a plan to fund capital improvements.. |

| | | | |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.7a Ensures the school's physical facilities are inspected annually and approved by local fire and health authorities. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.8a Has a written plan for use in the event of student injury or illness, and the staff is trained to implement the plan. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.8b Prohibits children in elementary grades from door-to-door fund raising activities sponsored by the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.8c Maintains access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates. |

| | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.9a Ensures counseling services and library/media services are under the leadership of equally qualified personnel. These services are aligned with the school's mission, beliefs and goals.* |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.9b Operates a process for designing and maintaining student support services that is continually reviewed, and is aligned with the vision, beliefs, mission, and expectations for student performance. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.10 Provides appropriate support for students with special needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 5.10a Refers students whose needs cannot be met in school to appropriate agencies for assistance. |

Note (5.9a): All administrative and teaching employees meet the legal qualifications of the state in which employed, or have either a state credential, meet regional accrediting standards, meet national or federal standards or regulations, or a portfolio of educational and professional accomplishments that reveals they are fully qualified to perform the duties assigned to them in the school.

Impact Statement for Standard 5

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

List the evidence for all “yes” and “in progress” responses for Standard 5.

Goals to fulfill or enhance Standard 5

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 6: Stakeholder Communication and Relationships

The school fosters effective communications and relationships with and among its stakeholders.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.1 Fosters collaboration with community stakeholders to support student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.1a Maintains long-range planning in alumni affairs and/or public relations as an ongoing process. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.1b Ensures communications among and between school staff, stakeholders, and alumni are clear and effective. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.2 Has a formal channel to listen to and communicate with stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.2a Ensures the facility is made available for adult learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 6.5a Reflects accurate information about its programs and accomplishments through advertising and promotional materials. |

Impact Statement for Standard 6

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

List the evidence for all "yes"
and "in progress" responses for
Standard 6.

Goals to fulfill or enhance
Standard 6

| Evidence | Goals |
|----------|-------|
| | |

Yes No

Standard 7: Commitment to Continuous Improvement

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Quality School Indicators

In fulfillment of this standard, the school:

| Yes | No | In Progress | Indicators |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results). |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.2 Engages stakeholders in the processes of continuous improvement. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.5 Monitors and communicates the results of improvement efforts to stakeholders. |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | 7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement. |

Impact Statement for Standard 7

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

List the evidence for all “yes” and “in progress” responses for Standard 7.

Goals to fulfill or enhance Standard 7

| Evidence | Goals |
|----------|-------|
| | |

CONTINUOUS IMPROVEMENT GOAL SHEET

SCHOOL: _____ SCHOOL YEAR: _____

GOAL: _____

DfG STANDARD and INDICATOR/AREA (Facilities, Finances, Marketing, Development, and Enrollment):

PERSON (S) RESPONSIBLE FOR COMPLETION: _____

| STEPS TO ACHIEVE GOAL | TIME FRAME | BUDGET IMPLICATIONS | PROCESS TO MEASURE COMPLETION |
|-----------------------|------------|---------------------|-------------------------------|
| • | • | • | • |

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 1

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 1

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 2

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 2

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 3

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 3

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 4

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 4

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 5

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 5

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 6

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 6

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 7

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 7

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 8

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 8

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

HIGH SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ Grade: 10

SCHOOL: _____ DATE: October 1, _____

| <u>VERBAL</u> | <u>WRITING</u> | <u>MATH</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| PSAT Score: _____ | PSAT Score: _____ | PSAT Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strengths:</u> | <u>Potential Areas of Strengths:</u> |
| <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> |
| <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> |

PRINCIPAL'S SIGNATURE _____

HIGH SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ Grade: 11

SCHOOL: _____ DATE: October 1, _____

| <u>VERBAL</u> | <u>WRITING</u> | <u>MATH</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| PSAT Score: _____ | PSAT Score: _____ | PSAT Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> |

PRINCIPAL'S SIGNATURE _____

5-YEAR REVIEW PROCESS

SELF-STUDY REPORT (OVERVIEW)

Each member of the Diocesan Review Team and the Superintendent should receive a copy of the School Self-Study and an invitation to visit the school at least four weeks in advance of the review. The documented evidence for each standard should be available at the school.

Major Components of the School Self-Study

- School Profile – Updated review of school, including all aspects of the school
- Completed School Review Report (should be mailed to Diocesan Review Team members at least one month before scheduled visit)
- Binders for each of the accreditation standards (There should be dividers in each binder for the past five years.)

Format for binders:

- A narrative summarizing all the fulfilled indicators for that standard, as well as any goals to be fulfilled
- Evidence which substantiates the fulfillment of the indicators for each standard (Note where any evidence is maintained if it is not in the binder)
- Goals to improve fulfilled indicators (Any unfulfilled indicators should become goals and so noted in the binders with the appropriate standards.)
- Reasons should be noted for any previously unmet goals.
(All binders should be located in one place for review by the team.)

FIVE-YEAR SELF-STUDY PROCESS CHECKLIST

1. Steering committee Chair appoints chairs for each of the committees for the Standards (2 Catholic Identity - 7 SACSCASI)
2. Meet with Faculty and Staff for a Day of Reflection (Refer to suggested format in this section.)
3. Steering Committee meets to establish timeline – working back from date of Review Team visitation
 - Report must be sent to team four weeks prior to the visit.
 - Dates must be established for presentation of committee reports to entire faculty and staff for consensus approval.
 - Plan to give the Quality of Learning Needs Assessment Survey to all stakeholders
4. Committees
 - Review past yearly plans and goals to determine if each of the INDICATORS for the STANDARDS were met.
 - Ensure that committees meet individually to work with the appropriate STANDARD.
 - Provide EVIDENCE of the INDICATORS.
 - Review results of the QUALITY OF LEARNING NEEDS ASSESSMENT SURVEYS. These surveys should be made available to constituents anytime during the time period beginning October 1st through the beginning of your school's Christmas break of the year of self-study. Allow one month for the completion of all surveys. The Schools' Department must be notified to activate the electronic surveys.
 - Formulate GOALS for any unfulfilled INDICATORS or fulfilled INDICATORS that should be enhanced or expanded.
 - Complete a SACS CASI GOAL SHEET for each goal. (GOAL SHEET is contained in the instrument.)
 - After the work on the INDICATORS, EVIDENCE, and GOALS is completed, a NARRATIVE summary for the standard must be written (one page per STANDARD) and included in the report.
5. Standard Binders
 - Each committee report (indicators - evidence - narratives) is placed in a binder established for that individual standard only. (Total: 9 binders)

6. Final Report

- Compose a SCHOOL PROFILE: 2-3 page summary of the history of the school, accomplishments of past years, and an evaluation of significant changes or challenges pursued by the school. Include the profile with the nine standards reports into one document for submission to the Review Team members.

7. Prepare for Review Team visit.

GUIDELINES FOR THE DIOCESAN REVIEW TEAM

Role of the Review Team

The role of the team is to:

- validate the evidence for all accreditation standards
- challenge the school community to grow
- observe and interview staff and extended school community

Team Membership

- The Superintendent and the Quality Assurance Board appoint the chairperson and the team.
- Teams should consist of a chairperson and 2-5 other members determined by the size of the school.

Role of Review Team Chairperson

While the school community is the primary factor in the success of self-evaluation, the skill and expertise of the chairperson cannot be overemphasized particularly in the following activities:

- pre-visit to the school
- the successful organization of the on-site program of evaluation
- the preparation prior to the on-site visit of the committee
- the assignment of duties to committee members
- the writing and editing of the report of the visit
- the establishment of a relaxed and open climate conducive to a productive visit

Qualifications of the Team Chair

Prerequisites:

- a personality which reflects warmth, understanding, openness and sensitivity to the needs of faculty, administration and team members
- familiarity with the process
- attendance at planned in-service for chairpersons
- willingness and ability to devote the time required to complete a successful school visitation

Skills:

- organize and direct a group of team members
- organize, edit and report on data gathered
- engage in effective written and oral communication
- discern what is omitted in the report
- share experience objectively without reference to what is done at “our school”

Attitude:

- friendliness, cooperation and a professional approach to the entire process
- sensitivity to the timeliness, value and appropriateness of specific recommendations
- awareness of the importance of confidentiality

Review Team

Prior to visit:

- examine self-study tool
- read and review thoroughly the school’s report
- review the schedule of the visit

During Visit

- review the Vision, Mission, and Philosophy of Learning and implementation
- meet with Administration and School Improvement Committee and other stakeholders
- review all evidence to support the indicators that fulfill the standards
- observe all aspects of the school community

Report of Review Team

- The final completion of the SACS CASI report should be the product of Team consensus.
- The Review Team should meet with the principal and the faculty to discuss the process and conclusions of the Team visit.
- The final report should be sent to the District and the principal within a month of the review.

