



ARCHDIOCESE OF LOUISVILLE

SCHOOL IMPROVEMENT PLANNING MANUAL

Updated: January, 2009

ACKNOWLEDGEMENTS

Kentucky Non-Public Schools Commission Accreditation Manual, 2004

Validating the Vision

Mary Frances Taymans, SND, Ed.D.

NCEA publications

1999

Continuing the Tradition: A Catholic Elementary/Middle School Improvement Process

Robert J. Kealey, Ed.D.

NCEA publications

2001

School Improvement: Focusing on Student Performance

NSSE

1998

The School Portfolio – A Comprehensive Framework for School Improvement

Victoria Bernhardt

Eye on Education

1999

Data Analysis for Comprehensive Schoolwide Improvement

Victoria Bernhardt

Eye on Education

1998

Work of Karen L. Tichy, Ed.D.

Associate Superintendent for Instruction for the Archdiocese of St. Louis

2001

Accreditation Standards for Quality Schools for Schools Seeking NCA CASI or SACS CASI Accreditation

2007

HISTORY OF SCHOOL PLANNING

Long-range planning for Catholic schools enjoys a rich tradition in our Church, nation, local Archdiocese and parishes. The commitment to an education infused with Gospel values has been renewed throughout our history.

To Teach as Jesus Did (1972)

The following statement that appeared in the pastoral letter *To Teach as Jesus Did* expressed support for Catholic schools:

“Of the educational programs available to the Catholic community, Catholic schools afford the fullest and best opportunity to realize the threefold purpose (message, community, and service) of Christian education among children and young people.”

The pastoral letter called upon parents, educators and pastors to “ensure the continuance and improvement of Catholic schools.” Specific areas of concern were pointed out:

- greater fiscal responsibility
- quality education for disadvantaged and
- the need to look at alternative models.

Since that time, a great deal has been accomplished. We are asked to continue our active support to Catholic schools.

U.S. Bishops (1990)

The call for support was once again expressed by the U.S. Bishops in 1990.

“Our church and nation have been enriched because of the quality of education provided in Catholic schools over the last 300 years...Now we are called to sustain and expand this vitally important ministry of the Church.”

The bishops committed themselves to certain seven-year goals as a sign of affirmation of the principles laid down in *To Teach as Jesus Did*. The commitment which was to be fulfilled by 1997, was to the following goals:

- that Catholic schools will continue to provide a high quality education for all their students in a context infused with Gospel values.
- serious efforts will be made to ensure that Catholic schools are available for Catholic parents who wish to send their children to them.
- new initiatives will be launched to secure financial assistance from both private and public sectors for Catholic parents to exercise this right.
- that the salaries and benefits of Catholic school teachers and administrators will reflect our teaching.

Address to Catholic Educators by Pope Benedict XVI (2008)

In his address to educators on April 17, 2008, Pope Benedict XVI reaffirmed the Church’s commitment to Catholic education and called upon the greater community to embrace the mission and sustainability of the schools:

“Education is integral to the mission of the Church to proclaim the Good News...The Catholic community here (in the US) has in fact made education one of its highest priorities. Towering figures... laid the foundations of what is today a remarkable network of parochial schools contributing to the spiritual well-being of the Church and the nation...It is an outstanding apostolate of hope, seeking to address the material, intellectual and spiritual need of over three million children and students. It also provides a high commendable opportunity for the entire Catholic community to contribute generously to the financial needs of our institutions...Their (Catholic schools) long-term sustainability must be reassured. Indeed, everything possible must be done, in cooperation with the wider community, to ensure that they are accessible to people of all social and economic strata. No child should be denied his or her right to an education in faith, which in turn nurtures the soul of a nation.”

Archdiocese of Louisville

The mission of formation and education in the Archdiocese of Louisville is to teach Catholic beliefs, traditions, and values in the context of deepening spirituality and lifelong religious formation. As such, the Office of Lifelong Formation and Education has recognized the need to continue the tradition of Catholic education. Catholic schools are an integral part of the history of success with this living mission. The mission of Catholic education is accomplished by:

- proclaiming the good news of Jesus Christ in the Catholic tradition
- inviting all persons at various stages of life to fulfill their human potential
- building the community of faith
- working toward the transformation of individuals, communities, and cultures in light of the gospel values
- committing ourselves to stewardship of our human, spiritual, and material resources

The elements of lifelong formation and education that we see as most important are:

- parish communities that are vital centers of lifelong formation and education
- Catholic schools that are dedicated to both religious formation and academic excellence
- a just and unified structure for making lifelong formation and education programs available to individuals and communities throughout the Archdiocese of Louisville
- development and stewardship of our human and financial resources

The Archdiocese recognizes that today’s children and youth are our future. With the hope of those who have invested in Catholic schools, we can carry the mission of the church into the 21st century. Schools can begin planning for the future by completing a long-range plan and implementing advancement processes.

OVERVIEW OF PLANNING PROCESS

The school improvement planning process is considered to be a constructive exercise for the school community designed for the creation and implementation of four to six goals (which include the instructional improvement goals) with specific objectives, action steps, and evaluation/assessment measures. It is an intense self-study that is designed to highlight the strengths and areas of concern in the school. To accomplish these tasks, eight standards are examined and information for future study is gathered. The areas that are analyzed are:

Catholic Identity

Commitment to Continuous Improvement

Documenting and Using Results

Governance and Leadership

Resources and Support Systems

Stakeholder Communication and Relationships

Teaching and Learning

Vision and Purpose

The School Improvement Plan is future oriented and not designed to be a quick fix or a crisis management plan. It should define strengths and future needs, increase accountability and efficacy, eliminate crisis management, lead to improvement in student learning and generate monies for the school. It will not succeed without the commitment of the entire school community.

SCHOOL IMPROVEMENT THROUGH LONG RANGE PLANNING

Planning, with its major goal of continuous improvement, is an essential step in meeting the challenges of today. It has proven to be most effective when all necessary steps have been followed and all of the school's stakeholders (pastor, parish, board, administration, staff and faculty, parents, students, etc.) are committed to and involved in the process.

The steps for developing the long-range plan include the following:

- 1. Develop the mission and vision statements.** It is important to first know and articulate the mission and vision of the school. If the school does not currently have a mission and/or vision statement, the faculty should prepare the first draft(s) and present them to the planning committee for revisions and approval. Once final drafts are approved, these statements should go before the faculty, School Board and Parish Council for their approval. After that process is complete and the statements have been approved by all relevant groups, it is highly suggested that the statements be published in all appropriate communication, such as the handbooks for parents, students and faculty. These statements should be reviewed periodically and revised when necessary.
- 2. Assess the school.** This step requires an intensive self-study of the school and involves data gathering by members of the school improvement planning committee in the following areas: Catholic Identity, Commitment to Continuous Improvement, Documenting and Using Results, Governance and Leadership, Resources and Support Systems, Stakeholder Communication and Relationships, Teaching and Learning, Vision and Purpose. The data collected should be organized and compiled in a narrative description. This will assist the administration and members of the committee in analyzing the school.
- 3. Review the data and analyze the situation.** Once a narrative description has been written for each area, members are asked to review and analyze the information, in its totality. This is done with a "SWOT instrument" that identifies strengths and weaknesses and determines opportunities and threats.
- 4. Craft goals, objectives and action steps.** Based on the results of the SWOT analysis, members of the school improvement planning committee will establish goals (realistic and broad), objectives (specific and measurable), and action steps (the who, when and how of the objective).
- 5. Consult the community.** The plan is then shared with the community affording parents, faculty, staff, and parishioners ownership of the plan.

6. **Monitor the plan.** The school board is responsible for implementing and monitoring the plan. On at least a quarterly basis the board should prepare a written report on the status of the objectives.

7. **Evaluate and update the plan.** At the end of the year, the board should review the plan and determine additional objectives and action plans for the up-coming year where necessary.

