#### MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS

**COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**

****

**EXCELLENCE BY DESIGN**

**2016 Edition**

**A Self-Study for Accreditation by the Middle States Association**

**SAINT ANDREW CATHOLIC**

**WAYNESBORO, PA**

**FALL 2019**

**PRINCIPAL**

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**LESSONS LEARNED**

**GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL’S NEW CYCLE OF ACCREDITATION**

1. **How has the context of your school and/or the school community changed?**

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school’s improvement planning process and/or the school’s compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

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| --- |
| Saint Andrew Catholic School has expanded from a K-6 school to include grades 7 and 8 by the start of the 2018-2019 school year. Since the mid-term report we have added a part-time faculty member to teach Spanish, one full time 7th grade teacher, and one full time 8th grade teacher. |

1. **Will you need to revise your foundation documents for this self-study?**

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

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| --- |
| Saint Andrew Catholic School does not need to revise the Mission and Statements of Belief. We will need to construct a Profile of Graduates as this will be our first graduating 8th grade class since the 1970’s. |

1. **What progress has been made on the attainment of the school’s improvement goals/objectives and implementation of the action plans?**
   1. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

|  |
| --- |
| Saint Andrew Catholic School achieved our goal for improvement of academic performance in language arts and mathematics by the 2014-2015 school year. Having the action plan timeline from Designing our Future was effective in the achievement of these goals. All teachers were re-trained in how to administer classroom assessment such as DIBELS reading and math. The staff created student portfolios and began to formally track students from grade to grade. In addition, the staff continued to receive professional development in differentiation, best practices, integration of technology, etc. |

1. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

|  |
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| One of our previous goals was to reduce parish subsidy from 25% to 15% of the parish’s ordinary income. Although many short-term goals were met such as the employment of a development director, increased community involvement, and referral incentives, we were unable to reduce this subsidy to 15%. This occurred for several reasons. The first being that enrollment decreased with the re-alignment of grades at the local elementary and middle schools. Additionally, the new expansion project has a large existing loan which places a financial strain on parishioners and parents which effects the amount of donations received for fundraising events. |

1. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

|  |
| --- |
| Saint Andrew Catholic School wishes to continue to work towards the reduction of the parish subsidy by increasing enrollment through an increased social media and website presence, increasing fundraising by establishing an endowment fund, and formulating a successful marketing campaign with the help a new development director with a background in marketing. |

1. **How effective was your Planning Process?**
   1. Consider the role of the internal coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

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| Our first accreditation experience took approximately seven years to complete due to the constant change of staff during that time. Having a well-established, stable staff will make this process more effective for planning as no one will need to be re-placed and re-trained. |

* 1. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

|  |
| --- |
| During the first accreditation process it was very effective for the staff to break into sub-committees to work on sections of the self-study. Once this process was complete, we would meet back together to review. Everyone would vote to agree to accept the subcommittees work or changes would be made as a group. We hope to continue that same format in Excellence by Design. |

1. **Did you use Excellence by Design for your last accreditation?**

Yes\_\_\_\_\_ No\_\_X\_\_\_ Not Sure \_\_\_\_\_\_

If no, what protocol did you use?

|  |
| --- |
| Designing Our Future |

1. **Why did you choose Excellence by Design for this self-study?**

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| --- |
| We chose Excellence by Design because it was the recommended self-study through the Diocese of Harrisburg for the re-accreditation process. |

**DESCRIPTION OF THE SCHOOL**

|  |  |  |  |
| --- | --- | --- | --- |
| **Official Name of the School** | Saint Andrew Catholic School | | |
| **Address of the Main Campus (street address, city, state, zip code)** | 213 East Main Street  Waynesboro, PA 17268 | | |
| **Telephone Number of Main Campus** | 717-762-3221 | | |
| **Fax Number of Main Campus** | 717-762-8474 | | |
| **Name and Title of Head of School** | Lindsay J. Salmon, Principal | | |
| **E-mail Address of Head of the School** | [lsalmon@saintandrewschool.org](mailto:lsalmon@saintandrewschool.org) | | |
| **Website Address for the School** | [www.saintandrewschool.org](http://www.saintandrewschool.org) | | |
| **Type of Organization (check all that apply)** |  | **Public** | |
|  | **Independent** | |
| X | **Not for Profit** | |
|  | **Proprietary** | |
| X | **Religious** | |
| X | **Academic** | |
|  | **Career and Technical** | |
|  | **Secondary Students** | |
|  | **Postsecondary Students** | |
| **Names and Addresses of All Branch Campuses (if any)** | Name:  Address: | | |
| Name:  Address: | | |
| Name:  Address: | | |
| **Year School Began Operating** | 1925 | | |
| **Date Charter/License to Operate Granted** | 1925 | | |
| **Grade Levels Currently Served** | Kindergarten-Eighth | | |
| **Number of students** | 125 | | |
| **Year of First Graduating Class** | 1934 | | |
| **State/Agency/Country Granting License to Operate** | PA Department of Education | | |
| **Diplomas/Certificates School is Licensed to Grant** | 8th Grade Diplomas | | |
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|  | | |
| **Calendar System (quarter, semester, trimester, 12-month, other)** | Trimester | | |
| **Currently Accredited by** | **Name of Agency** | | **Accredited Until** |
| Middle States Association | | December 2019 |
|  | |  |
|  | |  |

**ORGANIZATION FOR SELF-STUDY**

In this section of the school's self-study, the school is asked to ensure it has the organizational elements and processes that are necessary for the school to be successful in achieving its Plan for Growth and Improvement. The school has or has developed the organizational elements and processes described below:

**Leadership**

1. **Internal Coordinators**

**The Internal Coordinators for the self-study and accreditation process are:**

|  |  |
| --- | --- |
| **Name** | **Role in the School** |
| Stephen Phenicie | 4th Grade Teacher |
| Melissa Blades | 3rd Grade Teacher |

**How and why were the Internal Coordinators selected?**

|  |
| --- |
| Melissa Blades and Stephen Phenicie are both dedicated teachers with many years of experience on the staff at Saint Andrew Catholic School. Taking on the job of coordinator in the middle of the Self Study process was not ideal considering other duties, but with the help of the Planning Team, faculty, and the administration they accomplished the task of the self-study. |

**How did the Internal Coordinators fulfill their role and responsibilities?**

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| --- |
| The Internal Coordinators set up a timeline for completing the process of preparing for the Visiting Team and submitting the Plan for Growth and Improvement to the Middle States Commission for Accreditation. They also worked with the Planning Team to review input from surveys taken by stakeholders and to complete the Self Study and Action Plan. |

**What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?**

|  |
| --- |
| The administration provided resources and information for the Self Study, time at faculty meetings for faculty input necessary for the completion of the Self Study and Action Plan and help in preparing for the Visiting Team. |

1. **The Planning Team**

**The members of the Planning Team are:**

|  |  |
| --- | --- |
| **Name** | **Role in the School** |
| Lindsay Salmon | Principal |
| Lisa Ulrich | Kindergarten Teacher |
| Colleen Kassman | 1st Grade Teacher |
| Meagan Yellott | 2nd Grade Teacher |
| Rebecca Fagan | 5th Grade Teacher |
| Karen Watts | 6th Grade Teacher |
| Marcia Moyer | 7th Grade Teacher |
| Jennifer Dennis | 8th Grade Teacher |
| Charlie Bonner | Finance Chair |
| Leslie Quesada | Board President/ Marketing |
| Kathy Tylicki | Library Teacher |

**What charge was given to the Planning Team? What authority was it given to oversee, monitor, and make decisions regarding the school’s planning for growth and improvement in student performance and organizational capacity?**

|  |
| --- |
| In November through the year during the Self Study, the Planning Team was formed. At that point, they met to analyze the results of the surveys and the indicators for each standard, which had been completed by members of the school, parish, and community. They re-evaluated each standard of the Self Study, making sure that the survey responses were represented. The Planning Team continued to meet each month throughout the rest of the year to complete the Self Study, to set objectives for the Plan for Growth, to gather baseline data from the faculty for the Technical Review, and to develop the Action Plan. In the Fall, they will prepare for the Visiting Team and then monitor the Action Plan over the next several years. |

**How does the membership of the Team reflect the diversity within the school’s community of stakeholders?**

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| --- |
| The Planning Team is comprised of committed teachers who have been working in the school for several years, who intend to stay here through the course of implementing the Plan for Growth, and who teach a variety of subjects in different grade levels. The diversity of the team and their familiarity with the school has helped to ensure an accurate assessment in our Self Study and to set realistic goals in our Action Plan. Their commitment provides stability in carrying out our plans for improvement. |

**How were the members of the Planning Team selected?**

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| As we are a small school, most personnel chose to be part of the Planning Team. However, participation was optional for teachers and staff. |