Suggested Outline for Review Team Visit

- Open session with prayer.
- Review evidence for all standards.
- Meet with necessary School Improvement Committee members to clarify questions.
- Visit the classrooms to grasp student involvement in learning.
- Complete SACS CASI Report and make recommendations as necessary.
- Send final report to the District and a copy to the principal.

REFLECTION DAY FOR CATHOLIC IDENTITY

Facilitator guides the reflection day to enable all members of the faculty and staff to participate.

MORNING PRAYER –“All are Gifted” CORINTHIANS 12: 4 – 11

- Silent reflection on the reading
- Individuals share insights on the reading

DIOCESAN VISION FOR THE FUTURE

Using group dynamics, the faculty should accomplish the following:

- Review the school’s mission and vision statements
- Assess the effectiveness of the school’s mission
- Define and review “Catholic Identity” in the school.
- Review the “Catholic Identity Standards and Indicators” and identify the evidence that supports each indicator in the school.
- Develop goals as needed regarding Mission and Catholic Identity

Facilitator affirms that the report reflects the consensus of the faculty. (Steering Committee for the SACS CASI process will re-draft this work and present it to the faculty at a later time. This work begins the journey and highlights the importance of Mission, Catholic Identity and the Faith Community in developing a Learning Community.

CLOSING PRAYER -- “The Sower and the Seed” Matthew 5:13 – 23

QUALITY OF LEARNING NEEDS ASSESSMENT SURVEYS

Students, parents, faculty, and community representatives should complete the following appropriate questionnaires.

STUDENTS

RATING:

- 1 = NOT ADEQUATE
- 2 = SOMETIMES ADEQUATE
- 3 = ADEQUATE
- 4 = VERY ADEQUATE
- 5 = EXCEPTIONALLY ADEQUATE
- 6 = UNCERTAIN

Circle One Response for Each Statement

- | | | | | | | |
|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | This school fosters an environment of collegiality, cooperation, and collaboration. |
| 1 | 2 | 3 | 4 | 5 | 6 | Teachers have high expectations for student learning. |
| 1 | 2 | 3 | 4 | 5 | 6 | Parents have high expectations for student learning. |
| 1 | 2 | 3 | 4 | 5 | 6 | Teachers have high expectations for student behavior. |
| 1 | 2 | 3 | 4 | 5 | 6 | Parents have high expectations for student behavior. |
| 1 | 2 | 3 | 4 | 5 | 6 | Students are well behaved, even when teachers are not watching them. |
| 1 | 2 | 3 | 4 | 5 | 6 | Teachers challenge students to do their best work. |
| 1 | 2 | 3 | 4 | 5 | 6 | Students work hard to produce their best work. |
| 1 | 2 | 3 | 4 | 5 | 6 | Teachers motivate students to do their best work. |
| 1 | 2 | 3 | 4 | 5 | 6 | Students are motivated to produce their best work. |
| 1 | 2 | 3 | 4 | 5 | 6 | Teachers adapt instruction to meet individual student needs. |

- 1 2 3 4 5 6 Students see a relationship between what they are studying and their everyday lives.
- 1 2 3 4 5 6 Teachers make learning interesting by connecting our studies to things that we know about.
- 1 2 3 4 5 6 Teachers give students extra help when it is needed.
- 1 2 3 4 5 6 Teachers use a variety of teaching strategies and learning activities to help students learn.
- 1 2 3 4 5 6 Teachers incorporate their students' personal experiences and interests when teaching.
- 1 2 3 4 5 6 The grading and evaluation of our school work is fair.
- 1 2 3 4 5 6 This school's classrooms and building support our learning.
- 1 2 3 4 5 6 Students have more than one adult in the school to whom they can talk about problems that are bothering them.
- 1 2 3 4 5 6 Students treat other students with respect.
- 1 2 3 4 5 6 Teachers treat students with respect.
- 1 2 3 4 5 6 Non-teaching staff treat students with respect.
- 1 2 3 4 5 6 Administrators treat students with respect.
- 1 2 3 4 5 6 Students treat teachers with respect.
- 1 2 3 4 5 6 Students treat non-teaching staff with respect.
- 1 2 3 4 5 6 Students treat administrators with respect.
- 1 2 3 4 5 6 Students respect school property.
- 1 2 3 4 5 6 Students respect the property of other students.
- 1 2 3 4 5 6 Our school provides a safe and orderly environment.
- 1 2 3 4 5 6 School policies, rules and expectations are uniformly enforced.
- 1 2 3 4 5 6 Our school and grounds are well maintained.
- 1 2 3 4 5 6 Our school fosters honesty and integrity.

1 2 3 4 5 6

Our school provides a welcoming environment.

1 2 3 4 5 6

My school recognizes the achievements of students for all types of accomplishments.

1 2 3 4 5 6

A culture of trust exists in this schools.

1 2 3 4 5 6

Students help each other even if they are not friends.

1 2 3 4 5 6

Students refrain from put downs and hurtful comments.

1 2 3 4 5 6

Teachers communicate with students in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Administrators communicate with students in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Student leaders communicate with other students in a clear, timely, and appropriate manner.

1 2 3 4 5 6

School policies, rules and expectations are clearly articulated.

PARENTS

RATING:

- 1 = NOT ADEQUATE
2 = SOMETIMES ADEQUATE
3 = ADEQUATE
4 = VERY ADEQUATE
5 = EXCEPTIONALLY ADEQUATE
6 = UNCERTAIN

Circle One Response for Each Statement

- 1 2 3 4 5 6 This school fosters an environment of collegiality, and cooperation, and collaboration.
- 1 2 3 4 5 6 Parents are appropriately engage in promoting student learning.
- 1 2 3 4 5 6 The Board actively contributes to the success of the school.
- 1 2 3 4 5 6 My child's teachers have high expectations for student learning.
- 1 2 3 4 5 6 School administrators have high expectations for student learning.
- 1 2 3 4 5 6 Parents have high expectations for their student's learning.
- 1 2 3 4 5 6 My child's teachers have high expectations for their student behavior.
- 1 2 3 4 5 6 School administrators have high expectations for students behavior.
- 1 2 3 4 5 6 Parents have high expectations for their student's behavior.
- 1 2 3 4 5 6 My child's teachers challenge students to do their best work.
- 1 2 3 4 5 6 My child's teachers motivate students to do their best work.

- 1 2 3 4 5 6 Teachers adapt instruction to meet individual student needs.
- 1 2 3 4 5 6 Teachers establish relationships between what they are teaching and students' everyday lives.
- 1 2 3 4 5 6 Teachers give students extra help when it is needed.
- 1 2 3 4 5 6 Teachers use a variety of teaching strategies and learning activities to support the full range of student abilities.
- 1 2 3 4 5 6 Students have more than one adult in the school to whom they can talk about problems that are bothering them.
- 1 2 3 4 5 6 Teachers treat parents with respect.
- 1 2 3 4 5 6 Non-teaching staff treat parents with respect.
- 1 2 3 4 5 6 Administrators treat parents with respect.
- 1 2 3 4 5 6 Board/Advisory Council members treat parents with respect.
- 1 2 3 4 5 6 Parents treat other parents with respect.
- 1 2 3 4 5 6 Parents treat students with respect.
- 1 2 3 4 5 6 Parents treat teachers with respect.
- 1 2 3 4 5 6 Parents treat non-teaching staff with respect.
- 1 2 3 4 5 6 Parents treat administrators with respect.
- 1 2 3 4 5 6 Parents treat Board/Advisory Council members with respect.
- 1 2 3 4 5 6 This school provides a safe and orderly environment.
- 1 2 3 4 5 6 School policies, rules, and expectations are uniformly enforced.
- 1 2 3 4 5 6 Our school and grounds are well maintained.
- 1 2 3 4 5 6 Our school fosters honesty and integrity.
- 1 2 3 4 5 6 Our school provides a welcoming environment.

1 2 3 4 5 6

A culture of trust exists in our school.

1 2 3 4 5 6

I trust my child's teacher.

1 2 3 4 5 6

Teachers communicate with parents in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Administrators communicate with parents in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Parents communicate with teachers in a clear, timely, and appropriate manner.

1 2 3 4 5 6

School policies, rules and expectations are clearly articulated.