THE SCHOOL IMPROVEMENT PLANNING COMMITTEE

All members of the School Improvement Planning Committee should be:
Strong believers in the Church and the ministry of education
Active supporters of Catholic education
Doers
Visionary
Committed to the process

It is recommended that the SIP committee have at least 12-15 members. Among the individuals/groups that may be represented on the SIP Committee are:

- Advancement Director
- Alumni
- Community/business leader(s)
- Faculty
- Grandparents of children in the school
- Parents not on the School Board
- Parish Council (may apply only to elementary schools)
- Parishioners without children in the school (may apply only to elementary schools)
- Pastor/Pastoral Administrator (may apply only to elementary schools)
- President (may apply only to high school)
- Principal
- Representative of sponsoring religious community if applicable
- School Board members
- Others as identified by the School Board (i.e. PTO, Athletics, etc.)

The overall purpose of the School Improvement Committee is to coordinate the development and subsequent implementation of the comprehensive strategic plan for the school. Specifically, its duties are...

- to assist in the development (or revision) of the mission and vision statements. (This coordination includes the formulation of a draft statement, consultation with the school community, and final development of the mission statement.)
- to coordinate the gathering of data and information needed for the strategic plan. (This coordination includes the delegating to individuals/groups various segments of the data gathering instrument, reviewing results and organizing/compiling into one source book.)
- to participate in the analysis and goal-setting phase of strategic planning.

- to assist the administration in the formulation of first year objectives.
- to assist the administration in setting up a regular system for monitoring, evaluating, and updating the strategic plan.
- to communicate the status and ongoing process of the long-range plan to the school community.

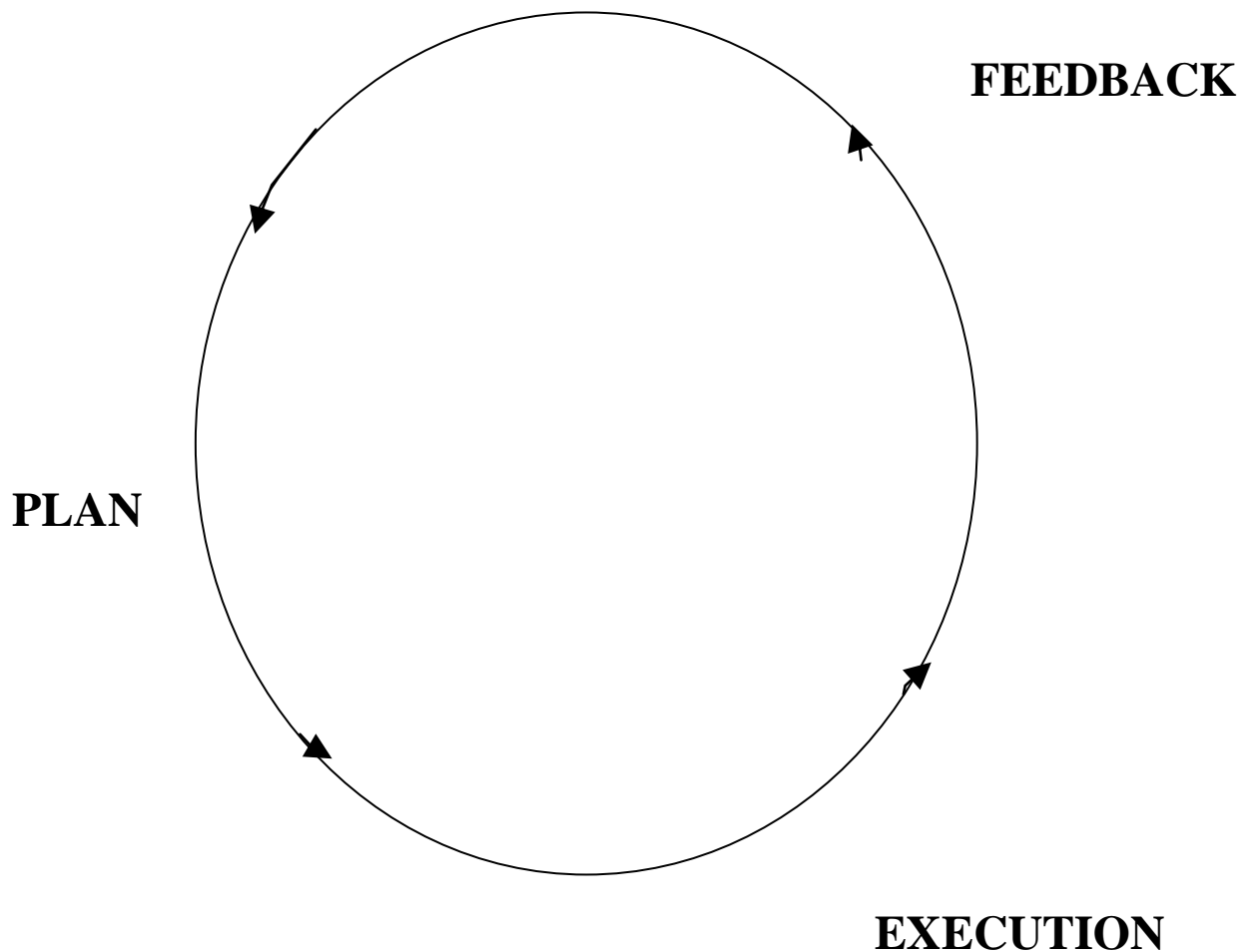
MEETING AGENDAS

- Before first meeting:** Establish committee membership
Distribute planning manuals to committee members
Select date for first meeting
- First meeting:** Introduction of committee members
Overview of planning process
Begin work on Mission and Vision statements
- Second meeting:** Review/adopt Mission/Vision statements
Assign standards to members
- Third meeting:** Share reports about standards
- Fourth meeting:** Share reports about standards
Discuss SWOT analysis sheets
- Fifth meeting:** Provide SWOT results
Begin writing the School Improvement Plan
Goals
Objectives
Action steps
Evaluation/Assessment measures
- Sixth meeting:** Continue SIP
- Seventh meeting:** Receive total report
Begin consultation of SIP

EVALUATION OF THE PLAN

The recommended steps in the evaluation process are:

- appoint a chairperson from the School Board for each area that was addressed
- report monthly on the progress of each area (should be reflected in Board minutes)
- conduct a quarterly review
- annually evaluate the plan in its totality
- write new objectives and action steps where and when necessary



DIRECTIONS FOR COMPLETING SELF- STUDY

Before You Start:

The following documents should be on hand for those involved in the self study and for members of the accreditation team and may be asked for in more than one standard:

- A. Safety and School Emergency Plan
- B. Instructional Improvement Plan
- C. Technology Plan
- D. Enrollment Management Plan
- E. Facilities Plan
- F. 3 Year Budget
- G. Terra Nova Test Results Chart for the past 5 years
- H. ACRE Test Results Chart
- I. School Survey Data

The following handbooks should be on hand for those involved in the self study and for members of the accreditation team and may be asked for in more than one standard:

- A. Archdiocese of Louisville Personnel Policies
- B. Archdiocese of Louisville Handbook for Catholic Schools
- C. Archdiocese of Louisville Curriculum Handbook
- D. School's Faculty Handbook
- E. Pre-K Handbook
- F. After-school Handbook
- G. Parent/Student Handbook
- H. Athletics Handbook

For Standards:

Members of the School Improvement Committee are to gather data on each of the eight areas and prepare an Assessment Committee Summary Report for analysis by the group. The report should include the following items:

1. Completed **Indicators** List. There should be a check mark in one of the four columns
 - Not Evident – Little/no evidence exists
 - Emerging – Evidence indicates early or preliminary stages of implementation of practice
 - Operational – Evidence indicates practices and procedures are actively implemented
 - Highly Functional – Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented
2. Completed **Practices** List. There should be a check mark in one of the two columns
 - Yes – The practice is implemented/evident in the school.
 - No -- The practice is not implemented/not evident in the school.