**How does the Planning Team function and make its decisions?**

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| --- |
| The Planning Team followed the direction of the Internal Coordinators and Administrator. They met monthly to finish the Self Study, to develop the goals for student objectives, and to design the Action Plan. This fall, they will help to gather the evidence needed to support the Indicators and prepare for the Visiting Team. Over the next several years, they will continue to monitor progress made on each objective as the Plan for Growth and Development is implemented. |

**How often did the Planning Team meet? (Provide a list of the Planning Team’s meetings and minutes in the Visiting Team’s workroom.)**

|  |
| --- |
| The planning team met monthly for onr-hour meetings and on an as needed basis beginning in September 2018 and continued through May of 2019. These meetings consisted of analyzing data from surveys and completing goals for the self-study. |

**What is the Planning Team’s relationship to any other groups in the school, if any, responsible for planning for growth and improvement in student performance?**

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| --- |
| The planning team is comprised of members from the school faculty, staff, board of education, and administration. |

**What is the Planning Team’s plan for rotating membership and identifying new members? What is the plan for training and orienting new members to the work of the Team?**

|  |
| --- |
| The Planning Team plans to stay in place throughout the process of implementing the Plan for Growth and Development and for monitoring progress. If need be, new members of the team will be asked to volunteer. Training of new members will be directed by the Internal Coordinators and administrator. |

**How will the Planning Team function after the visit of the Visiting Team and during the implementation of the Plan for Growth and Improvement?**

|  |
| --- |
| The Planning Team will continue to meet each trimester to evaluate the progress of the Action Plan for Growth and Improvement. They will provide reports to update the faculty and board members throughout the implementation of the plan and will direct the process accordingly. |

1. **Role of the School’s Leadership and Governance**

**What role has the school’s leadership and governance played in the self-study process and the planning for growth and improvement in student performance?**

|  |
| --- |
| The principal has supported the Planning Team throughout the process of working for accreditation, will help prepare for the Visiting Team, and will work with the Planning Team to evaluate progress during the implementation of the Plan for Growth and Development. |

**How has the leadership provided support for the self-study and accreditation processes?**

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| --- |
| The administration scheduled agendas for faculty meetings which allowed time for working on the Middle States Self Study and Action Plan. They also supported the Planning Team by providing information for completion of the Self Study. Thirdly, they helped prepare for the Visiting Team. |

**If the school is part of a larger system of schools, what role did the leadership and governance of the system play in the planning process? What kind of support did that leadership and governance provide for the school’s planning efforts?**

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| --- |
| Because the Internal Coordinators took on their role midway through the Self Study process, they had to seek explanations and clarifications about steps in the protocol from administration. |

1. **Implementing a Planning Ethic**

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| --- |
| Our plan for institutionalizing a planning ethic:  • Our system for monitoring implementation of the Action Plan:  The Planning Team will monitor the implementation of the Action Plan each trimester by reviewing the objectives with the faculty at faculty meetings, so that teachers can discuss and develop one assessment per objective in student performance for each report card period, and work on our organizational goal.  • Our system for ensuring that the assessments designated for measuring the performance objectives are administered and the results are collected, analyzed, and used to determine the efficacy of the action plans:  The Planning Team will record the data received from the administrators who will collect results from teachers each trimester and results from standardized tests in the spring.  • Our plan for celebrating the school’s successes in moving toward achievement of its objectives:  At the end of each year, the Planning Team will record the percentages attained for each goal and the administration will post the updates on the school website, report to the board of education, and post to the school page in the parish bulletin. |

1. **A Plan for Communication and Awareness**

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| --- |
| In the beginning of the Self Study process, Saint Andrew School issued to all stakeholders, including parents, students, faculty, and members of the parish, a survey for the purpose of measuring the standards of our school to be evaluated by the Middle States Commission. During the Self Study, the school’s website informed and updated stakeholders about the process. As the Growth for Improvement Plan is implemented and monitored for progress, the Planning Team will continue to update the faculty through trimester and yearly progress reports, and parents through Home and School meetings, e-blast announcements, posting to the website, and on the school page in the parish bulletin. |

1. **A Plan for Periodic Reviews of the Plan for Growth and Improvement**

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| --- |
| Our plan for conducting periodic reviews of our Plan for Growth and Improvement:  • The teachers will develop one assessment for each report card period that focuses on the student performance objectives.  • The administration will catalogue each assessment on Rediker (online grading system) that assessed the goals for student performance and give the list of averages to the Planning Team.  • The Planning Team will organize the assessments into categories of strengths and weaknesses so that the results can be discussed at faculty meetings and curriculum meetings. Strategies for improvement in weak areas will be put into place by committees made up of faculty members.  • The Planning Team will monitor the efficacy of the Action Plan at the end of each year, including the two student performance objectives and the organizational objective, by recording percentages for each.  • Notices will be posted on the school’s website in order for all stakeholders to be updated on our progress in achieving the goals. |

**THE SCHOOL’S FOUNDATION DOCUMENTS:**

**MISSION, BELIEFS, AND PROFILE OF GRADUATES**

The first major task of the self-study process is establishing a preferred future for the school. This is done by developing or reviewing/revising the school's Foundation Documents, which include: Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

* *What is our vision for a better future for the children of our school?*
* *What beliefs or core values will guide our journey?*
* *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

These statements are the cornerstone the school’s long-range planning and day-to-day decision-making.

1. **MISSION**

**What is the school’s Mission?**

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| --- |
| Saint Andrew Catholic School is devoted to fostering Christian values and academic excellence in a nurturing environment providing a quality faith-filled Catholic education. |

**How and by whom was the school's Mission developed/reviewed/revised?**

|  |
| --- |
| The mission was developed by parents, faculty, and the pastor of St. Andrew Catholic School. Based on surveys completed by parents, the faculty drafted a mission statement that was presented and approved by the Board of Education in the spring of 2009. |

**How does the school ensure that its community of stakeholders understands and supports its Mission?**

|  |
| --- |
| The school ensures that its community of stakeholders understands and supports its mission by allowing all to give input through surveys. The mission is then printed in all literature, on the website, posted around the school, handbooks, and other publications. Furthermore, the students recite a school pledge each day that was created based on the mission and belief statements. |

**What is the date of the most recent revision/adoption of the school’s Mission? Who approved the most recent revision/adoption?**

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| --- |
| The Board of Education adopted the school mission statement in 2009. |

**Where is the Mission formally published?**

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| --- |
| The school mission is published in the student & parent Handbook, faculty handbook, on school brochures, and on the school website. |

1. **BELIEFS**

**What are the school’s Beliefs?**

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| --- |
| We, the administration and faculty of Saint Andrew Catholic School, firmly believe:1. When taught a curriculum infused with the Gospel message, children are nurtured to form a personal relationship with God.2. Each child is a unique individual with God-given talents and abilities who can and  will learn when taught at the appropriate level and given the time needed to succeed.  3. Children learn best in a comfortable, nurturing environment where they feel safe,  secure, and valued.  4. The partnership of parents, teachers, and the pastor working together greatly enhances a child’s spiritual growth and academic success. 5. All children deserve a school and classroom atmosphere that challenges them to  develop as lifelong learners with self-respect, self-confidence, and self-discipline. |

**How and by whom were the school's Beliefs developed/reviewed/revised?**

|  |
| --- |
| The school’s beliefs were developed and adopted by Saint Andrew Catholic School’s board of education which is comprised of parents, parishioners, teachers, and administration. The beliefs are revisited every August and revised as needed. |

**How does the school ensure that its community of stakeholders understands and supports its Beliefs?**

|  |
| --- |
| The school ensures that its community of stakeholders understands and supports its beliefs by allowing all to give input through surveys. Our beliefs are printed on the website, posted around the school, handbooks, and other publications. Furthermore, the students recite a school pledge daily that was created based on the mission and belief statements. |

1. **PROFILE OF GRADUATES**

**What is the school’s Profile of Graduates?**

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| --- |
| The graduates of Saint Andrew School will be empowered to make meaningful contributions to their community and society as followers of Christ, as well as to continue their lifelong journey of moral growth and fulfillment. They will have a firm understanding of the following areas:  **Academic Growth:**   * Proficiently uses technology for academic purposes * Solves real world problems using critical, independent, and creative thinking * Collaborates effectively through group work * Communicates effectively through oral and written language * Continues the exploration of a second language and its culture * Analyzes, synthesizes, and utilizes research   **Spiritual/Moral Growth:**  *Expresses spirituality through:*   * Daily prayers * Knowledge of scripture * Embracing Gospel values * Respect of all God’s creation   *Knowledge of Basic Catholic Prayers:*   * Hail Mary, Our Father, Glory Be, Guardian Angel, Act of Contrition, Apostles’ Creed * Rosary * Novenas   *Mass:*   * Attendance * Parts of Mass * Participation: Greeters, Altar Servers, Readers, Offertory, Ushers   *Christian Values:*   * Respects the dignity of every human being * Practices peaceful resolution to conflict * Support those in spiritual and financial needs * Acts honestly, ethically, and responsibly   **Social Growth:**   * Implements leadership skills in religious, civic, and personal activities * Works collaboratively, appreciating diversity and how differences affect others * Engages in acts of kindness and performs acts of service * Makes decisions based on Catholic values and accepts the consequences of personal choices * Demonstrates a lifelong commitment to personal growth based on personal Catholic values * Maintains a relationship with Saint Andrew School and fellow students, and pursues lifelong friendships   **Physical Growth:**   * Knowledge of healthy nutrition * Implementation of healthy food choices * Maintain a balance of physical health and wellness * Recognize the connection between physical and mental well being * Recognize, understand and execute personal safety measures * Recognize the value of self-worth and avoid self-destructive behaviors |