1 2 3 4 5 6

Teachers communicate with parents about how they can help their children learn.

1 2 3 4 5 6

Conversations among parents tend to be constructive, positive, and professional.

FACULTY

RATING:

- 1 = NOT ADEQUATE
2 = SOMETIMES ADEQUATE
3 = ADEQUATE
4 = VERY ADEQUATE
5 = EXCEPTIONALLY ADEQUATE
6 = UNCERTAIN

Circle One Response for Each Statement

- 1 2 3 4 5 6 This school fosters an environment of collegiality, and cooperation, and collaboration.
- 1 2 3 4 5 6 Teachers are engaged in ongoing study and professional development.
- 1 2 3 4 5 6 Teachers work collaboratively to improve teaching and learning.
- 1 2 3 4 5 6 In this school teachers come together to solve problems that affect student learning.
- 1 2 3 4 5 6 Parents are appropriately engaged in promoting student learning.
- 1 2 3 4 5 6 The Board / Advisory Council actively contributes to the success of the school.
- 1 2 3 4 5 6 Teachers have high expectations for student learning.
- 1 2 3 4 5 6 Parents have high expectation for their students' learning.
- 1 2 3 4 5 6 Teachers have high expectations for student behavior.
- 1 2 3 4 5 6 Parents have high expectations for their student's behavior.
- 1 2 3 4 5 6 Teachers challenge students to do their best work.
- 1 2 3 4 5 6 Teachers motivate students to do their best work.

- 1 2 3 4 5 6 Teachers adapt instruction to meet individual student needs.
- 1 2 3 4 5 6 Teachers in this school use a variety of teaching strategies and learning activities to support the full range of student abilities.
- 1 2 3 4 5 6 Students treat teachers with respect.
- 1 2 3 4 5 6 Teachers treat other teachers with respect.
- 1 2 3 4 5 6 Non-Teaching staff treat teachers with respect.
- 1 2 3 4 5 6 Administrators treat teachers with respect.
- 1 2 3 4 5 6 Board members treat teachers with respect.
- 1 2 3 4 5 6 Parents treat teachers with respect.
- 1 2 3 4 5 6 Teachers treat students with respect.
- 1 2 3 4 5 6 Teachers treat non-teaching staff with respect.
- 1 2 3 4 5 6 Teachers treat administrators with respect.
- 1 2 3 4 5 6 Teachers treat parents with respect.
- 1 2 3 4 5 6 Our school provides a safe and orderly environment.
- 1 2 3 4 5 6 School policies, rules, and expectations are uniformly enforced.
- 1 2 3 4 5 6 This school fosters honesty and integrity.
- 1 2 3 4 5 6 This school provides a welcoming environment.
- 1 2 3 4 5 6 A culture of trust exists in our school.
- 1 2 3 4 5 6 Teachers communicate with other teachers in a clear, timely, and appropriate manner.
- 1 2 3 4 5 6 Administrators communicate with teachers in a clear, timely, and appropriate manner.
- 1 2 3 4 5 6 Parents communicate with teachers in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Students communicate with teachers in a clear, timely, and appropriate manner.

1 2 3 4 5 6

Non-teaching staff communicates with teachers appropriately.

1 2 3 4 5 6

School policies, rules, and expectation are clearly articulated.

1 2 3 4 5 6

This school regularly communicates with parents about how they can help their children learn.

1 2 3 4 5 6

Conversations among faculty tend to be constructive, positive and professional.

BOARD/ADVISORY COUNCIL

RATING:

- 1 = NOT ADEQUATE
- 2 = SOMETIMES ADEQUATE
- 3 = ADEQUATE
- 4 = VERY ADEQUATE
- 5 = EXCEPTIONALLY ADEQUATE
- 6 = UNCERTAIN

Circle One Response for Each Statement

- 1 2 3 4 5 6 This school fosters an environment of collegiality, and cooperation, and collaboration.
- 1 2 3 4 5 6 The Board / Advisory Council functions collegially, cooperation, and collaboratively.
- 1 2 3 4 5 6 Parents are appropriately engaged in promoting student learning.
- 1 2 3 4 5 6 The Board actively contributes to the success of this school.
- 1 2 3 4 5 6 The Board clearly understands and executes its role and responsibilities.
- 1 2 3 4 5 6 This school has high expectations for student learning.
- 1 2 3 4 5 6 Parents have high expectations for their student's learning.
- 1 2 3 4 5 6 This school has high expectations for student behavior.
- 1 2 3 4 5 6 Parents have high expectations for their student's behavior.
- 1 2 3 4 5 6 Teachers challenge students to do their best work.
- 1 2 3 4 5 6 Teachers motivate students to do their best work.
- 1 2 3 4 5 6 Administrators treat Board / Advisory Council members with respect.

- | | | | | | | |
|---|---|---|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | 6 | Board / Advisory Council members treat other board members with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Parents treat Board members with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Board members treat teachers with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Board members treat non-teaching staff with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Board members treat administrators with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Board members treat parents with respect. |
| 1 | 2 | 3 | 4 | 5 | 6 | Our school provides a safe and orderly environment. |
| 1 | 2 | 3 | 4 | 5 | 6 | School policies, rules, and expectations are uniformly enforced. |
| 1 | 2 | 3 | 4 | 5 | 6 | Our school and grounds are well maintained. |
| 1 | 2 | 3 | 4 | 5 | 6 | Our school fosters honesty and integrity. |
| 1 | 2 | 3 | 4 | 5 | 6 | Our school provides a welcoming environment. |
| 1 | 2 | 3 | 4 | 5 | 6 | A culture of trust exists in this school. |
| 1 | 2 | 3 | 4 | 5 | 6 | The Board communicates internally in a clear, timely, and appropriate manner. |
| 1 | 2 | 3 | 4 | 5 | 6 | The Principal / Head of School communicates with the Board in a clear, timely, and appropriate manner. |
| 1 | 2 | 3 | 4 | 5 | 6 | The Board communicates with the Principal / Head of School in a clear timely and appropriate manner. |
| 1 | 2 | 3 | 4 | 5 | 6 | Conversations among the Board members tend to be constructive, positive, and professional. |
| 1 | 2 | 3 | 4 | 5 | 6 | School policies, rules, and expectations are clearly articulated. |
| 1 | 2 | 3 | 4 | 5 | 6 | Our school regularly communicates with parents about how they can help their children learn. |

A statistical and summary report of the responses should be included in this section. Areas of perceived inadequacy should be addressed within the self-study.

FIVE-YEAR REVIEW REPORT

SCHOOL STANDARDS FOR ACCREDITATION

(INCLUDE NARRATIVE FOR STANDARD A HERE.)

STANDARD A.: CONTINUOUS DEVELOPMENT OF A CHRIST- CENTERED ENVIRONMENT

The Catholic school provides a Christ-Centered environment for the total community.

I. What objective and quantifiable evidence substantiates each indicator?

A.1 How does the school support the needs of the faith community?

| |
|-----------------|
| EVIDENCE |
| |

A.2 How does the vision and mission of Catholic Education influence decisions and activities of all segments?

| |
|-----------------|
| EVIDENCE |
| |

A.3 How does the school recognize its role as an integral member of church and parish life?

| |
|-----------------|
| EVIDENCE |
| |

Standard A Catholic Identity

Parishes associated with the school are:

| Parishes | Subsidy Amount | Priest Present Yes / No | Priest Board Member? | Other Support (Non-fiscal) |
|----------|----------------|----------------------------|----------------------|----------------------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Enumerate the ways the School Community supports Parish Life:

| Members | Parish (es) | Program (s) |
|----------|-------------|-------------|
| Faculty | | |
| Students | | |
| Parents | | |
| Other | | |

A.4 How does the school demonstrate a welcoming spirit that reaches out to parish and school communities?

| |
|-----------------|
| EVIDENCE |
| |

A.5 How does the school reflect a commitment to equity and diversity?

| |
|-----------------|
| EVIDENCE |
| |

A.6 How does the school support religious formation and enable members of the school community to broaden their understanding of the faith?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard A

A Catholic school is successful in meeting this standard when it manifests a Christ-centered environment for the total community. The school does this by supporting the needs of the faith community. All decisions and activities are guided by the vision and mission of the school. The school acknowledges it has a role in parish life by committing to interaction and cooperation with the parishes. In everything that the school does, it reflects a commitment to providing an environment with Christ at its center.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard A?

| GOALS |
|-------|
| |

III. Summarize how these goals should improve student learning:

(INCLUDE NARRATIVE FOR STANDARD B HERE.)