3. A written summary addressing all Evidence. Some Evidence may require that additional information and/or documents be provided. Some Evidence may require that specific forms be completed. If so, you may find those forms in *Appendix A. -- Forms*.
4. A written narrative regarding the information gathered that includes the following information:
 - a. The most significant data surfaced in this assessment.
 - b. The strengths which may be drawn from this assessment.
 - c. Needs or concerns surfaced from this assessment.
 - d. Possible recommendations based on the information from the assessment.
 - e. Any additional information that may need to be gathered.
5. All focus questions at the end of each section should be answered and given to site team with all other materials.

For Administration of Surveys:

The surveys included in this document are SAMPLE surveys only – other survey instruments may be used to gauge the climate of your school community.

A subcommittee of the SIP committee should compile results of all surveys and share them with the principal first. Before submitting the summary of results to the larger committee all references to individual people or specific incidents which may have occurred should be excluded.

All survey data should be summarized and reported in raw numbers, **NOT** percentages.

COMPLETED SCHOOL IMPROVEMENT PLAN

When the self-study is completed all reports on the standards should be evaluated and a SWOT analysis completed. The responses in the SWOT analysis should lead the committee to areas of greatest concern, and thus the goal-setting process, the primary focus of the school improvement plan. This process should include goals, objectives, action steps/strategies and evaluation/assessment measures.

Goals should....

- be broad, generic
- be able to be accomplished in three to five years
- clearly and practically define what needs to happen in order to attain the school's vision (working backward from the vision, outline the major steps needed to get there)
- be realistic and appropriate
- reflect the SWOT analysis
- support the school's mission, vision, and statement of philosophy
- include at least one curricular area of growth

Objectives should....

- be more specific and unique to your school
- answer the question, "What do we want to accomplish?"
- flow logically from the goals
- reflect knowledge gleaned from research
- be results-oriented
- have top-down leadership and bottom-up acceptance
- be measurable/quantifiable

Action steps/Strategies should....

- follow the form of task analysis
- answer the question, "How are we going to do this?"
- fit the objectives
- be clear as to who is going to do what, when
- have reasonable timelines
- be realistic
- be the key to the accountability of the actual implementation of the plan
- help further the understanding of the interrelationships of all the parts of the organization

Evaluation/Assessment should....

- define the mechanism by which the success of the goal is measured
- be clear about what is being measured
- provide information used for improvement

The completed School Improvement Plan should include the following:

- An overview of the school
- School Mission and Vision Statements
- Brief explanation of the planning process
- Names of all SIP committee members
- Minutes of all SIP meetings
- Summary of Data collected:
 - Enrollment charts
 - Report on each Standard – to include all rubrics and written narratives
 - Answers to all Focus questions
 - Survey data summary
 - SWOT Analysis
- Goals, objectives, action steps/strategies, evaluation/assessment measures
- Completed School Profile

ACCREDITATION STANDARDS FOR QUALITY SCHOOLS

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:		Not Evident	Emerging	Operational	Highly Functional
1.1	Establishes a vision for the school in accordance with its stakeholders				
1.2	Communicates the vision and purpose to build stakeholder understanding and support				
1.3	Identifies goals to advance the vision				
1.4	Develops and continuously maintains a profile of the school, its students, and the community				
1.5	Ensures that the school's vision and purpose guide the teaching and learning process				
1.6	Reviews its vision and purpose systematically and revises them when appropriate				

Impact Statement

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 and human, material, and fiscal resources.

Practices:

		YES	NO
1.	The philosophy, mission and vision of the school are: <ul style="list-style-type: none"> • consistent with the thoughts and beliefs of the church. (1.1) • consistent with the needs of the students as a community of learners and with contemporary societal concern. (1.1) • published in the school’s handbook(s) and other appropriate literature. (1.2) • a reflection of the school’s commitment to student learning and are expressed in the specific goals, objectives and activities of the school. (1.5) • reviewed at least once every five years as a cooperative effort involving faculty, students, administration, parents, governing board members and other relevant stakeholders. (1.6) 		
2.	The school has a current five-year improvement plan that includes specific goals, objectives and activities of the school. (1.3)		
3.	There is an enrollment management plan in place that includes strategies for general marketing, target marketing, recruitment, application, acceptance, enrollment, and retention. (1.4)		
4.	The school’s enrollment plan is updated on a regular basis. (1.4)		
5.	The school’s “brand” and “five core values” are published and used regularly in school publications and at school functions. (1.4)		
6.	Community and school demographics are gathered and reviewed on a regular basis. (1.4)		
7.	A ten-year history of the number of families in the parish is kept current. (1.4)		
8.	A five-year enrollment projection is prepared and revised annually. (1.4)		
9.	A five-year enrollment mix (Catholic, non-Catholic, parishioner, non-parishioner and ethnicity/race) is prepared annually. (1.4)		
10.	Feeder schools, parishes’ elementary and pre-schools have been identified and communicated with on a regular basis. (1.4)		
11.	Competitive schools, including public, other Catholic and private schools have been identified. (1.4)		
12.	There is a student recruitment process in place. (1.4)		
13.	There are specific efforts for student retention. (1.4)		
14.	There is a clear published admissions policy in place. (1.4)		
15.	There is a policy regarding transfers into the school. (1.4)		

16.	A database system including alumni, parents, board members, etc. is in place. (1.4)		
17.	A case statement is updated yearly. (1.4)		
18.	Teachers and students can articulate the mission and vision of the school and tell how each impacts the business of the school. (1.5)		

Evidence:

- *Provide a copy of the school’s statements of philosophy, mission and vision.*
- *List the persons or groups who participated in the forming of the mission and vision statements.*
- *Provide the dates and revisions of the statements of philosophy, mission and vision.*
- *Describe the schedule for revising the School Improvement Plan.*
- *Provide publications containing information about mission, vision, philosophy and planning.*
- *Provide completed School Profile.*
- *Provide the school’s SIP.*
- *Describe the SIP process.*
- *List the names of the members of the enrollment management team.*
- *List the school’s “brand” and “five core values.”*
- *Describe the enrollment management plan and process.*
- *Affirm that the school’s enrollment plan is on file at the school and with the Archdiocese.*
- *Complete all enrollment charts included in this manual.*
- *Provide a list of competitive schools including public, other Catholic and private schools.*
- *Provide detailed information regarding current student recruitment efforts.*
- *Provide detailed information regarding current student retention efforts.*
- *Provide a copy of the Admissions Policy.*
- *Provide a copy of the policy for transfers into the school.*

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school's implementation of the research-based practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?
2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?
3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?
4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

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:		Not Evident	Emerging	Operational	Highly Functional
2.1	Establishes policies and procedures that provide for the effective operation of the school				
2.2	Recognizes and preserves the executive, administrative and leadership prerogatives of the administrative head of the school				
2.3	Ensures compliance with applicable local, state and federal laws, standards and regulations				

Practices:

		YES	NO
1.	<p>The school board:</p> <ul style="list-style-type: none"> • facilitates the implementation of the school's statements of philosophy and mission. (2.1) • has a written constitution and/or by-laws that articulate its purpose, procedures, members, etc. (2.1) • communicates its actions to the appropriate publics. (2.1) • formulates thorough, clear and concise policy statements. (2.1) • has a procedure for orientation and board in-service. (2.1) • is consulted about financial resources and sound financial practices for the school. (2.1) • assures there is a school improvement plan. (2.1) • facilitates for the ongoing evaluation of the administration (regional). (2.1) 		

	<ul style="list-style-type: none"> • hires and facilitates the ongoing evaluation of the administration (regional). (2.1) • delegates administrative authority for the operation of the school to the administrator. (2.2) • is responsible, with the administrator, for assuring adequate short and long term planning and implements the long-range plan. (2.2) 		
2.	There are written job descriptions for the administrator and all other employees. (2.1)		
3.	The administrator is responsible for the administrative operation of the school and its educational program. (2.2)		
4.	Applicable Archdiocesan policy and state and federal legislation are observed in the hiring or dismissal of personnel. (2.3)		