**How and by whom was the school's Profile of Graduates developed/reviewed/revised?**

|  |
| --- |
| The Profile of Graduates was developed at a faculty in-service and approved by the Board of Education which represents a wide variety of stakeholders in the school. |

**How does the school ensure that everyone understands and supports its Profile of Graduates?**

|  |
| --- |
| The Profile of Graduates will be printed in the school handbook along with other foundation documents. It will also be posted on the school website for current and new families. The Profile of Graduates will be something that teachers share with students from the moment of admission and will be visited often in the classroom so that students know what is expected upon graduation from Saint Andrew Catholic School. |

**THE PROFILE OF THE SCHOOL**

The Profile of the School includes information and data that 1) describe the community(ies) the school serves and in which it exists, 2) help to develop an understanding of the school’s Mission, and 3) describe the opportunities & challenges the school faces as it seeks to achieve its Mission.

1. **THE COMMUNITY**

**Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.**

|  |
| --- |
| Saint Andrew Catholic School is located in the borough of Waynesboro, PA which is two miles north of the Mason-Dixon line. The school is populated by students who live in the surrounding PA school districts of Waynesboro, Greencastle, Mercersburg, Fairfield, Chambersburg, and additionally students from Washington County, MD due to the proximity to the Maryland border. The Waynesboro Area School District serves a resident population of 32,386. Waynesboro is a suburban community made up of a mostly Caucasian population. The average household income is $41,155. |

**Describe any changes in the community occurring over the last five years that have had an impact on the school. Indicate any changes that are expected to occur during the next five years.**

**Last Five Years:**

|  |
| --- |
| The local Waynesboro school district realigned their elementary (k-6) and middle school (7-8) programs. The elementary programs now serve students in grades kindergarten through fifth grade. The middle school program now includes grades sixth through eighth. Due to this realignment, Saint Andrew added a seventh and eighth grade to mirror the district. |

**Next Five Years:**

|  |
| --- |
| The local Waynesboro school district is redistricting elementary schools in the next two school years. Parents may be forced to send their children to schools considered unfavorable in the district. This could benefit our program positively since we are in one centralized campus location.  The Waynesboro community is also expanding by adding new developments within five minutes driving distance of our school. This will draw new residents to the community searching for the best educational institutions for their children.  In addition, neighboring school districts are exploring changing school start times. This would be an inconvenience on parents needing childcare. Our solid schedule and extended care services could appeal to a new market of parents in Franklin County. |

**Describe the major challenges currently faced by the community—social, economic, political.**

|  |
| --- |
| The local Waynesboro community is currently facing a major opioid epidemic that is affecting community members from high school through late adulthood. |

**List the major educational and cultural programs and facilities in the community that are available for use by the school and its students.**

|  |
| --- |
| **Program/Facility** |
| Renfrew Museum & Institute |
| Waynesboro Historical Society |
| Alexander Hamilton Memorial Library |
| Memorial Park |
| YMCA |
| Walnut Street Studios |
| United States Postal Office- Waynesboro, PA |
| Main Street Inc. |

1. **SCHOOL INFORMATION**

**B.1. HISTORY OF THE SCHOOL:**

**Provide a brief history of the school. Include key milestones and developments in the life of the school.**

|  |
| --- |
| Saint Andrew the Apostle School is located in the heart of historic downtown Waynesboro, Pennsylvania. The Catholic Church of Waynesboro dates to the first settlers of Waynesboro. In the year 1925, the school was constructed under the pastorate of Father William Callaghan, 1924-1936. In 1990, an addition was built onto the school which added three classrooms, a conference room, and a handicap-accessible restroom to the main floor. The convent on site was demolished to allow room for a playground. In 2010, an office building was erected at the rear of the school to allow room for additional classrooms in the 1925 building. And again in 2017, another wing was added onto the school which consisted of five new ADA regulation classrooms and restrooms to accommodate the growing school population.  The Sisters of Mercy were the first faculty members, followed by the Sisters of Cyril and Methodius, until 1999. Presently, the faculty consists of well-trained, dedicated lay educators.  ​  Saint Andrew originally served students in grades K-8. In the late 1970’s, the declining population of children attending Catholic School in Waynesboro caused the decision to remove the 7th and 8th grades. The school remained a K-6 building until 2017 when both the 7th and 8th grades were phased back into the program. |

**B.2. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS**

|  |  |
| --- | --- |
|  | **This section is not applicable to our school.** |

|  |  |  |
| --- | --- | --- |
| **Is the school incorporated?** |  | **Yes** |
| X | **No** |
| **If yes, name of corporation:** |  | | |

|  |  |  |
| --- | --- | --- |
| **Is the school licensed to operate as an educational school?** | X | **Yes** |
|  | **No** |
| **If yes,** |  | | |
| **In what state(s) is the school licensed to operate?** | Pennsylvania | | |
| **In what country(ies) is the school licensed to operate?** | United States | | |
| **If no, explain the school’s authority to operate:** |  | | |

|  |  |  |
| --- | --- | --- |
| **Is the school licensed to grant diplomas or certificates?** | X | **Yes** |
|  | **No** |
| **If yes,** |  | | |
| **In what state(s) is the school licensed to grant diplomas or certificates?** | Pennsylvania | | |
| **Type(s) of diplomas or certificates offered** | 8th Grade Diplomas | | |
| **If no, explain the school’s authority to grant diplomas or certificates:** |  | | |

|  |  |
| --- | --- |
| **Religious Affiliation:** | Catholic |

**B.4. SCHOOL INFORMATION: ALL SCHOOLS**

**B.4.a. Enrollment Trends**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Grades Included in This School** | PAST | | | | **PRESENT** | | **PROJECTED** | |
| **BOYS/GIRLS**  **Two Years Ago** | | **BOYS/GIRLS**  **One Year Ago** | | **BOYS/GIRLS**  **This Year** | | **BOYS/GIRLS**  **Next Year** | |
| **Infant** |  |  |  |  |  |  |  |  |
| **PK2** |  |  |  |  |  |  |  |  |
| **PK3** |  |  |  |  |  |  |  |  |
| **PK4** |  |  |  |  |  |  |  |  |
| **Kindergarten** | 5 | 9 | 5 | 6 | 8 | 10 | 10 | 6 |
| **Grade 1** | 8 | 9 | 3 | 9 | 6 | 8 | 8 | 9 |
| **Grade 2** | 8 | 6 | 6 | 8 | 4 | 10 | 6 | 8 |
| **Grade 3** | 10 | 9 | 8 | 5 | 7 | 8 | 4 | 10 |
| **Grade 4** | 9 | 13 | 9 | 9 | 7 | 5 | 7 | 8 |
| **Grade 5** | 11 | 11 | 8 | 13 | 10 | 8 | 7 | 5 |
| **Grade 6** | 6 | 6 | 7 | 9 | 6 | 5 | 8 | 6 |
| **Grade 7** |  |  | 5 | 5 | 7 | 7 | 6 | 5 |
| **Grade 8** |  |  |  |  | 3 | 5 | 7 | 7 |
| **Grade 9** |  |  |  |  |  |  |  |  |
| **Grade 10** |  |  |  |  |  |  |  |  |
| **Grade 11** |  |  |  |  |  |  |  |  |
| **Grade 12** |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
| **Ungraded** |  |  |  |  |  |  |  |  |
| **Postsecondary** |  |  |  |  |  |  |  |  |
| **TOTALS** | **57** | **63** | **51** | **64** | **58** | **66** | **63** | **63** |

**Explain any significant or unusual enrollment trends for this school.**

|  |
| --- |
| We have had several families with multiple children move out of the Waynesboro area in the last three years. In addition, the local school district realigned the grades in elementary and middle school. We saw a slight drop in enrollment during the 2017-18 school year for students wishing to enroll in the district middle school for sixth grade despite multiple attempts by administration to persuade them to stay. |

**B.4.b. Student Demographic Trends**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |
| --- | --- | --- |
| **Student Characteristic:** | **Percent of Student Body Now** | **Percent of Student Body Two Years Ago** |
| Asian | 4% | 5% |
| Black | 2% | 0% |
| Hispanic | 3% | 3% |
| White | 74% | 79% |
| Multi-Racial | 17% | 13% |
| **TOTAL** | **100%** | **100%** |

**Explain any significant or unusual demographic trends for this school.**

|  |
| --- |
| The Hispanic population of the local community continues to grow. Due to this we have seen an increase of Hispanic and multi-racial students enroll in the last three years. |