STANDARD B: EFFECTIVENESS OF CATHOLIC IDENTITY

The Catholic school recognizes the need to verify and engage the total community in building the Faith and Learning Communities.

I. What objective and quantifiable evidence substantiates each indicator?

B.1 How does the school adhere to ethical practices in admitting students?

| |
|-----------------|
| EVIDENCE |
| |

B.2 How does the school demonstrate its effectiveness in bringing students into the Community of Faith?

| |
|-----------------|
| EVIDENCE |
| |

B.3 How does the school demonstrate its effectiveness in nurturing adults as part of the Community of Faith?

| |
|-----------------|
| EVIDENCE |
| |

B.4 How does the school encourage members of its community to participate in the life of the parish(es) whenever possible?

| |
|-----------------|
| EVIDENCE |
| |

B.5 How does the school address relevant issues in relationship to the teaching of the Church?

| |
|-----------------|
| EVIDENCE |
| |

B.6 How does the school assess the doctrinal beliefs of its religion teachers and develop a continuing plan of Catholic formation every five years?

| |
|--|
| EVIDENCE |
| Include the <i>Information for Growth Report (IFG)</i> as evidence. Individual IFG 5-year plans should be available for review in each personnel folder |

Impact Statement for Standard B

A Catholic school is successful in meeting this standard when it is able to engage the total community in building the communities of Faith and Learning. The ethical admissions practices demonstrate the initial introduction of students to the school. The school demonstrates a nurturing attitude toward all members of the community, students and adults. Community members are encouraged by the school to become active members of parish life. The successful school has a dynamic plan to continually assess and grow in faith by keeping abreast of issues relevant for the Church. The religion teachers of the school contribute significantly to meeting this standard by their commitment to ongoing faith formation.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard B?

| GOALS |
|-------|
| |

III. Summarize how these goals should improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 1 HERE)

STANDARD 1: VISION AND PURPOSE

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

I. What objective and quantifiable evidence substantiates each indicator?

1.1 Does the school establish a vision for the school in collaboration with its stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

1.2 How is the vision and purpose of the school communicated to build stakeholder understanding and support?

| |
|-----------------|
| EVIDENCE |
| |

1.3 How are goals to advance the vision identified?

| |
|-----------------|
| EVIDENCE |
| |

1.4 Does the school develop and continuously maintain a profile or database that describes the school, students, and community?

EVIDENCE

SCHOOL DATA

A. WITHDRAWALS

Complete the table below. Indicate the major reason for withdrawal given by the family. If no major reason was given, determine the most plausible reason. Do not count a student more than once or give more than one reason per student. Include those who have withdrawn from school during the past three years preceding the opening of the year of the study.

| Reason | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Academic difficulty | | | | | | | | | | | | | | |
| Special needs | | | | | | | | | | | | | | |
| Change of residence | | | | | | | | | | | | | | |
| Discipline | | | | | | | | | | | | | | |
| Financial | | | | | | | | | | | | | | |
| Parental Dissatisfaction | | | | | | | | | | | | | | |
| Transportation | | | | | | | | | | | | | | |
| Other | | | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | | | |

- 1) **Do any patterns emerge? If so, discuss the patterns.**

- 2) **How does this data impact future school planning?**

B. STABILITY OF STUDENT POPULATION

Indicate by grade the number of students who have attended the school for the years given. Use the students enrolled in the year of the study.

| Number of years in this school (including this year) | 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th | 11 th | 12 th |
|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| 1 –2 years | | | | | | | | | | | | |
| 3 –4 years | | | | | | | | | | | | |
| 5 or more years | | | | | | | | | | | | |
| TOTAL | | | | | | | | | | | | |

How does this data impact future school planning?

| |
|--|
| |
|--|

C. DESTINATION OF GRADUATES

Using data ending with the last class to graduate the year before the study, indicate by number where the graduates matriculate. If possible, use the last five years data.

| | Graduating Student (#) | Graduating Student (%) |
|---|------------------------|------------------------|
| A Catholic high school | | |
| A public high school | | |
| A vocational high school | | |
| A private high school (not Catholic) | | |
| Other (specify) or Unknown | | |

| | Number Graduating (Current Year) | Percentage Attending: | Number Graduating (Last Year) | Percentage Attending: |
|------------------|--|--------------------------|-------------------------------------|--------------------------|
| College (4 year) | | | | % |
| College (2 Year) | | | | % |
| Training | | | | % |
| Other | | | | % |

1) How does this data impact future school planning?

| |
|--|
| |
|--|

| D. COMPOSITION OF FAMILY | | | |
|---|--------------------------|-----------------------------|--------------------------|
| <u>EDUCATIONAL LEVEL</u> (Highest Attained) | | <u>FAMILY INCOME LEVEL</u> | |
| Father | Mother | Less than \$20,000 | <input type="checkbox"/> |
| <input type="checkbox"/> 8th Grade | <input type="checkbox"/> | \$20,000 - \$30,000 | <input type="checkbox"/> |
| <input type="checkbox"/> High School | <input type="checkbox"/> | \$30,000 - \$45,000 | <input type="checkbox"/> |
| <input type="checkbox"/> Associate | <input type="checkbox"/> | \$45,000 - \$60,000 | <input type="checkbox"/> |
| <input type="checkbox"/> Bachelor | <input type="checkbox"/> | \$60,000 - \$75,000 | <input type="checkbox"/> |
| <input type="checkbox"/> Master | <input type="checkbox"/> | \$75,000 - \$90,000 | <input type="checkbox"/> |
| <input type="checkbox"/> Doctorate | <input type="checkbox"/> | Above \$90,000 | <input type="checkbox"/> |
| <u>LANGUAGE SPOKEN AT HOME</u> | | <u>RESIDENCE OF STUDENT</u> | |
| Primary/Secondary | | Both Parents | <input type="checkbox"/> |
| English | | Single Parent | <input type="checkbox"/> |
| French | | Other (specify) | |
| Spanish | | | |
| Other (specify) | | | |
| 1) Write a brief narrative describing the data. | | | |
| | | | |
| 2) How does this data impact future school planning? | | | |
| | | | |

E. PARISH(ES) DATA

Complete one page for each parish that sponsors your school. Use the parish census data to complete the chart below. (Elementary schools only)

Name of Parish _____

| Group | 4 Years Ago Yr. _____ | 3 Years Ago Yr. _____ | 2 Years Ago Yr. _____ | Last Year Yr. _____ | Year of Study Yr. _____ |
|------------------------------|--------------------------|--------------------------|--------------------------|------------------------|----------------------------|
| Total Number of Parishioners | | | | | |
| Total Number of Families | | | | | |
| Number of Infant Baptisms | | | | | |
| Religious Ed. Enrollment K | | | | | |
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |
| 4 | | | | | |
| 5 | | | | | |
| 6 | | | | | |
| 7 | | | | | |
| 8 | | | | | |

1) Based on the above data, write a narrative response to trends in any of the groups.

2) How does this data impact future school planning?

F. GEOGRAPHICAL SITUATIONS

1) Using research from your local planning commission, write a brief description of population and economic trends in your school's area over the past three years. Include, if any, future trends determined by the planning commission.

2) How do these trends impact future school planning?

1.5 How does the school ensure that its vision and purpose guide the teaching and learning process?

| |
|-----------------|
| EVIDENCE |
| |

1.6 What process does the school use to review its vision and purpose systematically and revise them when appropriate?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 1

A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time, human, material, and fiscal resources.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #1?

| GOALS |
|-------|
| |

III. Summarize how these goals should improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 2 HERE.)

STANDARD 2: GOVERNANCE AND LEADERSHIP

The school provides governance and leadership that promote student performance and school effectiveness.