Evidence:

- *Provide the School Board handbook, constitution/by-laws, self-evaluation procedures, minutes, dates of orientation meetings for new members, the dates of the meetings for the present year and in-service opportunities.*
- *Cite two or three significant decisions made by the Board in the last four - five years.*
- *Provide job descriptions for all personnel, including the administrator, teaching staff, support staff, and staff positions such as maintenance, development director, etc.*
- *Complete and provide the Administrator Evaluation Process Template.*
- *Provide the Archdiocesan Handbook on Personnel Policies.*
- *Provide evidence of employee and volunteer files containing appropriate documentation as required by law.*

LEADERSHIP

Quality School Indicators

In fulfillment of this standard, the school has leadership that:		Not Evident	Emerging	Operational	Highly Functional
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness				
2.5	Fosters a learning community				
2.6	Provides teachers and students opportunities to lead				
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility and ownership				
2.8	Controls curricular and extracurricular activities that are sponsored by the school				
2.9	Responds to community expectations and stakeholder satisfaction				
2.10	Implements an evaluation system that provides for the professional growth of all personnel				

Impact Statement

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.

Practices:

		YES	NO
1.	The school's organizational structure reflects the school's goals and priorities and responds to the individual differences of the students. (2.4)		
2.	<p>The school:</p> <ul style="list-style-type: none"> • has developed written personnel policies that are issued to all employees and reviewed on a regular basis. (2.4) • has established and implemented procedures for recruitment, selection, employment, orientation, reassignment and dismissal of all personnel. (2.4) • has a co-curricular program that is part of the educational program, meeting the needs and the interests of the students. (2.8) • has a licensed pre-K program. (2.8) • has before- and after-school programs that are licensed. (2.8) • has a food service program that meets all the necessary regulations and guidelines. (2.8) • offers a sports program to students. (2.8) • has developed an annual staff development plan for its total staff. (2.10) 		
3.	<p>The administrator:</p> <ul style="list-style-type: none"> • uses data/research in making decisions regarding curriculum, and in instructional and organizational decisions. (2.4) • ensures that policies, procedures, programs, relationships, and resources focus on the mission of the school and promote the achievement of all students. (2.4) • is directly involved in the selection, supervision, formal evaluation, retention and dismissal of all school personnel. (2.4) • has established and implemented procedures for evaluating all personnel as directed by OLFE. (2.4) • provides developmentally appropriate counseling services for its students. (2.4) • facilitates the development of positive school climate. (2.5) • participates on a regular basis in appropriate professional development opportunities that are designed to result in the improvement of student learning. (2.5) 		

4.	<p>The faculty</p> <ul style="list-style-type: none"> • accept and are committed to the philosophy and mission of the school. (2.5) • are committed to academic excellence and recognize their obligation to be professionally prepared and continue their professional growth. (2.5) • utilize the results of the assessments/inventories (including ACRE) to identify strengths and build on the areas of concern. (2.7) • are accountable to the administrator for the performance of assigned duties. (2.7) • participate on a regular basis in appropriate professional development opportunities that are designed to result in the improvement of student learning. (2.10) • receive feedback on their performance. (2.10) 		
5.	<p>All staff and volunteers within the school community and from the wider community</p> <ul style="list-style-type: none"> • are welcomed to participate in various school programs. (2.6) • receive feedback on their performance. (2.10) 		
6.	Support is given to beginning teachers. (2.10)		
7.	<p>Students</p> <ul style="list-style-type: none"> • are involved in the governance and the leadership of the school. (2.6) • are involved in outreach and service programs. (2.6) 		
8.	There is a viable parent organization. (2.6)		
9.	The School Board communicates its actions to the appropriate publics. (2.9)		

Evidence:

- *Provide copy of the personnel policy handbook manual that includes: policies for evaluation and feedback, evaluation tool, hiring policies and procedures including non-discriminatory policy, support for new teachers, and all other relevant policies by which personnel are governed.*
- *Provide a copy of School Board minutes, PTO minutes, newsletter and web page documentation of projects implemented by the School Board and PTO.*
- *Provide the Faculty Handbook, the Student/Parent Handbook and Handbooks for Pre-K Program, Before/After-School Programs, Athletic Program.*
- *Provide copies of the state licenses for the pre-K program, before- and after-school care programs.*
- *Provide the schedules of: daily classes showing length of the school day; teacher observation by administrator; orientation meetings for new staff members; regularly scheduled staff meetings.*
- *Complete and provide the ACRE Test Results chart and the Terra Nova Assessment Results chart.*
- *Demonstrate how the school uses the analysis of test scores (including ACRE) to inform instruction.*
- *Provide a description of school's professional development program and budget for past and present years.*
- *Provide the formal/informal support given to teachers new to the school and/or new to the profession.*
- *Provide a description of the counseling/guidance program offered to students.*
- *Provide a list of all co-curricular activities offered to the students with an estimated percentage of students who participate in each.*
- *Provide a list of the athletic sports offered to students at each grade level.*
- *Describe the school's food service program and provide a sample menu offered to the students.*
- *Provide narrative and/or statistical analysis of the surveys of the school community.*
- *Provide examples of the development of student leadership.*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?
2. What process does the school's leadership use to evaluate school effectiveness and student performance?
3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?
4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

STANDARD 3: TEACHING AND LEARNING

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

Quality School Indicators

		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
3.1	Develops and implements curriculum based on clearly-defined expectations for student learning				
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				
3.3	Gathers, analyzes and uses data and research in making curricular and instructional choices				
3.4	Designs and uses instructional strategies, innovations and activities that are research-based and reflective of best practice				
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity and demonstrates an appreciation of diversity				
3.6	Allocates and protects instructional time to support student learning				
3.7	Provides for articulation and alignment between and among all levels of schools				
3.8	Implements interventions to help students meet expectations for student learning				
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning				
3.10	Provides comprehensive information and media services that support the curricular and instructional programs				
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				

Impact Statement

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.

Practices:

		YES	NO
1.	The Archdiocese of Louisville Curriculum Framework is consistently implemented throughout the school. (3.1)		
2.	Clearly defined learning standards are related to all curriculum areas which should include, but are not limited to: fine arts, foreign language, health and safety, instructional technology, language arts, mathematics, physical education, science and social studies. (3.1)		
3.	Students use technology, other tools for learning, simulations, and projects for investigation during the learning process. (3.2)		
4.	The curriculum <ul style="list-style-type: none">• includes a purpose, learning standards, implementation and accountability strategies. (3.1)• includes a program for the prevention of alcohol and drug addiction. (3.1)• has goals and outcomes that are consistent with the school's mission. (3.1)• includes a long-term, comprehensive plan addressing curriculum design, implementation and assessment that is evaluated and updated annually. (3.3)• is consistently reviewed to assure that the educational program reflects the assessed need of the students and is based upon current research and best practices. (3.5)		
5.	The faculty <ul style="list-style-type: none">• utilize the results of the religion assessments/inventories to identify strengths and build on the areas of concern. (3.3)• use assessment data to make decisions about programs and students. (3.3)• incorporate new educational trends into their teaching. (3.4)• are aware of strategies that align with student learning styles and readiness. (3.4)• make accommodations to the curriculum for students with special needs. (3.8)• implement technology throughout the curriculum. (3.11)		