**B.4.c. Size of The Professional and Support Staffs:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Full-Time** | **Part-time[[1]](#footnote-1)** | **Total Full-Time Equivalent** |
| **ADMINISTRATIVE STAFF:** | | | |
| **Administrators** | 1 | 0 | **1** |
| **INSTRUCTIONAL STAFF:** | | | |
| **Classroom teachers-elementary/lower school** | 6 | 0 | **6** |
| **Classroom teachers- middle school** | 3 | 1 | **4** |
| **Classroom teachers-high school/upper school** | 0 | 0 | **0** |
| **Special needs teachers** | 0 | 0 | **0** |
| **STUDENT SERVICES STAFF:** | | | |
| **Guidance/college/**  **career counselors** | 0 | 0 | **0** |
| **Specialists and consultants** | 0 | 1.2 | **1.2** |
| **Technology services personnel** | 0 | .4 | **.4** |
| **Information resources/ library personnel** | 0 | .4 | **.4** |
| **Health services personnel** | 0 | 0 | **0** |
| **SUPPORT STAFF:** | | | |
| **Paraprofessionals and aides** | 0 | 0 | **0** |
| **Secretaries and clerks** | 1 | 0 | **1** |
| **Custodial personnel** | 0 | 1 | **1** |
| **Maintenance personnel** | 1 | 0 | **1** |
| **Food services personnel** | 0 | 1 | **1** |
| **Security personnel** | 0 | 0 | **0** |

**Describe significant trends in size of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| There has been a small increase to the size of the school staff due to the expansion school. |

**B.4.d. Experience of The Staff:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Years** | **0-1** | **2-5** | **6-10** | **11-20** | **over 20** |
| **Administrative Staff** | | | | | |
| * **Women** | 0 | 1 | 0 | 0 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 0 |
| **Instructional Staff** | | | | | |
| * **Women** | 1 | 2 | 1 | 4 | 1 |
| * **Men** | 0 | 0 | 0 | 1 | 0 |
| **Student Services Staff** | | | | | |
| * **Women** | 0 | 1 | 0 | 5 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 1 |
| **Support Staff** | | | | | |
| * **Women** | 0 | 1 | 0 | 0 | 1 |
| * **Men** | 0 | 1 | 1 | 0 | 0 |

**Describe significant trends in experience of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| We have added a Spanish teacher to enhance our middle school academic program. |

**B.4.e. Academic Preparation of The Professional Staff**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Associate’s or No Degree** | **Bachelor’s Degree** | **Bachelor’s Degree**  **plus hours** | **Master’s Degree** | **Master’s Degree plus hours** | **Doctorate** |
| **Administrative Staff** | | | | | | |
| * **Women** | 0 | 0 | 0 | 0 | 1 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 0 | 0 |
| **Instructional Staff** | | | | | | |
| * **Women** | 0 | 0 | 5 | 3 | 0 | 0 |
| * **Men** | 0 | 0 | 0 | 1 | 0 | 0 |
| **Student Services Staff** | | | | | | |
| * **Women** | 0 | 5 | 1 | 0 | 1 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 0 | 0 |

**Describe significant trends in the academic preparation of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| The school offers to pay 80% of college tuition for teachers to earn credits towards their master’s degree. Due to this, we currently have three teachers participating in graduate programs. |

qw

**B.4.f. Professional Certifications of the Professional Staff:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **No Certificate** | **Emergency Certificate** | **ECE Certificate** | **Elementary**  **Level Certificate** | **Middle Level Certificate** | **Secondary Level Certificate** | **Administrative**  **Certificate** |
| **Administrative Staff** | | | | | | | |
| * **Women** | 0 | 0 | 1 | 1 | 0 | 0 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| **Instructional Staff** | | | | | | | |
| * **Women** | 1 | 0 | 1 | 6 | 1 | 0 | 0 |
| * **Men** | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| **Student Services Staff** | | | | | | | |
| * **Women** | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| * **Men** | 0 | 0 | 0 | 0 | 0 | 1 | 0 |

**Describe significant trends in the professional certification of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| The current principal is participating in a three-year program to obtain her administrative certificate. In addition, adding the middle school will increase the number of teachers who need to obtain middle level teaching certificates. |

**B.4.g. Staff Demographic Trends**:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |
| --- | --- | --- |
| **Race/Ethnicity** | **Percent of Staff in**  **Current Year** | **Percent of Staff Two**  **Years Ago** |
| **African-American** | 0 | 0 |
| **Asian** | 0 | 0 |
| **Caucasian/White** | 99% | 100% |
| **Hispanic** | 1% | 0 |
| **Native American Indian** | 0 | 0 |
| **Other:** | 0 | 0 |
| **Other:** | 0 | 0 |
| **TOTAL** | **100%** | **100%** |

**Describe significant trends in the demographics of the staff that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| Due to the increase in the Hispanic student population, the addition of a Spanish language teacher was added to our academic program. |

**B.4.h. Staff Mobility:**

**Indicate the number of each category below that were new hires in the year indicated.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR:** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number New Hires Three Years Ago** | **Number New Hires Two Years Ago** | **Number New Hires One Year Ago** |
| **Administrative Staff** | 1 | 0 | 0 |
| **Instructional Staff** | 1 | 1 | 1 |
| **Student Services Staff** | 1 | 0 | 2 |
| **Support Staff** | 1 | 1 | 2 |
| **TOTAL** | **4** | **2** | **5** |

**Indicate the percentage of each category below of staff turnover in the year indicated.**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Percent Changeover Three Years Ago** | **Percent Changeover Two Years Ago** | **Percent Changeover One Year Ago** |
| **Administrative Staff** | 1 | 0 | 0 |
| **Instructional Staff** | 1 | 1 | 1 |
| **Student Services Staff** | 1 | 0 | 2 |
| **Support Staff** | 1 | 1 | 2 |
| **TOTAL** | **4** | **2** | **5** |

**Describe significant trends in staff turnover that have had or may have an impact on the education program, provision of student services, personnel, facilities or finances.**

|  |
| --- |
| Changes in staff that have impacted the educational program include the following:   * The physical education teacher left this position to take a new position as remedial teacher over the summer, and a new P.E. teacher was hired in August 2018 to replace her. * Our Spanish teacher left in October 2018, and a new teacher was hired in January 2019 to replace her. * An 8th grade teacher was added, and the Development Director left her position to teach in the middle school in August 2018. * A new Development Director was hired in August 2018. |

1. **STUDENT PERFORMANCE**

This profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school’s community of stakeholders, valued by the school’s professional staff, and/or required by the state or federal governments.

**C.1 ACADEMIC PERFORMANCE DATA**

**C.1.a. Student Performance Data**

**Results of Assessments of Student Performance—All Schools**

**(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Assessment** | **Sub-Group of Students** | **Grade Level(s)** | **Percentage of Student Performance[[2]](#footnote-2)** |
| ITBS | All | 3-7 | 29% Above National Stanine  68% At National Stanine  3% Below National Stanine |

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| At the end of each year, teachers pass on the results of standardized tests to the next teacher so that students can be placed in appropriate levels of instruction. Additionally, the entire full-time teaching staff meets each August to analyze levels of weakness in the ITBS and implements an action plan to strengthen that area starting in kindergarten. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Assessment** | **Sub-Group of Students** | **Grade Level(s)** | **Percentage of Student Performance[[3]](#footnote-3)** |
| CoGAT | All | 3 & 5 | 39% Above National Stanine  58% At National Stanine  3% Below National Stanine |

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| CoGAT results are reported to parents. These results are used to determine a child’s cognitive ability. This information can be shared with Equitable Participation if a child needs psychological testing if scores show he/she is performing below average. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Assessment** | **Sub-Group of Students** | **Grade Level(s)** | **Percentage of Student Performance[[4]](#footnote-4)** |
| Algebra Keystone | All | 7-8 | 0% Advanced  100% Proficient  0% Basic  0% Below Basic |

**Provide a description of proposed improvements and/or corrective actions that need to be taken for students performing below standard. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| The Algebra Keystone is used as a final for the 7th and 8th grade Algebra course. The results are used to place students in future math courses according to results. For those who do not score proficient, they receive additional one-on-one instruction from the remedial teacher and are expected to complete test preparation tasks on Khan Academy before the exam is administered again. |