I. What objective and quantifiable evidence substantiates each indicator?

GOVERNANCE

2.1 Does the board establish policies and procedures that provide for the effective operation of the school?

| |
|-----------------|
| EVIDENCE |
| |

2.1a Has the board formed advisory groups that understand their roles?

| |
|-----------------|
| EVIDENCE |
| |

2.1b Does the board have policies and procedures that provide for orientation of the board?

| |
|-----------------|
| EVIDENCE |
| |

2.2 Does the board establish policies and procedures that recognize and preserve the executive, administrative, and leadership prerogatives of the head of the school?

| |
|-----------------|
| EVIDENCE |
| |

2.3 How does the board ensure compliance with applicable local, state, and federal laws, standards, and regulations?

| |
|-----------------|
| EVIDENCE |
| |

2.3a How does the board ensure there is no conflict of interest?

| EVIDENCE |
|-----------------|
| |

LEADERSHIP

2.4 Does the school employ a system that provides for analysis and review of student performance and school effectiveness?

| |
|-----------------|
| EVIDENCE |
| |

2.4a Does the school have a well-defined, published admission process including criteria upon which admission decisions are made?

| |
|-----------------|
| EVIDENCE |
| |

2.4b Does the school have on site and available, all legal documents that define the school?

| |
|-----------------|
| EVIDENCE |
| |

2.5 How does the school foster a learning community?

| |
|-----------------|
| EVIDENCE |
| |

2.5a How does the school provide evidence that no form of bias or prejudice is allowed or practiced?

| |
|-----------------|
| EVIDENCE |
| |

2.6 How does the school provide teachers and students opportunities to lead?

| |
|-----------------|
| EVIDENCE |
| |

2.7 How does the school provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership?

| |
|-----------------|
| EVIDENCE |
| |

2.7a How does the school ensure the Pastor and Principal collaborate on a regular basis?

| |
|-----------------|
| EVIDENCE |
| |

2.8 How does the school control curricular and extracurricular activities that are sponsored by the school?

| |
|-----------------|
| EVIDENCE |
| |

2.9 How does the school respond to community expectations and stakeholder satisfaction?

| |
|-----------------|
| EVIDENCE |
| |

2.9a Does the school employ a qualified, degreed president/principal?

| |
|-----------------|
| EVIDENCE |
| |

2.9b Does the school follow diocesan guidelines regarding the evaluation of the Principal by the Pastor?

| |
|-----------------|
| EVIDENCE |
| |

2.9c How does the school create and strengthen networks within the community?

| |
|-----------------|
| EVIDENCE |
| |

2.9d How does the school inform potential parents/students of the mission; beliefs and goals; the nature and extent of educational programs and services available; the expectations of students for satisfactory performance and/or graduation; and tuition, fees, and financial expectations?

| |
|-----------------|
| EVIDENCE |
| |

2.10 How does the school implement an evaluation system that provides for the professional growth of all personnel?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 2

A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #2?

| GOALS |
|-------|
| |

III. Summarize how these goals should improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 3 HERE.)

STANDARD 3: TEACHING AND LEARNING

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

I. What objective and quantifiable evidence substantiates each indicator?

3.1 Does the school develop and implement curriculum based on clearly defined expectations for student learning?

| |
|-----------------|
| EVIDENCE |
| |

3.2 Does the school promote the active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning?

| |
|-----------------|
| EVIDENCE |
| |

3.2a Does the school offer a curriculum that complements classroom instruction through practical applications (field trips, labs, hands-on activities, internships, etc)?

| |
|-----------------|
| EVIDENCE |
| |

3.3 Does the school gather, analyze, and use data and research in making curricular and instructional choices?

| EVIDENCE | | | | |
|--|---------------------------------|-------------------------------------|----------------------------------|---------------------------------|
| A. Standardized Test Score Reports - Testing History by Grade | | | | |
| Name of Test: _____ | | | | |
| Complete the chart below for the present <u>8th Graders/12th Graders</u> indicating their performance in the previous years. | | | | |
| Grade | Verbal Total Achievement | Mathematics Total Achievement | Writing Total Achievement | Total Achievement Battery |
| 11 th Grade | | | | |
| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
| 7 th Grade | | | | |
| 6 th Grade | | | | |
| 5 th Grade | | | | |
| 4 th Grade | | | | |
| 3 rd Grade | | | | |
| 2 nd Grade | | | | |
| 1. Reading up each column, circle where the percentile decreases by five points. Reading up each column, box where the percentile increases by five points. | | | | |
| 2. What pattern emerges from this group? Explain the reasons for the growth change. | | | | |
| 3. What plan does the faculty have to increase student learning? | | | | |

B. Standardized Test Score Reports - Testing History by Grade

Name of Test _____

Complete the chart for the present 7th Graders/11th Graders indicating their performance in the previous years.

| Grade | Verbal Total Achievement | Mathematics Total Achievement | Writing Total Achievement | Total Achievement Battery |
|-------|--------------------------------|-------------------------------------|---------------------------------|---------------------------------|
|-------|--------------------------------|-------------------------------------|---------------------------------|---------------------------------|

| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
|-----------------------|---------------------------------|-------------------------------------|----------------------------------|---------------------------------|
| 6 th Grade | | | | |
| 5 th Grade | | | | |
| 4 th Grade | | | | |
| 3 rd Grade | | | | |
| 2 nd Grade | | | | |

1) Reading up each column, circle where the percentile decreases by five points. Reading up each column, box where the percentile increases by five points.

2) What pattern emerges from this group? Explain the reasons for the growth change.

3) What plan do you have to increase student learning?

C. Standardized Test Score Reports - Testing History by Grade

Name of Test: _____

Complete the chart for the present 6th Graders indicating their performance in the previous years.

| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
|-----------------------|---------------------------|-------------------------------|----------------------------|---------------------------|
| 5 th Grade | | | | |
| 4 th Grade | | | | |
| 3 rd Grade | | | | |
| 2 nd Grade | | | | |

1) Reading up each column, circle where percentile decreases by five points. Reading up each column, box where percentile increases by five points.

2) What pattern emerges from this group? Explain the reasons for the growth change.

3) What plan does the faculty have to increase student learning?

D. Standardized Test Score Reports - Testing History by Grade

Name of Test: _____

Complete the chart for the present 5th Graders indicating their performance in the previous years.

| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
|-----------------------|---------------------------|-------------------------------|----------------------------|---------------------------|
| 4 th Grade | | | | |
| 3 rd Grade | | | | |
| 2 nd Grade | | | | |

1) Reading up each column, circle where the percentile decreases by five points.

2) What pattern emerges from this group? Explain the reasons for the growth change.

3) What plan does the faculty have to increase student learning?

E. Standardized Test Score Reports - Testing History by Grade

Name of Test: _____

Complete the chart for the present 4th Graders indicating their performance in the previous years.

| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
|-----------------------|---------------------------|-------------------------------|----------------------------|---------------------------|
| 3 rd Grade | | | | |
| 2 nd Grade | | | | |

1) Reading up each column, circle where the percentile decreases by five points.

2) What pattern emerges from this group? Explain the reasons for the growth change.

3) What plan does the faculty have to increase student learning?

F. Standardized Test Score Reports - Testing History by Grade

Name of Test: _____

Complete the chart for the present 3rd Graders indicating their performance in the previous years.

| Grade | Reading Total Achievement | Mathematics Total Achievement | Language Total Achievement | Total Achievement Battery |
|-----------------------|---------------------------------|-------------------------------------|----------------------------------|---------------------------------|
| 2 nd Grade | | | | |

1) Reading up each column, circle where the percentile decreases by five points.

2) What pattern emerges from this group? Explain the reasons for the growth change.

3) What plan does the faculty have to increase student learning?

HIGH SCHOOL SAT AVERAGE - 5 YEAR HISTORY

| Year | # of Students | Verbal | Math | Writing Skills |
|------|---------------|--------|------|----------------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1. What patterns emerge as you analyze the scores from year to year?

| |
|--|
| |
|--|

| |
|--|
| |
|--|

2. What plan does the faculty have to increase student learning?

| |
|--|
| |
|--|

3.4 Does the school design and use instructional strategies, innovations, and activities that are research-based and reflective of best practice?

| |
|-----------------|
| EVIDENCE |
| |

3.4a Does the school provide a curriculum that relies on sound learning principles and provides a balance of educational experiences including fine arts and physical education?

| |
|-----------------|
| EVIDENCE |
| |

3.5 Does the school offer a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity?

| |
|-----------------|
| EVIDENCE |
| |

3.5a Does the school employ instructional strategies and activities that are research-based, and reflective of best practices?

| |
|-----------------|
| EVIDENCE |
| |

3.6 Does the school allocate and protect instructional time to support student learning?

| |
|---------------------------------|
| EVIDENCE |
| Include MASTER SCHEDULE. |

3.6a Does the school provide an average of 25 hours of planned learning time per week? (This does not apply to 3 and 4 year olds)

| |
|--|
| EVIDENCE |
| Diocesan policy of time commitments must be evident and in active practice. |

3.6b Does the school ensure the academic year consists of a minimum of 180 days?