6.	A system of instructional decision-making, organization and delivery provides the student with opportunities for achievement, success and mastery learning through: teacher planning, library/media/technology services, appropriate and varied instructional strategies, integrated knowledge/thematic units, peer coaching, special needs supports, cooperative learning, and multiple resources. (3.5)		
7.	The number of instructional days meets the state standards. (3.6)		
8.	The length of the school day/schedule of classes supports the educational program offered by the school. (3.6)		
9.	The school <ul style="list-style-type: none"> • offers programs in the areas of nutrition, personal hygiene and health, safety, and recreation. (3.1) • has an organizational structure that reflects the school's goals and priorities and responds to the individual differences of the students. (3.5) • adheres to its non-discriminatory policy. (3.5) • employs procedures to ensure that entering students at all grade levels are ready to learn. (3.7) • has procedures to determine the individual needs of students and addresses those needs within one grade and when students move from one grade to another. (3.7) • has a library/media center that has sufficient physical space and includes an appropriate number and variety of materials that support the instructional program of the school. (3.10) 		
10.	The leadership style of the administration facilitates the development of positive school climate. (3.9)		
11.	Visitors to the school experience a warm, caring, cheerful atmosphere. (3.9)		
12.	The overall climate of the school encourages students to learn skills of decision-making and problem-solving, feel positive about their academic competencies and develop positive relationships that will enhance their self-images. (3.9)		
13.	Positive communication is encouraged among administration, faculty, students and parents, etc. (3.9)		
14.	Students and staff demonstrate a positive attitude that reflects the philosophy and purpose of the institution. (3.9)		
15.	There is mutual respect observed among the administration, faculty and students and among administration, faculty and parents. (3.9)		
16.	Professional spirit is observed among teachers and administrators. (3.9)		
17.	Dignity and respect for each person are reflected in the working relationships among faculty, students, parents and board members. (3.9)		

18.	There is a positive approach in managing conflict and fostering interpersonal relationships among and between students and staff. (3.9)		
19.	A just, positive developmental and growth-filled system of discipline is operative. (3.9)		

Evidence:

- *Provide evidence that the Archdiocesan Curriculum Framework has been implemented throughout the school.*
- *Provide the correlation between the school curriculum and the Archdiocesan Curriculum Framework.*
- *Provide a copy of the drug and alcohol prevention program.*
- *Provide a list of programs offered in health, hygiene, safety, and nutrition.*
- *Provide the textbooks and/or instructional materials adoption plan.*
- *Complete and provide the LoTi Results Summary chart.*
- *Provide a list of any skills inventories utilized and the impact of the data upon curriculum.*
- *Provide a sample of lesson plans and project plans that indicate the active involvement of students in the application of their learning.*
- *Complete and provide a copy of the Instructional Improvement Plan that notes analysis of student assessment results and other applicable data.*
- *Complete and provide the Terra Nova Assessment Results chart.*
- *Complete and provide the ACRE Test Results chart.*
- *Provide examples of how assessment data were used to make decisions about programs and students.*
- *Provide forms of assessment used, name(s) of any standardized test(s) used, (if different than the Terra Nova), form(s) for reporting to parents/guardians. Describe in the last three – five years how those tools have been used to design and monitor the educational program.*
- *Complete “Prevalence of Best Practices in My Classroom/School” and provide a summary of the results. (Results should reflect the following groups: teachers of Primary, teachers of Intermediate, teachers of Middle School.)*
- *Complete and provide the eWalk Results Summary chart.*
- *Provide agendas/minutes from grade-level, department and/or PLC meetings.*
- *Provide a list of readiness checklists/screenings that are used for initial entry into school.*
- *Provide process for determining special needs of students and the manner of accommodations.*
- *Provide samples of lesson plans and 504 plans that indicate accommodations and challenges for gifted students.*
- *Provide transition plans for students or groups of students moving from primary to intermediate and intermediate to middle school grades. Include minutes of levels meetings to discuss transition.*

- *Provide evidence of transition from elementary school to high school, i.e. the recommendation form used for outgoing 8th graders and the 504 transitions to high school.*
- *Provide a daily schedule of classes and the school calendar.*
- *Provide narrative and/or statistical analysis of the surveys of the school community.*
- *Provide examples that the overall climate of the school encourages students to achieve academically and for the staff to work together in fulfillment of the school's philosophy and mission statements.*
- *For the Library/Media Center: Provide a copy of reference materials and copyright dates; provide the total number of books and periodicals; randomly survey for the number of books, their copyright dates and the last checked-out; provide the usage plan/roster that demonstrates that all students and staff have access to the library and its resources.*
- *Provide a copy of the school's Technology Plan.*
- *Provide a computer lab schedule for one month.*
- *Provide evidence of the implementation of Reading First throughout the school.*
- *Provide evidence of parent-student-teacher involvement in goal-setting during the P-T-S conferences.*
- *Provide publication of the non-discriminatory policy.*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?
2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?
3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?
4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

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:		Not Evident	Emerging	Operational	Highly Functional
4.1	Establishes performance measures for student learning that yield information that is reliable, valid and bias-free				
4.2	Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning				
4.3	Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				
4.4	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance				
4.5	Communicates the results of student performance and school effectiveness to all stakeholders				
4.6	Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				
4.7	Demonstrates verifiable growth in student performance				
4.8	Maintains a secure, accurate and complete student record system in accordance with state and federal regulations				

Impact Statement

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.

Practices:

		YES	NO
1.	The school's instructional improvement plan establishes learning and performance goals based on testing data and other measures of student progress. (4.1)		
2.	Teachers are accountable for students demonstrating mastery of the curricular standards through the following: (4.2) <ul style="list-style-type: none">• performance assessments that include student portfolios, student journals, performance events, and performance tasks that create a product.• teacher checklists that include observed behaviors, observed skills, student progress reports of learning outcomes, project appraisal checklists or research skills checklists and anecdotal records.• criterion referenced testing which includes math inventories, reading inventories, achievement tests, commercial readiness tests, pre-tests and post-tests for skill mastery, end of chapter, book and unit tests and year-end achievement test.• standardized tests or nationally recognized assessments that are used for comparison with national norms, individual percentiles, local percentiles and cognitive and achievement correlation.		
3.	Assessment data is used to make decisions about programs and students. (4.3)		
4.	The faculty utilizes the results of the religion assessments/inventories to identify strengths and build on the areas of concern. (4.3)		
5.	There is an ongoing evaluation of grading and reporting to parents. (4.4)		
6.	Teachers receive training in the evaluation of assessment data. (4.4)		
7.	Student progress and assessment results are reported to parents/guardians through progress reports and P-T-S conferences. (4.5)		

8.	The school routinely uses a comparison of school test scores to Archdiocesan and national test scores to shape instruction and curriculum decisions. (4.6)		
9.	The school tracks test scores by grade and across grade levels. (4.7)		
10.	School records are maintained according to all Archdiocesan, state and federal regulations. (4.8)		

Evidence:

- *Provide forms of assessment used, name(s) of any standardized test(s) used, (if different than the Terra Nova), form(s) for reporting to parents/guardians (report cards/progress reports). Describe in the last three – five years how these tools have been used to design and monitor the educational program.*
- *Provide a sample of the progress reports, P-T-S conference sheet, web site reporting print-out.*
- *Identify the student record management system being used. Include either a hard-copy sample or a print-out from the management system.*
- *Provide agendas/minutes of PD that focused on assessment and trend analysis.*
- *Provide the school’s Instructional Improvement Plan.*
- *Describe the school’s data management system.*
- *Complete and provide the ACRE Test Results chart.*
- *Provide the following information re: Terra Nova scores:*
 1. *Completed Terra Nova Assessment Results chart*
 2. *Comparison of school’s Terra Nova scores to the Archdiocese*
 3. *Longitudinal data demonstrating student progress*
 4. *Comparison from year to year – indicating growth area and deficiencies that need to be addressed*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How is the assessment system currently used in your school to analyze changes in student performance?
2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?
3. How are data used to understand and improve overall school effectiveness?
4. How are teachers trained to understand and use data in the classroom?