**C.1.b Evidence of Student Learning- Assessments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Assessment** | **Grade Level(s)**  **Administered** | **Curricular**  **Area(s) Assessed** | **Evaluation of Most Recent Results** | | |
| **DIBELS Next** | | | **S** | **NI** | **U** |
|  | K | Reading  Fluency | x |  |  |
| 1 | Reading  Fluency | x |  |  |
| 2 | Reading  Fluency | x |  |  |
| 3 | Reading Fluency | x |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Assessment** | **Grade Level(s)**  **Administered** | **Curricular**  **Area(s) Assessed** | **Evaluation of Most Recent Results** | | |
| **DRA** | | | **S** | **NI** | **U** |
|  | K | Reading Comprehension | x |  |  |
| 1 | Reading Comprehension | x |  |  |
| 2 | Reading Comprehension | x |  |  |
| 3 | Reading Comprehension | x |  |  |
|  | 4 | Reading Comprehension | x |  |  |
|  | 5 | Reading Comprehension | x |  |  |
|  | 6 | Reading Comprehension | x |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name of Assessment** | **Grade Level(s)**  **Administered** | **Curricular**  **Area(s) Assessed** | **Evaluation of Most Recent Results** | | |
| **DIBELS Math** | | | **S** | **NI** | **U** |
|  | K | Computation & Application | x |  |  |
| 1 | Computation & Application | x |  |  |
| 2 | Computation & Application |  | x |  |
| 3 | Computation & Application |  | **x** |  |
|  | 4 | Computation & Application |  | **x** |  |
|  | 5 | Computation & Application |  | **x** |  |
|  | 6 | Computation & Application |  | **x** |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| This math assessment is comprised of two components. Students consistently score poorly on computation portion of the DIBELS math assessment. To combat this issue, computation has become the focus of the faculty and is included as a student performance objective. |

**C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS**

**C.2.a. Retention in Grade:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Percentage Retained in Grade** |
| K | 0% |
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 0% |
| 6 | 0% |
| 7 | 0% |
| 8 | 0% |

**C.2.b Honor Roll**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Percentage Earned Honor Roll** |
| 6th | 55% |
| 7th | 43% |
| 8th | 63% |

**C.4. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS**

**C.4.a. Attendance:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Absent 10 or More Days** |
| K | 2% |
| 1 | 6% |
| 2 | 2% |
| 3 | 3% |
| 4 | 6% |
| 5 | 8% |
| 6 | 3% |
| 7 | .8% |
| 8 | 2% |

**C.4.b. Tardiness:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Percentage Late to School 10 or More Days** |
| K | 0% |
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 0% |
| 6 | 0% |
| 7 | 0% |
| 8 | 0% |

**C.4.c. Suspensions from School**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Percentage Suspended** |
| K | .8% |
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 2.4% |
| 6 | 0% |
| 7 | .8% |
| 8 | 0% |

**C.4.d. Expulsions:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **FOR THE ACADEMIC YEAR** | **20** | **18** | **to** | **20** | **19** |

|  |  |
| --- | --- |
| **Grade Level** | **Percentage Expelled** |
| K | 0% |
| 1 | 0% |
| 2 | 0% |
| 3 | 0% |
| 4 | 0% |
| 5 | 0% |
| 6 | 0% |
| 7 | .8% |
| 8 | 0% |

**THE PROFILE OF ORGANIZATIONAL CAPACITY**

The Profile of Organizational Capacity provides information and data that portray the school’s capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The profile consists of the results of a self-assessment of the school’s adherence to the 12 Middle States Standards for Accreditation.

**Method(s) Used to Conduct the Self-Assessment of Adherence to the Standards for Accreditation**

1. **By Standards Surveys**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| X | **YES** |  | **NO** | **The self-assessment was conducted using the surveys provided by the Middle States Association.** |

|  |  |
| --- | --- |
| **Total Number of Surveys Returned** | 26/169 |
| **The results represent surveys completed by:** |  |
| * **Students** | 0 |
| * **Parents** | 10 |
| * **Faculty and Staff** | 11 |
| * **Administrators** | 1 |
| * **Board Members** | 1 |
| * **Business/Community Representative** | 3 |

1. **By a Committee**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| X | **YES** |  | **NO** | **The self-assessment was conducted by a committee for all the Standards.** |

|  |  |  |
| --- | --- | --- |
| **Committee Member’s Name** | **Committees on which the Person Served (list each subcommittee)** | **Role in the School’s Community (e.g. teacher, parent, student, etc.)** |
| Lisa Ulrich | All | Teacher, Parishioner |
| Colleen Kassman | All | Teacher, Parishioner |
| Meagan Yellott | All | Teacher |
| Melissa Blades | All | Teacher, Parent |
| Rebecca Fagan | All | Teacher, Parishioner |
| Stephen Phenicie | All | Teacher |
| Karen Watts | All | Teacher, Parent |
| Marcia Moyer | All | Teacher, Grandparent, Parishioner |
| Jennifer Dennis | All | Teacher, Alumni, Parishioner |
| Kathleen Tylicki | All | Teacher, Parishioner |
| Lindsay Salmon | All | Administration, Parent |
| Charlie Bonner | Finance Committee | Finance Chair, Parent |
| Lesley Quesada | All | Board President, Parent |

\*\*NOTE: Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a single committee to conduct the self-assessment, explain below how all of the school’s community of stakeholders were given opportunities to provide input into the self-assessment.**

|  |
| --- |
| Many of the members of the committee represent many roles in the school that range from employee to parent to parishioner. Additionally, a standards survey was sent home to the parents with ample time to complete. This survey allowed for all stakeholders to provide feedback on our educational program at Saint Andrew Catholic School. |

The school must meet this Standard for Accreditation to be granted “Accreditation” by the Middle States Association. The Indicators of Quality for the Standard identify the types of evidence that, when taken together, indicate whether the school meets the Standard. The school may indicate other types of evidence particular to the school in the “Other” section provided below. Rate the degree to which the school meets each Indicator by using the following scale:

|  |  |
| --- | --- |
| **Rating of Adherence to the Indicator** | |
| 1. **Does Not Meet** | The evidence indicates the school **DOES NOT MEET** the expectations of this Indicator. |
| 1. **Partially Meets/In Need of Improvement** | The evidence indicates that the school **PARTIALLY** **MEETS** the expectations of this Indicator andis **IN NEED OF IMPROVEMENT**. |
| 1. **Meets** | The evidence indicates the school **MEETS** the expectations of this Indicator. |
| 1. **Exceeds** | The evidence indicates the school **EXCEEDS** the expectations of this Indicator. |

**THE MISSION STANDARD FOR ACCREDITATION**

***(Indicators 1.1-1.6)***

1. **ISSUES Related to This Standard**

***Not applicable in this section. See The School’s Mission, Beliefs, and Profile of Graduates***

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**THE MISSION STANDARD FOR ACCREDITATION**

**The Standard**: The school has a Mission that conveys clearly and concisely the school’s vision of a preferred future for the school’s students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s statement of mission:*** | | | | | | |
| 1.1 | Clearly aligned with the school’s beliefs and Profile of the Graduate. |  |  |  | X |  |
| 1.2 | Communicated widely, understood and supported by the students, their families, and (if appropriate) the school’s community of stakeholders. |  |  |  | X |  |
| 1.3 | Developed using a process that considered input by appropriate stakeholders of the school. |  |  |  | X |  |
| 1.4 | Reviewed periodically to determine its effectiveness in communicating the school’s purposes and vision. |  |  |  | X |  |

**Indicators of Quality for faith-based schools[[5]](#footnote-5)**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s religious identity is:*** | | | | | | |
| 1.5 | Integrated into its school-wide goals and objectives. |  |  |  | X |  |
| 1.6 | Visible in symbols and artifacts throughout the school. |  |  |  | X |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * The school is well led and managed. I know my son is safe as doors are always locked and everyone who participates with the kids needs to have a background check. |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Explanation |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Mission Standard.**

|  |
| --- |
| * Our Catholic faith is infused throughout the curriculum. * Our Mission is clearly aligned with our beliefs and Profile of the Graduate. * Our Mission was constructed with input from stakeholders of the school. * Symbols of faith throughout the building. |

**List the school’s significant areas in need of improvement in meeting the Mission Standard.**

|  |
| --- |
| * N/A |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Mission that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Saint Andrew Catholic School will continue our exemplary adherence to our Mission Statement. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| The school’s Mission | X |
| Samples of publications that communicate the Mission to the school’s community of stakeholders | X |
| Marketing, recruitment, and admissions materials | X |
| The school’s website | X |
| Policies related to the Mission | X |

**GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION**

***(Indicators 2.1-2.39)***

1. **ISSUES Related To This Standard**

***TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS***

|  |  |  |
| --- | --- | --- |
| 1. **Is the school incorporated?** |  | **Yes** |
| X | **No** |
| **If yes, name of corporation:** |  | | |

|  |  |  |
| --- | --- | --- |
| 1. **Is the school licensed to operate as an educational school?** | X | **Yes** |
|  | **No** |
| **If yes,** |  | | |
| **In what state(s) is the school licensed to operate?** | PA | | |
| **In what country(ies) is the school licensed to operate?** | US | | |
| **If no, explain the school’s authority to operate:** |  | | |

|  |  |  |
| --- | --- | --- |
| 1. **Is the school licensed to grant diplomas or certificates?** |  | **Yes** |
| X | **No** |
| **If yes,** |  | | |
| **In what state(s) is the school licensed to grant diplomas or certificates?** |  | | |
| **Type(s) of diplomas or certificates offered** |  | | |
| **If no, explain the school’s authority to grant diplomas or certificates:** |  | | |