| |
|--|
| EVIDENCE |
| Include the Diocesan approved CALENDAR. |

3.7 Does the school provide for articulation and alignment between and among all levels of schools?

| | | | | |
|---|-----------------------------|---------------------------------|------------------------------------|-----------------------------------|
| EVIDENCE | | | | |
| STRENGTH OF INTEGRATED CURRICULUM AREAS | | | | |
| <p>The goal of the integration of disciplines is seen as a necessary part of the learning environment. It is important that each faculty member realize how another member of the faculty supports learning. The response to the chart below reflects the consensus of the entire faculty. Mark the chart below as follows:</p> | | | | |
| <p>S = Strong Integration I = Improvement Needed F = Failed to Meet Integration Goals</p> | | | | |
| Disciplines | Primary (PreK-2) | Elementary (Gr. 3-5) | Middle School (Gr. 6-8) | High School (Gr. 9-12) |
| Religion | _____ | _____ | _____ | _____ |
| Mathematics | _____ | _____ | _____ | _____ |
| Language Arts English | _____ | _____ | _____ | _____ |
| Science | _____ | _____ | _____ | _____ |
| Social Studies | _____ | _____ | _____ | _____ |
| Fine Arts | _____ | _____ | _____ | _____ |
| Areas in Need of Improvement | | | | |
| <p>What evidence and practices did you review to come to these conclusions for all disciplines and levels?</p> | | | | |
| | | | | |
| <p>How will the faculty set about developing more integration in each of the disciplines?</p> | | | | |
| | | | | |
| <p>What is your plan for increasing the growth of these disciplines?</p> | | | | |
| | | | | |

3.8 Does the school implement interventions to help students meet expectations for student learning?

| |
|-----------------|
| EVIDENCE |
| |

3.9 Does the school monitor the climate of the school and take appropriate steps to ensure that it is conducive to student learning?

| |
|-----------------|
| EVIDENCE |
| |

3.10 Does the school provide comprehensive information and media services that support the curricular and instructional programs?

| |
|-----------------|
| EVIDENCE |
| |

3.10a Does the school provide Library/Media collections that include current formats on-line search capabilities, CD Rom programs, computer software and/or there is a feasible plan for their acquisition and use?

| |
|-----------------|
| EVIDENCE |
| |

3.10b How does the school ensure the Library/Media Center's collection of print and non-print media is current, comprehensive, and carefully selected based on the school's mission and instructional program?

| |
|-----------------|
| EVIDENCE |
| |

3.10c Does the school have a policy for responding to challenged materials approved by the school?

| |
|-----------------|
| EVIDENCE |
| |

3.11 Does the school ensure that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program?

| |
|-----------------|
| EVIDENCE |
| |

3.11a Does the school have a technology plan that is in place and implemented on a continual basis?

| |
|-----------------|
| EVIDENCE |
| |

3.11b How does the school incorporate technology into the teaching of various disciplines?

| |
|-----------------|
| EVIDENCE |
| |

3.11c Does the school have an Internet policy that addresses Internet use?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 3

A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #3?

| GOALS |
|-------|
| |

III. Summarize how these goals should improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 4 HERE.)

STANDARD 4: DOCUMENTING AND USING RESULTS

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

I. What objective and quantifiable evidence substantiates each indicator?

4.1 Does the school establish performance measures for student learning that yield information that is reliable, valid, and bias free?

| |
|-----------------|
| EVIDENCE |
| |

4.2 Does the school develop and implement a comprehensive assessment system for assessing progress toward meeting the expectations for student learning?

| |
|-----------------|
| EVIDENCE |
| |

4.3 Does the school use student assessment data for making decisions for continuous improvement of teaching and learning processes?

| |
|-----------------|
| EVIDENCE |
| |

4.4 Does the school conduct a systematic analysis of instructional and organizational effectiveness and use the results to improve student performance?

| |
|-----------------|
| EVIDENCE |
| |

4.4a Does the school conduct follow-up studies of graduates and other former students and the resulting data shared with staff to help in determining the effectiveness of school programs?

| |
|-----------------|
| EVIDENCE |
| |

4.5 Does the school communicate the results of student performance and school effectiveness to all stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

4.6 Does the school use comparison and trend data of student performance from comparable schools in evaluating its effectiveness?

| |
|-----------------|
| EVIDENCE |
| |

4.6a Does the school accept and classify transfer of credit or grade placements from schools that are accredited by regional accrediting agencies?

| |
|-----------------|
| EVIDENCE |
| |

4.7 Does the school demonstrate verifiable growth in student performance?

| |
|-----------------|
| EVIDENCE |
| |

4.8 Does the school maintain a secure, accurate, and complete student record system in accordance with state and federal regulations?

| |
|-----------------|
| EVIDENCE |
| |

4.8a How does the school utilize various technology programs to secure, retrieve and maintain records?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 4

A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #4?

| GOALS |
|-------|
| |

III. Summarize how these goals improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 5 HERE.)

STANDARD 5: RESOURCES AND SUPPORT SYSTEMS

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

I. What objective and quantifiable evidence substantiates each indicator?

5.1 Does the school recruit, employ, and mentor qualified professional staff that are capable of fulfilling assigned roles and responsibilities? (See Diocesan Policy)

| EVIDENCE | |
|---|-------------------|
| <u>TEACHER PROFILE</u> | |
| This form is to be completed for each full-time and part-time faculty member. All completed forms should be available for visiting committee during visitation. Do not include these forms in the bound self-study. | |
| 1) NAME: | _____ |
| 2) TOTAL YEARS TEACHING EXPERIENCE (inc. present year): | _____ |
| 3) TOTAL TEACHING EXPERIENCE IN THIS SCHOOL(inc. present year): | _____ |
| 4) HIGHEST DEGREE EARNED: | _____ |
| 5) INSTITUTION AWARDED DEGREE: | _____ |
| Year: | _____ |
| 6) PROFESSIONAL CERTIFICATION | |
| <input type="checkbox"/> Virginia | Expiration: _____ |
| <input type="checkbox"/> VCEA | Expiration: _____ |
| <input type="checkbox"/> Religion | Expiration: _____ |

5.1a Does the school have written policies covering recruitment, employment, assignment, evaluation, and termination of service of all school personnel?

| EVIDENCE |
|-----------------|
| |

**5.1b Does the school ensure professional educational personnel have current valid certification from one or more of the following:
Virginia Catholic Education Association (VCEA)
Virginia Department of Education (VDOE)
Child Development Association (CDA),
and show evidence of continuing professional education? Copies of certificates or diocesan approved plans are available.**

| |
|-----------------|
| EVIDENCE |
| |

5.1c Does the school ensure the administrative head and the supervisory personnel of the school earn, or are in process of earning (as defined by VCEA policies), from a regionally accredited institution, 18 semester hours of credit in administration or supervision as part of a graduate degree or in addition to the degree? Copies of certificates or diocesan approved plans are available.

| |
|-----------------|
| EVIDENCE |
| |

5.1d Does the school ensure teachers of Religion are certified to teach religion by valid certification from the Diocese? Copies of certificates are available.

| |
|-----------------|
| EVIDENCE |
| |

5.1e How does the school ensure every employee is apprised of relevant diocesan policies and understands that full compliance with those policies is required?

| |
|-----------------|
| EVIDENCE |
| |

5.1f Does the school maintain personnel records according to diocesan policy regarding contents, availability, and confidentiality?

| |
|-----------------|
| EVIDENCE |
| |

5.2 Does the school assign professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)?

| |
|-----------------|
| EVIDENCE |
| |

5.2a Does the school have a clearly understood table of organization with written job descriptions that specify levels of responsibility and reporting relationships?

| |
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| EVIDENCE |
| |

5.2b How does the school community establish, maintain, and model high expectations for citizenship and conduct?

| |
|-----------------|
| EVIDENCE |
| |

5.2c Does the school have written policies regarding the qualifications, selection, training, and assignment of substitute teachers?

| |
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| EVIDENCE |
| |

5.2d Does the school ensure that appropriate staff members have been trained in universal precautions, first aid, CPR, and dispensation of medicine?

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| EVIDENCE |
| |

5.2e Does the school designate personnel to provide health services in a clearly identifiable area of the school?

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| EVIDENCE |
| |

5.2f Does the school follow VCEA Extended Day guidelines and state regulations, if an extended day care is provided? Current license and compliance reports are available.

| |
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| EVIDENCE |
| |

5.2g Does the school closely follow the VCEA Early Childhood Program guidelines and state regulations, if such a program is offered? Current license and compliance reports are available.

| |
|-----------------|
| EVIDENCE |
| |

5.2h Does the school provide evidence of communication with appropriate agencies, such as public health, mental health, physicians, and other professionals?