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:		Not Evident	Emerging	Operational	Highly Functional
5.1	Recruits, employs and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				
5.2	Assigns professional staff responsibilities based on their qualifications (i.e. professional preparation, ability, knowledge, and experience)				
5.3	Ensures that all staff participate in a continuous program of professional development				
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school				
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement				
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system				
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				
5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders				
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				
5.10	Provides appropriate support for students with special needs				

Impact Statement

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 staffs 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.

Practices:

Administration		YES	NO
1.	The administrator is directly involved in the selection, supervision, formal evaluation, retention and dismissal of all school personnel. (5.1)		
2.	Support is given to beginning teachers. (5.1)		
3.	The school keeps a current file on each employee and volunteer as required by law. (5.1)		
4.	Faculty <ul style="list-style-type: none">• hold appropriate qualifications for position and/or assignments. (5.2)• are teaching in their area of certification. (5.2)• are committed to academic excellence and recognize their obligation to be professionally prepared and continue their professional growth. (5.3)• participate on a regular basis in appropriate professional development opportunities that are designed to result in the improvement of student learning. (5.3)• is large enough to provide quality instruction for the programs offered and has a satisfactory student/teacher ratio. (29/1 for K-3; 31/1 for 4-6; 35/1 for 7-8). (5.4)		
5.	The school has developed an annual staff development plan for its total staff. (5.3)		
6.	Clerical, maintenance and janitorial services are adequate for the efficient operation of the school. (5.4)		
Finance			
7.	There is parish support (financial) for the overall income/expenses of the school. (5.5)		
8.	There are fundraisers in place. (5.5)		
9.	Archdiocesan resources and services are utilized. (5.5)		
10.	The school applies to the Archdiocese for tuition assistance. (5.5)		
11.	Community resources are accessed in order to enhance the educational program offered to the students. (5.5)		

12.	An annual fund is conducted. (5.5)		
13.	A planned giving program has been established for wills and bequests. (5.5)		
14.	A school endowment has been established. (5.5)		
15.	Budget principles serve as guidelines in developing annual budgets. (5.6)		
16.	A finance committee is responsible for financial reporting and financial monitoring. (5.6)		
17.	The administrator and the Board are involved in the budget process and the determination of tuition. (5.6)		
18.	A financial report for the past year is prepared, showing actual and comparison to budget figures . (5.6)		
19.	A five year tithing/tuition history is prepared and updated annually. (5.6)		
20.	A budget for the current year is prepared based on current enrollment. (5.6)		
21.	The Board receives budget reports (YTD and actuals) on a regular basis. (5.6)		
22.	A three year budget projection is prepared annually based on current and projected enrollment and staffing patterns. (5.6)		
23.	Archdiocesan salary guidelines are followed. (5.6)		
Individual Services			
24.	The school program provides developmentally appropriate counseling services for its students. (5.9)		
25.	Students whose needs cannot be met in school are referred to outside agencies for assistance. (5.9)		
26.	Accommodations to the curriculum are implemented for students with special needs. (5.10)		
27.	The school employs procedures to ensure that entering students at all grade levels are ready to learn. (5.10)		
28.	The school has procedures to determine the individual needs of students and addresses those needs within one grade level and when students move from one grade to another. (5.10)		
Plant and Facilities			
29.	Sanitation, lighting, heating, ventilation, acoustics and maintenance of buildings ensure the physiological well being of occupants. (5.7)		
30.	The site and building conditions ensure that the health and safety of those served are properly safeguarded. (5.7)		
31.	Inspection of the physical plant and grounds to identify safety hazards is made periodically and steps are taken to remedy any identified deficiencies. (5.7)		

32.	There is evidence of effective maintenance and housekeeping designed to protect the investment in the physical plant and to provide a safe, sanitary environment for learning. (5.7)		
33.	All legal requirements for health, safety and sanitation are met. (5.7)		
34.	Adequate and appropriate spaces are provided to support the learning standards. (5.7)		
35.	Adequate equipment (fixed or movable) is available to support curriculum. (5.7)		
36.	A blueprint of space within the building is maintained and up-to-date. (5.8)		
37.	There is adequate play space. (5.7)		
38.	Hallways, classrooms and offices are clean and provide a safe, sanitary environment for learning. (5.7)		
39.	The school has adequate facilities for library, technology and cafeteria. (5.7)		
40.	There is evidence of preventive maintenance activities. (5.7)		
41.	Job descriptions and responsibilities are developed for custodial employees. (5.7)		
42.	There is adequate staffing to ensure proper maintenance and cleanliness of the facilities. (5.7)		
43.	The school has a long term (three – five years) plan for effective building maintenance and facility use and need. (5.7)		
44.	A three year projected budget includes capital improvements. (5.7)		
45.	A church, a chapel, or other area for prayer is available. (5.7)		
46.	There is faculty/staff in-service regarding bloodborne pathogens, as required by federal law. (5.8)		
47.	A comprehensive plan for school safety and emergency response is in place. (5.8)		

Evidence:

Administration

- *Complete and provide the Roster and Assignments of Instructional Personnel.*
- *Provide job descriptions for all personnel, including staff positions such as maintenance, development director, etc.*
- *Provide evidence of employee and volunteer files containing appropriate documentation as required by law.*
- *Provide copy of the personnel policy handbook manual that includes: personnel policies, policies for evaluation and feedback, evaluation tool, hiring policies and procedures, including non-discriminatory policy, support for new teachers.*

- *Provide the formal/informal support given to teachers new to the school and/or new to the profession.*
- *Provide a description of the school's program and budget for PD for the past year and for the current year.*
- *Provide a schematic of school organizational structure.*

Finances

- *Attach a chart of tuition charges for the past three – five years. Include the tuition for one child/multiple children as well as parishioner/non-parishioner charges (if different than in School Profile).*
- *Provide a five year history of tuition/tithing.*
- *Provide data on tuition assistance from the Archdiocese.*
- *Provide a chronological list of fundraisers, the income generated by each and the percent toward the overall income.*
- *Provide a description of parish stewardship practices.*
- *Identify past and present formulas for funding: percentage of school budget covered by: tuition, parish support, Archdiocesan and/or religious community support/fundraisers. (If full Gospel stewardship, percentage of parish income necessary to cover school budget)*
- *Provide a review of the Annual Fund Drive (solicitation, monitoring and reporting).*
- *Attach current financial reports provided to the School Board.*
- *Describe the budget process and specifically the role of the administrator and the Board in the process.*
- *Attach a current budget and prior year financial actuals in comparison to the budget.*
- *Provide a three year budget projection.*
- *Provide a list of members on the Finance Committee.*
- *Provide a description of the financial monitoring and reporting procedure of the Finance Committee.*
- *Provide a statement of financial stability.*
- *Complete all financial charts included in this booklet.*

Individual Services

- *Describe the guidance/counseling program offered to the students.*
- *Provide the process for determining special needs of students and the manner of accommodations.*

Plant and Facilities

- *Complete and provide the School Site Assessment.*
- *Complete and provide the Facilities Checklist.*
- *Complete and provide the Facilities Improvement Plan.*
- *Provide building schematic or blueprints.*
- *Provide a copy of the school's safety and emergency response plan.*
- *Provide evidence of evacuation plan posted for students.*
- *Provide long-range facilities plan that includes annual updates as to progress. Include areas in need of improvement and plans for renovation and/or expansion of the facilities.*
- *Provide evidence of compliance with fire and health codes.*
- *Provide inspection schedules and evidence of completion.*
- *Provide documentation on all major maintenance completed the previous year and a schedule of major maintenance activities for the current year.*
- *Provide evidence that demonstrates a systematic program for the replacement of obsolete/inoperative equipment and furniture.*
- *Provide evidence of compliance with requirements regarding environmental hazards (asbestos, etc.).*
- *Provide the policy for handling bloodborne pathogens and the in-service provided for the faculty/staff.*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?
2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?
3. How does the leadership ensure a safe and orderly environment for students and staff?
4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

STANDARD 6: STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

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

Quality School Indicators

In fulfillment of this standard, the school:		Not Evident	Emerging	Operational	Highly Functional
6.1	Fosters collaboration with community stakeholders to support student learning				
6.2	Has formal channels to listen to and communicate with stakeholders				
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the school				
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				
6.5	Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				

Impact Statement

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.