**For religious schools:**

|  |  |
| --- | --- |
| **Religious Affiliation:** | Catholic |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION**

**The Standard:** The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates**.** There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school’s governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school’s Mission. The governing body and leadership maintain timely and open communication with the school’s community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school’s educational program.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s governing body ensures that the school:*** | | | | | | |
| 2.1 | Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. |  |  |  | X |  |
| 2.2 | Has no legal or proprietary ambiguities in ownership, control, or responsibility. |  |  |  |  | X |
| 2.3 | Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements. |  |  |  |  | X |
| 2.4 | Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school’s leadership. |  |  |  | X |  |
| 2.5 | Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position. |  |  |  | X |  |
| 2.6 | Is provided with the sufficient qualified personnel to deliver its programs, services, and activities. |  |  | X |  |  |
| ***The school’s governing body ensures that it:*** | | | | | | |
| 2.7 | Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school’s performance, and ensuring the availability of adequate resources to accomplish the school’s Mission. |  |  |  | X |  |
| 2.8 | Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school. |  |  | X |  |  |
| 2.9 | Thinks and acts strategically, reflecting on its decisions and the consequences of its actions. |  |  |  | X |  |
| 2.10 | Refrains from undermining the authority of the school’s leadership to conduct the daily operation of the school. |  |  |  | X |  |
| 2.11 | Works cooperatively with the school’s leadership to establish and maintain clear, written policies and procedures that are consistent with the school’s Mission, are implemented at all times, and reviewed regularly. |  |  |  | X |  |
| 2.12 | Has and implements written policies and/or procedural guidelines that define for the governing body:   * Its proper roles and responsibilities; * Qualifications for its members; * Its composition, organization, and operation; * Terms of office for its members; and * Provisions for identifying and selecting new board members when vacancies occur. |  |  | X |  |  |
| 2.13 | Implements a process for reviewing/revising its policies regularly. |  |  |  | X |  |
| 2.14 | Evaluates systematically and regularly its own effectiveness in performing its duties. |  |  |  | X |  |
| 2.15 | Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles. |  |  |  | X |  |
| 2.16 | Conducts a regular schedule of meetings that is communicated to the school’s community of stakeholders. |  |  | X |  |  |
| 2.17 | Includes members that represent constituencies served by the school. |  |  | X |  |  |
| 2.18 | Maintains appropriate and constructive relations with the school’s leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students. |  |  |  | X |  |
| 2.19 | Recognizes the accomplishments of staff members and students. |  |  | X |  |  |
| 2.20 | Adheres to appropriate guidelines concerning confidentiality in communications. |  |  |  | X |  |
| ***The school’s leadership:*** | | | | | | |
| 2.21 | Is accountable to the governing body and is responsible for ensuring the school’s students achieve the expected levels of achievement. |  |  |  | X |  |
| 2.22 | Maintains a relationship with the school’s governing body characterized by mutual trust and cooperation. |  |  |  | X |  |
| 2.23 | Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel. |  |  |  | X |  |
| 2.24 | Provides a program of professional development based on the needs of the school and staff identified in the school’s growth and improvement process. |  |  |  | X |  |
| 2.25 | Ensures that professional and support staff members stay well informed about educational developments. |  |  |  | X |  |
| 2.26 | Undertakes operational, long range, and strategic planning aimed at accomplishing the school’s Mission and goals. |  |  |  | X |  |
| 2.27 | Stays well informed of and implements proven practices identified in educational research and literature. |  |  |  | X |  |
| 2.28 | Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students. |  |  |  | X |  |
| 2.29 | Adheres to appropriate guidelines concerning confidentiality in communications. |  |  |  | X |  |

**Indicators of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s governing body and leadership:*** | | | | | | |
| 2.30 | Articulate and model the religious tenets of the school. |  |  |  | X |  |
| 2.31 | Maintain the religious identity of the school as a priority. |  |  |  | X |  |
| 2.32 | Use the school’s religious values and identity to inform its policies, procedures and decisions. |  |  |  | X |  |
| 2.33 | Accept the authority of the sponsoring religious institution. |  |  |  | X |  |
| 2.34 | Engage the school’s community of stakeholders in setting direction and planning for the future of the school as a faith-based institution. |  |  |  | X |  |
| 2.35 | Include an assessment of candidates’ understanding of and commitment to the religious beliefs and Mission of the school when hiring the school’s leadership and members of the staff. |  |  |  | X |  |
| 2.36 | Promote respect and collaboration among all members of the school's "faith" community. |  |  |  | X |  |
| 2.37 | Give appropriate attention to building a respectful and collaborative “faith” community among the faculty and staff. |  |  |  | X |  |

**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **This Indicator does not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s leadership:*** | | | | | | |
| 2.38 | Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services. |  |  |  |  | X |

**Indicators of Quality for proprietary schools**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The proprietor/leader:*** | | | | | | |
| 2.39 | Possesses knowledge and experience in fields of study offered by the school or ensures that others within the institution’s leadership possess that knowledge and experience. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * The BOE and principal work together cooperatively and cohesively. The BOE supports the school and leadership in every way possible. |
| Governing Body | * BOE and leadership should do more strategic/long-range planning. |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * I know very little about the Board of Education. I do know that our principal is superb! |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Governance and Leadership Standard.**

|  |
| --- |
| * Faith is implemented into all aspects of the school day, professional development, and leadership. * Governing Board and Leadership meets bi-monthly to discuss changes, concerns, and accomplishments. * Governing Board and Leadership work cooperatively to reach decisions that are best for the school. |

**List the school’s significant areas in need of improvement in meeting the Governance and Leadership Standard.**

|  |
| --- |
| * The Governing Board and Leadership should work together to conduct long range planning for the school’s future. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to governance and leadership that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * The Governing Body and Leadership will continue to work collaboratively to meet the needs of our stakeholders of the school which will include long range planning over the next five years. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Description of the process used by the governing body to evaluate its own performance | X |
| Job descriptions for the head of the institution and other key administrative personnel | X |
| Appraisal tool and/or description of the process used to appraise the performance of the head of the institution | X |
| Policies related to the school's governing body and leadership | X |
| Chart of lines of authority/responsibilities | X |
| Policies related to the school's governing body and leadership | X |
| ***For independent, non-public, and proprietary institutions only*** | |
| Names, addresses, and organizational position of the institution’s owners | X |
| Names, address, affiliation of the members of the board of governance | X |

**SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION**

***(Indicators 3.1-3.8)***

1. **ISSUES Related to this Standard**

**SCHOOL PLANS**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of Plan** | **Yes/No** | | **Year Last Reviewed/**  **Updated** | **Quality/Effectiveness**  **of Plan** | |
| **Strategic Plan/Long-Range Plan** | X |  | 2015 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Financial Plan** |  | X |  |  | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Facilities Plan** | X |  | 2008 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Technology Plan** | X |  | 2018 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Professional Development Plan** | X |  | 2018 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Staffing Plan** |  | X |  |  | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Institutional Advancement and Development Plan** | X |  | 2018 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Curriculum Review/Revision Plan** | X |  | 2017 | X | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |
| **Student Enrollment Plan** |  | X |  |  | **Satisfactory** |
|  | **Needs Improvement** |
|  | **Unsatisfactory** |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION**

**The Standard:** The school plans strategically and continuously to grow and improve its students’ performance and the school’s capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school’s strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 3.1 | Develops a strategic plan for growth and improvement that is approved by the governing body (if appropriate) and supported by the school’s community of stakeholders. |  |  | X |  |  |
| 3.2 | Bases its strategic plan on longitudinal data regarding the achievement and performance of the school’s students and the school’s capacity to produce the levels of student achievement and performance expected by its community of stakeholders. |  |  | X |  |  |
| 3.3 | Communicates regularly to its community of stakeholders information about the school’s planning process, strategic plan, and the results being achieved by implementing the plan. |  |  | X |  |  |
| 3.4 | Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement. |  |  | X |  |  |
| 3.5 | Takes into consideration the school’s capacities in terms of time, energy, and resources when planning new initiatives, setting goals, and developing action plans. |  |  | X |  |  |
| 3.6 | Guarantees that its action plans address all areas of the school’s programs, services, operations, and resources that are relevant to the school’s Mission and the strategic plan’s goals. |  |  | X |  |  |
| 3.7 | Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results. |  |  | X |  |  |

**Indicator of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **This Indicator does not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 3.8 | Maintains as a priority in all planning activities the spiritual life of the school and its community. |  |  |  | X |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * Again, I know little if anything about the School Board, but the principal acts with faith-filled integrity! |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the School Improvement** **Planning Standard.**

|  |
| --- |
| * The school met previous academic goals outlined in strategic plan by increasing professional development opportunities. * Goals for our strategic plan continue to grow and change as the school expands. |