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| EVIDENCE |
| |

5.2i Does the school develop, implement, and communicate a set of policies, procedures, and guidelines that govern student participation in all extra curricular activities under the sponsorship of the school?

| |
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| EVIDENCE |
| |

5.3 Does the school ensure that all staff participate in a continuous program of professional development?

| |
|-----------------|
| EVIDENCE |
| |

5.3a Does the school require teachers to obtain professional development every five years which should consist of six semester hours of credit or 120 clock hours of professional development activities such as workshops, seminars, conferences, serving on peer review teams, and other training activities?

| |
|-----------------|
| EVIDENCE |
| |

5.3b Does the school provide guidance to parents of students with psycho educational needs?

| |
|-----------------|
| EVIDENCE |
| |

5.4 Does the school provide and assign staff that are sufficient in number to meet the vision and purpose of the school?

| |
|-----------------|
| EVIDENCE |
| |

5.4a Does the school provide sufficient professional staff to ensure a maximum student-professional staff ratio of 18:1?

Note: Teacher, principals, guidance personnel, librarian/media specialists and other professional personnel assigned to the school may be included in computing the student-professional ratio, but they must be considered on the appropriate fractional part of full-time equivalency. Paraprofessionals who assist teachers with instruction may be used in computing the student-professional staff ratio, but shall not exceed 10 percent of the teaching positions. Each such full-time paraprofessional shall be considered the equivalent of .5 of one professional. Students in self-contained classes for the disabled and their teachers and assistants shall be excluded from the computation. Special education teachers serving students on a resource basis are included in the computation. One-half day early childhood students shall be counted as .5 when computing all requirements for staffing, including student-professional ratio, maximum class sizes, and all administrative and support positions.

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| EVIDENCE |
| |

5.5 Does the school budget sufficient resources to support its educational programs and to implement its plans for improvement?

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|-----------------|
| EVIDENCE |
| |

5.6 Does the school monitor all financial transactions through a recognized, regularly audited accounting system?

| |
|--|
| EVIDENCE |
| FIVE-YEAR REVIEW by a licensed accountant should be included at this point. |

5.6a Does the school ensure a monthly and annual financial report is utilized by the school's administration to monitor financial management of monies as well as the budgetary process? Copies of monthly statements and the Annual Financial Reports are available.

| |
|-----------------|
| EVIDENCE |
| |

5.6b Does the school ensure the budget provides the resources to support the beliefs, mission, and educational programs and goals of the school?

| |
|-----------------|
| EVIDENCE |
| |

5.6c Does the school develop and implement a long-range financial plan?

| |
|--|
| EVIDENCE |
| Include FIVE-YEAR BUDGET PLAN WORKSHEET (Should contain all line items)(PDS Format) |

5.6d Does the school base grants, scholarships, and/or financial aid upon established and published criteria?

| |
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| EVIDENCE |
| |

5.6e Does the school ensure all funds raised in the name of the school are under the control of the administrative head of the parish/school?

| |
|-----------------|
| EVIDENCE |
| |

5.6f Does the school ensure the school is not in, or in prospect of moving into financial reorganization under the protection of bankruptcy?

| |
|-----------------|
| EVIDENCE |
| |

5.6g Does the school maintain adequate insurance or equivalent resources to protect its financial stability and administrative operations from protracted proceedings and claims for damage?

| |
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| EVIDENCE |
| |

5.6h Does the school ensure the income from all regular sources is sufficient to support all regular expenditures and to assure the continuity and stability of services?

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| EVIDENCE |
| |

5.6i Does the school maintain and monitor a balance sheet that describes the overall financial operations and financial condition of the school, and prepares an operating on a regular basis?

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| EVIDENCE |
| |

5.6j Does the school develop, implement, and maintain a plan to fund capital improvements?

| |
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| EVIDENCE |
| |

5.7 Does the school maintain the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants?

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| EVIDENCE |
| |

5.7a Does the school ensure the physical facilities are inspected annually and approved by local fire and health authorities?

| |
|-----------------|
| EVIDENCE |
| |

5.7b Does the school ensure safeguards, including exit plans, for the protection of students and staff against hazards such as accidents, fire, violent storms, and earthquakes, are evident throughout the buildings?

| |
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| EVIDENCE |
| |

5.8 Does the school possess a written security and crisis management plan with appropriate training for stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

5.8a Does the school have a written plan for use in the event of student injury or illness, and is the staff trained to implement the plan?

| |
|-----------------|
| EVIDENCE |
| |

5.8b Does the school prohibit children in elementary grades from door-to-door fund raising activities sponsored by the school?

| |
|-----------------|
| EVIDENCE |
| |

5.8c Does the school maintain access to legal counsel who can advise or obtain necessary information about the legal requirements and obligations that exist in the state, federal, or other jurisdictions in which it operates?

| |
|-----------------|
| EVIDENCE |
| |

5.9 Does the school ensure that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning?

| |
|-----------------|
| EVIDENCE |
| |

5.9a Does the school ensure counseling services and library/media services are under the leadership of equally qualified personnel?

Note: All administrative and teaching employees meet the legal qualifications of the state in which employed, or have either a state credential, meet regional accrediting standards, meet national or federal standards or regulations, or a portfolio of educational and professional accomplishments that reveals they are fully qualified to perform the duties assigned to them in the school.

| |
|-----------------|
| EVIDENCE |
| |

5.9b Does the school operate a process for designing and maintaining student support services that is continually reviewed, and is aligned with the vision, beliefs, mission, and expectations for student performance?

| |
|-----------------|
| EVIDENCE |
| |

5.10 Does the school provide appropriate support for students with special needs?

| |
|-----------------|
| EVIDENCE |
| |

5.10a Does the school refer students whose needs cannot be met in school to appropriate agencies for assistance?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 5

A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #5?

| GOALS |
|-------|
| |

III. Summarize how these goals improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 6 HERE.)

STANDARD 6: STAKEHOLDER COMMUNICATION AND RELATIONSHIPS

The school fosters effective communications and relationships with and among its stakeholders.

I. What objective and quantifiable evidence substantiates each indicator?

6.1 Does the school foster collaboration with community stakeholders to support student learning?

| EVIDENCE | | |
|--|---|--------------------------------|
| COMMUNITY INVOLVEMENT CHART | | |
| Describe below how your school's curriculum benefits from community services. List examples such as libraries, museums, business support, technology support, expertise of parents, etc. Please be specific in how the curriculum is impacted. | | |
| Community Service Used | Aspects of the Curriculum Which Benefit from Service | Description of Activity |
| | | |

6.1a Does the school show that long-range planning in alumni affairs and/or public relations is an ongoing process?

| EVIDENCE |
|-----------------|
| |

6.1b Does the school ensure communications among and between school staff, stakeholders, and alumni are clear and effective?

| EVIDENCE |
|-----------------|
| |

6.2 Does the school have formal channels to listen to and communicate with stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

6.2a Does the school ensure the facility is made available for adult learning?

| |
|-----------------|
| EVIDENCE |
| |

6.3 Does the school solicit the knowledge and skills of stakeholders to enhance the work of the school?

| |
|-----------------|
| EVIDENCE |
| |

6.4 Does the school communicate the expectations for student learning and goals for improvement to all stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

6.5 Does the school provide information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

6.5a Does the school reflect accurate information about its programs and accomplishments through advertising and promotional materials?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 6

A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been formulated to fulfill or enhance Standard #6?

| GOALS |
|-------|
| |

III. Summarize how these goals improve student learning:

(INCLUDE NARRATIVE FOR STANDARD 7 HERE.)