Practices:

1.	The students and staff participate in civic/service projects and events. (6.1)		
2.	Volunteers within the school community and from the wider community are welcomed to participate in various school programs. (6.1)		
3.	A long-range plan has been developed and is being addressed by the school board. (6.2)		
4.	Committees (of the School Board) report on the implementation of the plan at least four times per year. (6.2)		

5.	The goals of the planning process are communicated to appropriate publics. (6.2)		
6.	<p>There is an organized advancement plan that</p> <ul style="list-style-type: none"> • strives for optimal enrollment for the school. (6.2) • makes the community aware of the school's purpose and programs. (6.2) • identifies and regularly communicates with feeder schools and other programs such as pre-schools. (6.2) • coordinates all public relations materials to the advancement efforts. (6.2) • publishes a quarterly newsletter and distributes it to all relevant publics. (6.2) • compiles an Annual Report for distribution in August/September. (6.2) • nurtures a relationship with the local Church(es) through information about the activities and programs of the school. (6.3) 		
7.	<p>The school</p> <ul style="list-style-type: none"> • keeps the parents and parishioners informed of public policies affecting the Catholic education of their children. (6.2) • cooperates with applicable archdiocesan education plans, policies and procedures. (6.3) • involves the parents in the education of their children. (6.3) • has a viable parent organization. (6.3) 		
8.	<p>Parents and/or guardians desiring to enroll their children in the school are clearly informed of the following: (6.4)</p> <ul style="list-style-type: none"> • the philosophy and mission of the school • criteria upon which admissions decisions are made • the nature and extent of the school's programs and educational offerings • the tuition, fees and financial giving expectations • the school's expectations for satisfactory performance and graduation 		
9.	There is an ongoing evaluation of grading and reporting to parents. (6.5)		
10.	Student progress and assessment results are reported to parents/guardians through progress reports, P-T-S conferences. (6.5)		

Evidence:

- *Provide a description of the SIP planning documents and its process.*
- *Provide the school's advancement plan.*
- *Provide samples of newsletters, brochures and annual reports.*
- *Provide descriptions and samples of civic interaction and service projects performed by staff and students.*
- *Provide a list of community resources accessed by the school (free public library, museums, performing art centers, etc.) to enhance the education of the students.*
- *Provide a list of all business partnerships with the school.*
- *Provide the dates of parent meetings, programs, conferences, etc.*
- *Provide all relevant information (constitution/by-laws, major functions, budget process, composition) about the PTO or other parent organization.*
- *Provide a list of activities/programs in which volunteers participate.*
- *Provide a copy of the Instructional Improvement Plan that notes analysis of student assessment results and other applicable data.*
- *Complete and provide the ACRE Test Results charts and the Terra Nova Assessment Results chart.*
- *Provide forms of assessment used, name(s) of any standardized test(s) used, (if different from the Terra Nova), form(s) for reporting to parents/guardians. Describe in the last three – five years how those tools were used to design and monitor the educational program.*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?
2. How does the school's leadership foster a learning community?
3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

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:		Not Evident	Emerging	Operational	Highly Functional
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and 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)				
7.2	Engages stakeholders in the processes of continuous improvement				
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				
7.5	Monitors and communicates the results of improvement efforts to stakeholders				
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement				

Impact Statement

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.

Practices:

1.	The school improvement plan is reviewed at least once every five years as a cooperative effort involving faculty, students, administration, parents, governing board members and other relevant stakeholders. (7.1)		
2.	Advancement goals and objectives are formulated and evaluated on a yearly schedule. (7.1)		
3.	The School Board and the administrator are responsible for assuring adequate short-term and long-term planning for the school. (7.2)		
4.	An advancement committee has been established and properly in-serviced. (7.2)		
5.	The faculty utilizes the results of assessments/inventories (including ACRE) to identify strengths and build on the areas of concern. (7.2)		
6.	The school's improvement plan is consistent with the school's mission and vision and addresses the needs of the students. (7.3)		
7.	The faculty has been in-serviced to deal with the concept of and its role in advancement. (7.4)		
8.	There is on-going staff development for certified staff. (7.4)		
9.	Student progress and assessment results are reported to parents or guardians through progress reports, P-T-S conferences, etc. (7.5)		
10.	There is on-going evaluation of grading and reporting to parents. (7.5)		
11.	A quarterly newsletter is published and distributed to appropriate publics. (7.5)		
12.	The school's advertising and promotional material reflect accurate information about the school's programs and accomplishments. (7.5)		
13.	The school keeps the parents and parishioners informed of public policies affecting the Catholic education of their children. (7.5)		
14.	There is an Instructional Improvement Plan for the school that: (7.6) <ul style="list-style-type: none"> • indicates major strengths for the school and the areas that need attention. • includes goals for the next three –five years, activities that will ensure each goal is reached; a timeline for each activity; a budget for each activity; the person(s) responsible for fulfilling each activity; the means/measures to be used to evaluate the success of the goal; the staff development necessary for the implementation of each goal. 		

Evidence

- *Provide the School Improvement Plan.*
- *Provide printed or print-out samples of parent reports of student progress and assessment including the Terra Nova Parent/Home Report and printed handbook information describing the reporting process.*
- *Provide a copy of school's handbook with addenda showing public policies impacting Catholic students' education.*
- *Provide a copy of the Instructional Improvement Plan that notes analysis of student assessment results and other applicable data.*
- *Provide agendas for professional development that address the School Improvement Plan.*
- *Provide principal's letters, newsletters, web page discussion of the school improvement efforts.*
- *Provide the principal's "State of the School" report.*
- *Provide samples of newsletters, brochures and annual reports.*
- *Provide samples of promotional materials.*
- *Complete and provide the ACRE Test Results chart and the Terra Nova Assessment Results chart.*

Focus Questions

Please respond to the following questions that focus on the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to these questions should support the school's self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?
2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?
3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?
4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

STANDARD 8: CATHOLIC IDENTITY

Members of the Catholic School community strive for growth in their relationship with Christ as evidenced in their relationships with one another, prayer experiences and well-planned religious instruction, surfacing implicit Christian values in other curricular areas and value-oriented Christian living. Christian values are integrated in other curricular areas and value-oriented Christian living is espoused.

Quality School Indicators

		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
8.1	Exhibits a Catholic environment throughout the school				
8.2	Emphasizes faith formation				
8.3	Integrates Catholic identity and social teaching throughout the school and its programs				
8.4	Recruits and employs leaders who articulate and model the Catholic nature of the school				
8.5	Accepts the canonical authority of the Catholic Church				
8.6	Ensures the principles of subsidiarity and collegiality are evident in all collaborative groups (e.g. boards, councils, committees)				
8.7	Offers education and participation in a variety of prayer traditions				
8.8	Provides religious formation in Catholic beliefs, values and traditions for all stakeholders (e.g. parents, students, board, staff)				
8.9	Bases its policies and procedures on Catholic values				
8.10	Uses its resources in a judicious manner, based on the Catholic understanding of stewardship				

8.11	Offers service programs that reflect Gospel values and global responsibility				
8.12	Understands its role as an educational ministry of the Catholic Church and the parish (where applicable)				
8.13	Values the parents as the primary educators of their children				
8.14	Exhibits a welcoming spirit				
8.15	Demonstrates a commitment to equity and diversity				
8.16	Ensures that all teachers and staff understand their vocation as Catholic educators				
8.17	Is committed to the continual enhancement of the Catholic identity of the school				

Practices:

1.	The Catholic identity of the school is evident in its environment. (8.1)		
2.	Catholic symbols are visible in the school. (8.1)		
3.	<p>The philosophy of the school</p> <ul style="list-style-type: none"> • is a clear statement of appropriate beliefs for a Catholic school. (8.1) • reflects the six dimensions of Catholic education: message, community, service, worship, moral formation, and prayer. (8.2) • reflects the importance of integrating Catholic faith within the educational process. (8.3) 		
4.	<p>The religion curriculum:</p> <ul style="list-style-type: none"> • includes Scripture, doctrine, morality, sacraments, prayer, liturgy, and social teaching suited to the development of the students. (8.2) • adheres to Catholic Christian tradition and current Church teaching and incorporates statewide religious education guidelines (8.3) • utilizes texts and materials that support Gospel values and is supplemented as needed. (8.3) • teaches personal prayer and offers formation opportunities suited to the development of the students. (8.8) 		

5.	<p>The faculty and staff</p> <ul style="list-style-type: none"> • show sensitivity for Catholics and those of other faiths. (8.1) • incorporate in their teaching the statewide Religious Education Guidelines promulgated by the Kentucky Catholic Conference of Bishops. (8.3) • utilize the results of the religion assessments/inventories to identify strengths and build on the areas of concern. (8.3) • understand the basic teachings of the Church. (8.3) • model faith experiences for students. (8.4) • engage and maintain open communication with clergy. (8.5) • show an awareness and an attitude of concern for the religious formation of students. (8.16) • demonstrate their call to develop as a faith community. (8.16) 		
6.	<p>The faculty, staff and students</p> <ul style="list-style-type: none"> • understand the relationship of the school to the total parish. (8.5) • give witness to justice, mercy, peace and respect for life in their everyday actions. (8.16) 		
7.	<p>Faculty, staff, students, and parents</p> <ul style="list-style-type: none"> • come together in prayer, work and social events. (8.8) • assist in the parish/inter-parish events. (8.12) 		
8.	<p>Faculty, staff, students, parents, and other members of the school community</p> <ul style="list-style-type: none"> • have opportunities for communal participation in liturgy, sacraments and para-liturgical events. (8.8) • have opportunities for apostolic activities within the classroom, family, total school, local parish, archdiocese and civic community. (8.11) 		

9.	<p>The school</p> <ul style="list-style-type: none"> • is in compliance with the archdiocesan plan for the Charter for the Protection of Children and Young People (sexual abuse policies, safe environment training, resources for parents, screening/background checks, personal safety education for children, etc.). (8.5) • cooperates with applicable archdiocesan education plans, policies, and procedures. (8.5) • encourages the support and participation of the clergy. (8.6) • has a discipline code that is based on Christian values. (8.9) • involves the parents in the education of their children. (8.13) • keeps the parents and parishioners informed of public policies affecting the Catholic education of their children. (8.13) • has an organizational structure that reflects the school's goals and priorities and responds to the individual differences of the students. (8.15) 		
10.	Social justice concerns are integrated into appropriate areas of the curriculum. (8.3)		
11.	Family Life program of the school reflects Catholic teaching. (8.3)		
12.	The administrator, pastor and DRE/PCL actively cooperate in planning and implementing religious education programs in the school. (8.6)		
13.	The students, teachers, staff, and non-Catholic students who attend the school participate in religion classes, liturgies, para-liturgies, prayer services, etc. (8.7)		
14.	Policies and curriculum for religious education include faculty and parental involvement. (8.8)		
15.	The parish participates in full Gospel Stewardship. (8.10)		
16.	Resources are used in a manner that models and promotes the principles involved in stewardship. (8.10)		
17.	Visitors to the school experience a warm, caring, cheerful atmosphere. (8.14)		
18.	Teachers of religion are of the Catholic faith. (8.16)		
19.	The local Church(es) are made aware of the school's activities and programs. (8.12)		
20.	Catholic identity is clearly articulated in the school's descriptive documents and other materials (i.e. mission statement, promotional materials, website, etc.). (8.17)		

Evidence:

- *Provide documentation of promulgation of sexual abuse policies, safe environment training, resources for parents, screening/background checks, and personal safety education for children as called for in the Charter for the Protection of Children and Young People.*
- *Provide a list of outreach and service programs performed by the students and the school community.*
- *List annual sacramental opportunities offered to students.*
- *Provide the dates of present year faculty spiritual formation opportunities, retreats, etc.*
- *Provide schedule of present year liturgies, prayer services, etc.*
- *Provide evidence of how the religious education curriculum guidelines are implemented in the religion curriculum and incorporated in the religious education classes. (Statewide Religious Education Guidelines as promulgated by the Catholic Conference of Kentucky and the Office of Lifelong Formation and Education)*
- *Describe how Catholic Christian values are integrated into all subject areas.(i.e lesson plans, curricula, etc.)*
- *Provide a copy of the religion textbooks and supplemental materials and substantiate the coordination of statewide religious education guidelines with them.*
- *Provide the Archdiocesan Policy for Religious Education Certification.*
- *Provide a list of all faculty/staff responsible for obtaining religious certification and their certification status.*
- *Provide the dates of parent meetings, programs, conferences, etc.*
- *Describe how the practice of Stewardship is taught and modeled.*

Focus Questions

Please respond to the following questions regarding the processes that are in place to support the school's implementation of the practices outlined in the indicators rubric. Responses to those questions should support the schools' self-assessment on the indicators rubric. Be thorough and concise in your answers, focusing on quality and depth over quantity.

1. How does the school ensure that the Catholic Identity of the school is maintained and enhanced?
2. How does the school foster a Christian atmosphere and Catholic culture within the school and its community?

CONCLUSION

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

1. As you review your responses to the standards, what major trends, themes or areas of focus emerge that cut across the 8 standards?
2. Based on your review of these cross-cutting themes/trends and each of the eight standards, what would you consider to be school's greatest strengths?
3. What would you consider to be school's greatest challenges?
4. How will you use the insights gained from the self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

ANALYSIS AND SYNTHESIS

EVALUATION MATRIX

After reading the narrative for each area below, decide if the area is a strength or weakness and then place a check in the appropriate box.

STANDARD	STRENGTH	WEAKNESS
VISION AND PURPOSE		
GOVERNANCE AND LEADERSHIP		
TEACHING AND LEARNING		
DOCUMENTING AND USING RESULTS		
RESOURCES AND SUPPORT SYSTEMS		
STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS		
COMMITMENT TO CONTINUOUS IMPROVEMENT		
CATHOLIC IDENTITY		

ANALYSIS OF ISSUES AND CONCERNS

Directions: For each area of concern below please list the three most important issues that need to be addressed at the planning meetings. Use as resources of information: the results of EVALUATION MATRIX and assessment narratives.

VISION AND PURPOSE

- 1.
- 2.
- 3.

GOVERNANCE AND LEADERSHIP

- 1.
- 2.
- 3.

TEACHING AND LEARNING

- 1.
- 2.
- 3.

DOCUMENTING AND USING RESULTS

- 1.
- 2.
- 3.

RESOURCES AND SUPPORT SYSTEMS

- 1.
- 2.
- 3.

STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS

- 1.
- 2.
- 3.

COMMITMENT TO CONTINUOUS IMPROVEMENT

- 1.
- 2.
- 3.

CATHOLIC IDENTITY

- 1.
- 2.
- 3.

OPPORTUNITIES AND THREATS

Please list below the **opportunities** and **threats** that you believe face the school.

An **opportunity** has a strong potential for contributing to the strength and reputation of your program.

A **threat** would cause significant damage to the ability of your program to function and has a good chance of occurring.

	OPPORTUNITIES	THREATS
VISION AND PURPOSE		
GOVERNANCE AND LEADERSHIP		
TEACHING AND LEARNING		
DOCUMENTING AND USING RESULTS		
RESOURCES AND SUPPORT SYSTEMS		
STAKEHOLDER COMMUNICATIONS AND RELATIONSHIPS		
COMMITMENT TO CONTINUOUS IMPROVEMENT		
CATHOLIC IDENTITY		