**List the school’s significant areas in need of improvement in meeting the School Improvement Planning Standard.**

|  |
| --- |
| * As goals from our previous five year plan have been meet for growth of the school, a new plan should be developed to ensure the stability and sustainability of the school. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school improvement planning that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * The Governing Body and Leadership will continue to plan strategically to ensure growth of the school, success of students, and continuing education of teachers and revise these plans as needed to ensure it is producing results. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| The school's strategic and/or long-range plan to improve student performance | X |
| The school's long-range financial plan |  |
| The school's long-range facilities plan |  |
| The school's long-range technology plan | X |
| The school's development/institutional advancement plan (if applicable) | X |
| The school system's enrollment plan (if applicable) |  |
| Evidence of stakeholder input into the school's plans | X |
| Evidence of how the school's plans are communicated to the community of stakeholders | X |
| Policies related to planning for improvement in student performance, organizational capacity, finances, facilities, and technology | X |
| Periodic reviews of the school's plans | X |

**FINANCES STANDARD FOR ACCREDITATION**

***(Indicators 4.1-4.17)***

1. **ISSUES Related to this Standard**

**A.2. For Non-Public, Independent And Proprietary Schools**

**FINANCIAL RESOURCES**:

|  |  |  |
| --- | --- | --- |
| **INCOME SOURCE** | **Current Year** | **Last Year** |
| **% from tuition** | 65% | 65% |
| **% from fees** | 5% | 5% |
| **% from fund-raising and other special activities** | 10% | 10% |
| **% from annual giving** | 0% | 0% |
| **% from grants** | 0% | 0% |
| **% from interest/investments/rental income** | 0% | 0% |
| **Other (describe): Parish Subsidy** | 20% | 20% |
| **TOTAL** | **100%** | **100%** |

**ANNUAL PER PUPIL COSTS**:

|  |  |  |
| --- | --- | --- |
| **PER PUPIL COSTS** | **Current Academic Year** | **Last Academic Year** |
| **Early Age School/Center** | N/A | N/A |
| **Elementary School/Lower School** | $3,232 | $3,002 |
| **Middle School** | $3,232 | $3,002 |
| **Secondary/ Upper School** | N/A | N/A |

**INSURANCE FOR THE SCHOOL:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Adequacy of Coverage** | | | |
| **TYPE OF INSURANCE** | **Satisfactory** | **Needs Improvement** | **Unsatisfactory** | **Not Applicable** |
| **General Liability** | X |  |  |  |
| **Workers Compensation and/or Long Term Disability** | X |  |  |  |
| **Director & Officers Liability and/or Educators Legal Liability** | X |  |  |  |
| **Property Insurance** | X |  |  |  |
| **Business Interruption** |  |  |  | X |
| **Theft/Fraud/Deceit** | X |  |  |  |
| **Travel and Field Trip Insurance** |  |  |  | X |
| **School Owned Vehicle Insurance** |  |  |  | X |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

**Indicate any anticipated major capital expenditures within the next three years.**

|  |
| --- |
| The school will need to extend the capital campaign from three to five years in order to pay on the loan taken out to cover the school expansion project. Additionally, the cafeteria will continue to be renovated based solely on donations and/or grants earmarked for the project. The school will also be upgrading security in the next year. These upgrades will be funded by the school’s parent organization (HSO). |

# 

# A.3. For All Schools—Financial Assurances

The financial viability and stability of a school is a primary requirement for accreditation by the Middle States Association.

Therefore, if the school is not able to provide the results of a full external audit completed within the last 18 months, the head of the school and the head of the governing body (if applicable) must assure, by their electronic signatures below, that the financial information and data reported in this Self-Study Report are true and accurate.

I give my assurance that the financial information and data in this Self-Study Report are true and accurate.

|  |
| --- |
| Signed electronically by: |
| Lindsay J. Salmon |
| Printed Name of the Head of the School: |
| Lindsay J. Salmon |

|  |
| --- |
| Signed electronically by: |
| Lesley Quesada |
| Printed Name of the Head of the Governing Body: |
| Lesley Quesada |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**FINANCES STANDARD FOR ACCREDITATION**

**The Standard**: The school has financial resources that are sufficient to provide its students with the educational program defined in the school’s Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school’s ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 4.1 | Is free of any contingent financial liabilities or ongoing litigations that could affect the school’s ability to continue operation. |  |  | X |  |  |
| 4.2 | Maintains levels of income and expenditures that are in appropriate balance. |  | X |  |  |  |
| 4.3 | Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school’s finances and all financial operations. |  |  | X |  |  |
| 4.4 | Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications. |  |  | X |  |  |
| 4.5 | Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services. |  | X |  |  |  |
| 4.6 | Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability. |  |  | X |  |  |
| 4.7 | Responds appropriately to the results and recommendations of financial audits or reviews. |  |  | X |  |  |
| 4.8 | Gives stakeholders appropriate opportunities to provide input into financial planning. |  |  | X |  |  |
| 4.9 | Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs. |  |  | X |  |  |
| 4.10 | Informs families enrolling students in the school about any financial obligations for attending the school. |  |  | X |  |  |
| 4.11 | Sets tuitions and fees, if applicable, that are related to the content of the school’s educational program, the length of study, and equipment and supplies required for learning. |  |  | X |  |  |
| 4.12 | Has and implements written, reasonable, and equitable tuition, collection, and refund policies. |  |  | X |  |  |
| 4.13 | Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner). |  |  | X |  |  |
| 4.14 | Makes prudent use of resources available through development activities, grants, foundations, and other partnerships. |  |  | X |  |  |
| 4.15 | Conducts advancement efforts that are supported by the school’s leadership, staff, parents, and alumni. |  |  | X |  |  |

**Indicators of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The school’s governing body and leadership ensure that the school:*** | | | | | | |
| 4.16 | Has the financial resources necessary to support and enhance the religious nature of the school. |  |  | X |  |  |
| 4.17 | Considers the religious values of the school when making decisions regarding the use of its financial resources. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * Financial planning has been left to members of the finance counsel in the past. As principal, I would like more opportunities to learn about the budget and help with future financial plans for the school. |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Finances Standard.**

|  |
| --- |
| * The school’s finances are overseen by those who possess the appropriate qualifications. * School finance representative stays in communication with Pastor and Principal regularly and gives reports/updates at the bi-monthly Board meetings. |

**List the school’s significant areas in need of improvement in meeting the Finances Standard.**

|  |
| --- |
| * Principal needs more involvement in budget planning for each fiscal year. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to finances that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Saint Andrew Catholic School will continue to work with financial liaison to set tuition and fees, establish and revise tuition/refund policies, and make use of resources for development and advancement. |

1. **EVIDENCE to Support the Assessment of this Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Current operating budget (for main campus and each branch campus) | X |
| Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch) | X |
| Student tuition and fee schedule (if applicable) | X |
| Long-range financial plan |  |
| Schedule of student tuition and fees (for non-public and proprietary institutions) |  |
| Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution’s ability to continue operation |  |
| List of grants and other funding sources obtained in the last calendar year | X |
| Publications provided to students outlining students’ financial obligations | X |
| Summary of the institution’s insurance coverage (for main campus and each branch) | X |
| Policies related to finances, financial aid, and refunds | X |

**FACILITIES STANDARD FOR ACCREDITATION**

***(Indicators 5.1-5.14)***

1. **ISSUES Related to This Standard**

**A.1. PHYSICAL FACILITIES.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Facility** | **Location** | **Year**  **Constructed** | **Most Recent**  **Renovation** | **Ownership** | |
| School Building | 213 East Main St.  Waynesboro, PA | 1925 | 2019 | X | Owned |
|  | Leased |
| School Office | 213 East Main St.  Waynesboro, PA | 2011 | N/A | X | Owned |
|  | Leased |

**A.2. ADEQUACY OF FACILITIES.**

**School Building**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Facility** | **Satisfactory** | **Needs**  **Improvement** | **Unsatisfactory** | **Not**  **Applicable** |
| Furnishings | X |  |  |  |
| Provisions for the Disabled | X |  |  |  |
| Variety of Instructional Spaces | X |  |  |  |
| Laboratories | X |  |  |  |
| Counseling/Guidance Space(s) |  |  |  | X |
| Health Services Space(s) |  |  |  | X |
| Library/Learning Media Center |  |  |  | X |
| Administrative and Support Spaces |  |  |  | X |
| Offices and Planning Spaces for the Faculty |  |  |  | X |
| Heating, Ventilation, Air Conditioning |  | X |  |  |
| Electrical, Water, and Sanitation Systems | X |  |  |  |
| Energy Conservation System | X |  |  |  |
| Security System | X |  |  |  |
| Storage Spaces | X |  |  |  |
| Parking Spaces | X |  |  |  |
| Athletic Fields |  |  |  | X |
| Indoor Athletic Space(s) | X |  |  |  |
| Cafeteria/Dining Space(s) | X |  |  |  |
| Auditorium/Theater | X |  |  |  |
| Dormitories |  |  |  | X |
| Chapel |  |  |  | X |
| Maintenance & Cleaning | X |  |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| School and diocesan administration are working with a contractor, architect, and system designer to develop a plan to remediate the high levels of humidity experienced in the new school wing. A dehumidifier will be added to the duct system over Easter break 2019. Humidity levels will continue to be monitored closely. If no change is made, a barrier wall will be constructed at a later date. |