STANDARD 7: COMMITMENT TO CONTINUOUS IMPROVEMENT

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

I. What objective and quantifiable evidence substantiates each indicator?

7.1 Does the school engage in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintain a current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)?

| |
|-----------------|
| EVIDENCE |
| |

7.2 Does the school engage stakeholders in the processes of continuous improvement?

| |
|-----------------|
| EVIDENCE |
| |

7.3 Does the school ensure that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning?

| |
|-----------------|
| EVIDENCE |
| |

7.4 Does the school provide professional development for school personnel to help them implement improvement interventions to achieve improvement goals?

| |
|-----------------|
| EVIDENCE |
| |

7.5 Does the school monitor and communicate the results of improvement efforts to stakeholders?

| |
|-----------------|
| EVIDENCE |
| |

7.6 Does the school evaluate and document the effectiveness and impact of its continuous process of improvement?

| |
|-----------------|
| EVIDENCE |
| |

Impact Statement for Standard 7

A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

II. The fundamental purpose of each standard is to continually improve student learning. What goals have been established to fulfill or enhance Standard #7?

| GOALS |
|-------|
| |

III. Summarize how these goals improve student learning:

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 1

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 1

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 2

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 2

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 3

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> Terra Nova Score: _____ | <u>LANGUAGE</u> Terra Nova Score: _____ | <u>MATH</u> Terra Nova Score: _____ |
|---|--|--|
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 3

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 4

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 4

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 5

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 5

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 6

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 6

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 7

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 7

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 8

SCHOOL: _____ DATE: October 1, _____

| <u>READING</u> | <u>LANGUAGE</u> | <u>MATH</u> |
|--|--|--|
| Terra Nova Score: _____ | Terra Nova Score: _____ | Terra Nova Score: _____ |
| <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ | <u>Potential Areas of Strength:</u> _____ |
| <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ | <u>Potential Areas of Need:</u> _____ |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ GRADE: 8

SCHOOL: _____ DATE: October 1, _____

| <u>SCIENCE</u> | <u>SOCIAL STUDIES</u> | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Terra Nova Score: _____ | Terra Nova Score: _____ | |
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ | <u>Action Plan:</u> _____ |

Principal's signature: _____

HIGH SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ Grade: 10

SCHOOL: _____ DATE: October 1, _____

| <u>VERBAL</u> PSAT Score: _____ | <u>WRITING</u> PSAT Score: _____ | <u>MATH</u> PSAT Score: _____ | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|--------------------------------------|--------------------------------------|
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strengths:</u> | <u>Potential Areas of Strengths:</u> |
| <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> | <u>Potential Areas of Needs:</u> |
| <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> |

Principal's Signature: _____

HIGH SCHOOL LEARNING PLAN

SCHOOL YEAR: _____ Grade: 11

SCHOOL: _____ DATE: October 1, _____

| <u>VERBAL</u> PSAT Score: _____ | <u>WRITING</u> PSAT Score: _____ | <u>MATH</u> PSAT Score: _____ | <u>ACRE</u> |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> | <u>Potential Areas of Strength:</u> |
| <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> | <u>Potential Areas of Need:</u> |
| <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> | <u>Action Plan:</u> |

Principal's Signature: _____

FIVE YEAR STRATEGIC PLAN FOR IMPROVEMENT

SCHOOL _____

YEAR _____

The five-year plan is developed to provide a total vision for the school's future growth.

| YEAR | SECTION/REFERENCE | DEFINED OUTCOME |
|--|-------------------|-----------------|
| | | |
| | | |
| | | |
| | | |
| DESCRIBE THE PROCESS USED IN DEFINING THE FIVE-YEAR PLAN. | | |

(A copy of the five-year plan should be resubmitted each year with the individual planning sheets for the year

FIVE YEAR STRATEGIC PLAN FOR IMPROVEMENT

SCHOOL _____

YEAR _____

The five-year plan is developed to provide a total vision for the school's future growth.

| YEAR | STANDARD/INDICATOR(S) | DEFINED OUTCOME |
|--------------------|-----------------------|--|
| I 2007- 08 | A/A.6 3/3.5a | +The school will provide more professional development in regarding religious formation. +Focus on differentiated instruction will be a priority. |
| II 2008- 09 | 5/5.6d 5/5.9 | +A financial aid policy will be developed and published. +A qualified guidance counselor will be hired |
| III 2009- 10 | 5/5.10 7/7.6 | +A resource teacher will be hired +Parents, students, faculty and staff will complete satisfaction surveys. Results will be calculated and a plan will be developed |
| IV 2010- 11 | 4/4.4a 5/5.7b | +Survey graduates to determine the effectiveness of the instructional program. +Plans for updating the building climate control system will be initiated. |
| V 2011- 12 | 5/5.7b 5/5.6b | +The building project will begin. +A development committee is formed. |

DESCRIBE THE PROCESS USED IN DEFINING THE FIVE-YEAR PLAN.

Administrators and the School Improvement Chairperson met to prioritize recommendations. Teachers met in departments to do the same. Faculty then met as a whole to discuss the plan and to make changes as suggested.. Pastor was apprised of the plan particularly the areas which deal with money and building.

(A copy of the five-year plan should be resubmitted each year with the individual planning sheets for the year.)

CONTINUOUS IMPROVEMENT GOAL SHEET

SCHOOL: _____ SCHOOL YEAR: _____

GOAL: _____

DfG STANDARD and INDICATOR/AREA (Facilities, Finances, Marketing, Development, and Enrollment):

PERSON (S) RESPONSIBLE FOR COMPLETION: _____

| STEPS TO ACHIEVE GOAL | TIME FRAME | BUDGET IMPLICATIONS | PROCESS TO MEASURE COMPLETION |
|-----------------------|------------|---------------------|-------------------------------|
| • | • | • | • |

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SCHOOL:
DISTRICT:

DATE(S) of VISIT:

I. Evidence of Meeting Standards

| Standard | Meets Expectations | Meets Expectations With Recommendation | Does Not Meet Expectations List deficient indicators, if any (i.e. 3.5, 6.7, or 4.6) |
|---|---------------------------|---|---|
| Standard A: Continuous Development of a Christ-Centered Environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard B: Effectiveness of Catholic Identity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 1: Vision and Purpose | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 2: Governance and Leadership | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 3: Teaching and Learning | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 4: Documenting and Using Results | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 5: Resources and Support Systems (List names of personnel in violation) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 6: Stakeholder Communication and Relationships | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard 7: Commitment to Continuous Improvement | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Note: In the professional judgment of the quality assurance review team, if a standard is rated "meets expectations with recommendation" there should be a recommendation(s) related to the standard in the narrative of the report.

Note: In the professional judgment of the quality assurance review team, if a standard is rated "does not meet expectations" the indicator(s) not met should be listed in the "List deficient indicators" column.

II. Demonstration of Continuous Improvement

Use the following rubric to identify the school's level of effectiveness in engaging and demonstrating a continuous process of improvement.

| Absent | Emerging | Operational | Exemplary |
|---|---|--|--|
| <ul style="list-style-type: none"> o There is little or no evidence of a continuous process of improvement. o There is limited awareness among staff of the process of continuous improvement and its importance. | <ul style="list-style-type: none"> o The improvement process is episodic (sometimes but not consistently evident). o There is growing awareness among most staff of the improvement process and its importance. | <ul style="list-style-type: none"> o The improvement process is almost always evident. o There is general awareness among staff of the improvement process and its importance. | <ul style="list-style-type: none"> o The improvement process is consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning. o Almost all staff is aware of the improvement process and understands its importance and how it impacts other people and practices in the school. |

LEVEL OF EFFECTIVENESS: (Check the appropriate box.)

- ABSENT**
 EMERGING
 OPERATIONAL
 EXEMPLARY

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III. Providing Quality Assurance

| Absent | Emerging | Operational | Exemplary |
|--|---|--|--|
| <ul style="list-style-type: none"> ○ There is little or no evidence of methods or procedures designed to monitor and support the teaching and learning process. ○ There is limited awareness among staff of current levels of effectiveness. | <ul style="list-style-type: none"> ○ Methods for quality assurance are episodic (sometimes but not consistently evident). ○ There is growing awareness among staff that methods of quality assurance are being implemented to support, assist, and monitor the teaching and learning process. | <ul style="list-style-type: none"> ○ Methods for quality assurance are almost always evident. ○ There is general awareness among staff that methods of quality assurance are in place to support, assist, and monitor the teaching and learning process. | <ul style="list-style-type: none"> ○ Methods for quality assurance are consistently evident or routine, aligned with other practices, and focused on achieving the vision and expectations for student learning. ○ Almost all staff are aware of the methods for quality assurance and understands its importance and how it impacts other people and practices in the school. |

LEVEL OF EFFECTIVENESS: (Check the appropriate box.)

- ABSENT**
 EMERGING
 OPERATIONAL
 EXEMPLARY

IV. Recommendation to the Catholic Diocese (District) of Richmond

For schools seeking initial accreditation

- Recommend initial accreditation
- Do not recommend accreditation at this time
 (Note: Chair should provide below or on an attached sheet the conditions that must be met including standard deficiencies for initial accreditation.)

For schools seeking continued accreditation

- Recommend continued accreditation with applicable recommendations noted
- Recommend accreditation with noted standard violations (see above)

V. Quality Assurance Review Team

Chair: _____ **Member:** _____
Member: _____ **Member:** _____
Member: _____ **Member:** _____

VI. Special Comments or Notations by the Chair