**School Office**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Facility** | **Satisfactory** | **Needs**  **Improvement** | **Unsatisfactory** | **Not**  **Applicable** |
| Furnishings | X |  |  |  |
| Provisions for the Disabled | X |  |  |  |
| Variety of Instructional Spaces |  |  |  | X |
| Laboratories |  |  |  | X |
| Counseling/Guidance Space(s) | X |  |  |  |
| Health Services Space(s) | X |  |  |  |
| Library/Learning Media Center |  |  |  | X |
| Administrative and Support Spaces | X |  |  |  |
| Offices and Planning Spaces for the Faculty | X |  |  |  |
| Heating, Ventilation, Air Conditioning | X |  |  |  |
| Electrical, Water, and Sanitation Systems | X |  |  |  |
| Energy Conservation System | X |  |  |  |
| Security System |  | X |  |  |
| Storage Spaces | X |  |  |  |
| Parking Spaces | X |  |  |  |
| Athletic Fields |  |  |  | X |
| Indoor Athletic Space(s) |  |  |  | X |
| Cafeteria/Dining Space(s) | X |  |  |  |
| Auditorium/Theater |  |  |  | X |
| Dormitories |  |  |  | X |
| Chapel |  |  |  | X |
| Maintenance & Cleaning | X |  |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| Based on evaluations conducted over the summer of 2018, four major areas of concern regarding security were brought forth by the principal to the board. As the school is a tenant of the Parish, the concerns were then brought forth to the Building and Grounds Committee. This group is working on providing quotes for upgrades to school security which will be completed during the summer of 2019. The school’s parent organization (HSO) will use proceeds collected from fundraisers to fund the project. |

**A.3. MAINTENANCE AND CLEANING STAFF:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Facilities Personnel** | **Number** | **Adequacy of Type and Number** | |
| **Maintenance** | 2 |  | Satisfactory |
| X | Needs Improvement |
|  | Unsatisfactory |
| **Clothing** |  |  | Satisfactory |
|  | Needs Improvement |
|  | Unsatisfactory |
| **Grounds** | 2 | X | Satisfactory |
|  | Needs Improvement |
|  | Unsatisfactory |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| Maintenance/ janitorial staff need to adhere to job duties and split tasks evenly amongst the day and evening shift. New job duty descriptions have been written and a checklist has been designed to alleviate confusion on which jobs each custodian is responsible for within the school and grounds. |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**FACILITIES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school’s Mission. The facilities provide a physical environment that supports delivery of the school’s educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | | |
| 5.1 | Provides sufficient and appropriate facilities for all aspects of the school’s educational programs, activities, and services including: | |  |  |  |  |  |
|  | 5.1.a. | Instructional areas/classrooms |  |  | X |  |  |
| 5.1.b. | Administrative offices |  |  | X |  |  |
| 5.1.c. | Conference rooms |  |  | X |  |  |
| 5.1.d. | Residential boarding (students and faculty) |  |  |  |  | X |
| 5.1.e. | Health services |  |  | X |  |  |
| 5.1.f. | Student activities |  |  | X |  |  |
| 5.1.g. | Student services |  |  | X |  |  |
|  | 5.1.h. | Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals). |  |  | X |  |  |
|  | 5.1.i. | Safe and secure storage of student belongings |  |  | X |  |  |
| 5.2 | Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching. | |  |  | X |  |  |
| 5.3 | Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities. | |  |  | X |  |  |
| 5.4 | Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials. | |  |  | X |  |  |
| 5.5 | Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials. | |  |  | X |  |  |
| 5.6 | Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning. | |  |  | X |  |  |
| 5.7 | Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities. | |  | X |  |  |  |
| 5.8 | Has adequate and appropriate lighting throughout its facilities. | |  |  | X |  |  |
| 5.9 | Has sufficient space for entering, exiting, and traffic flow within its facilities. | |  |  | X |  |  |
| 5.10 | Makes safe drinking water available for the students, the staff, and visitors to the school. | |  |  | X |  |  |
| 5.11 | Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy. | |  |  | X |  |  |

**Indicators of Quality for schools with early childhood education programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the learning environment:*** | | | | | | |
| 5.12 | Includes interest centers that have materials in an orderly and accessible arrangement. |  |  |  |  | X |
| 5.13 | Has sufficient space for the number of children involved in the early childhood learning activities. |  |  |  |  | X |
| 5.14 | Includes appropriately sized furniture designed to assure accessibility to children. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * Overall, the BOE and leadership ensures the school is in compliance with most of all listed above. The janitorial staff needs to keep all cleaning chemicals and equipment (ladders) in locked closets. The school needs to work on a solution for a Spanish classroom that does not share a space with recreational equipment. In addition, the new wing of the building is experiencing issues of high humidity. Solutions are being explored with the designer and construction company. |
| Governing Body | * N/A |
| Teachers | * The school facilities are in need of thorough cleaning. There is not enough diligence on the part of the day maintenance employee in general cleaning. The night employee cannot possibly complete every needed cleaning in the time he is scheduled. * There have been some issues with our new construction and the administration has done everything they can to remedy the situation, but I am unsure if the governing body of the school has done anything to assist. |
| Support Staff | * There is an unresolved issue with the humidity in the new wing. Excessively high humidity in the summer and excessively low in the winter. Both are unacceptable for library books, computers and musical instruments. |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Evidence:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Facilities Standard.**

|  |
| --- |
| * Two representatives from the school meet quarterly with the Parish Building and Grounds Committee to discuss and prioritize school needs. * Issues with the facilities are typically remediated in a timely manner. |

**List the school’s significant areas in need of improvement in meeting the Facilities Standard.**

|  |
| --- |
| * The high humidity in the new wing needs remediated to ensure safety of air quality and equipment. * The school facilities and janitorial duties need to be split evenly among the two staff members to maintain cleanliness of the school. * The school’s security concerns need to be addressed. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to facilities that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * The school plans to add an industrial sized dehumidifier to the school building in April 2019 and humidity levels will be monitored very closely. If no change comes to dropping levels, a barrier wall will be constructed between old and new building to prevent humidity from traveling. * Leadership has constructed written job duties for the janitorial staff which also includes evenly split duties and a check-list that needs completed weekly, monthly, and yearly. * The Parish Building and Grounds Committee is working with local contractor to obtain quotes to resolve the four main security concerns noted. The work will take place over the summer of 2019 and the school’s parent organization will fund the project. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Floor plan of facilities | X |
| Long-range facilities plan |  |
| Maintenance/repair schedules | X |
| Plans for any facilities improvements | X |
| Policies/procedures related to facilities and equipment, including maintenance and inspections for health, safety, and fire prevention | X |

**SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION**

***(Indicators 6.1-6.37[PA6.38-PA6.41])***

1. **ISSUES Related To This Standard**

***Not applicable in this section. See School Information in the Profile of the School.***

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION**

**The Standard:** The school’s organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school’s Mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school’s leaders and staff demonstrate collegial and collaborative relationships.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s organization promotes:*** | | | | | | |
| 6.1 | A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school. |  |  | X |  |  |
| 6.2 | Commitment to the school, dedication to their work, and pride in the outcome of their efforts. |  |  | X |  |  |
| 6.3 | Professional satisfaction and good general morale. |  |  | X |  |  |
| ***The governing body and leadership ensure that the school’s organization:*** | | | | | | |
| 6.4 | Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships. |  |  | X |  |  |
| 6.5 | Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school’s students. |  |  | X |  |  |
| ***The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:*** | | | | | | |
| 6.6 | The day-to-day operation of the school. |  |  | X |  |  |
| 6.7 | Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff. |  |  | X |  |  |
| 6.8 | Evaluating staff members’ performance. |  |  | X |  |  |
| 6.9 | Handling complaints/ grievances by members of the staff. |  |  | X |  |  |
| 6.10 | Orienting and mentoring of new staff members. |  |  | X |  |  |
| 6.11 | Appropriate orientation and supervision for service providers not employed by the school. |  |  | X |  |  |
| 6.12 | Due diligence conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children. |  |  |  | X |  |
| 6.13 | Due diligence conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children. |  |  |  | X |  |
| 6.14 | Due diligence conducted to ensure that volunteers are eligible and continue to be eligible to work with children. |  |  |  | X |  |
| *The governing body and leadership ensure that the school’s staff:* | | | | | | |
| 6.15 | Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school’s educational program, services, and activities. |  |  |  | X |  |
| 6.16 | Has a scheduled program of regular systematic professional training (for staff, contractors, and volunteers) on student safeguarding, child abuse prevention, identification, intervention, and reporting. |  |  |  | X |  |
| 6.17 | Is assigned to work based on the members’ education, preparation, experience, expertise, and commitment to the school’s success. |  |  | X |  |  |
| 6.18 | Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance. |  |  |  | X |  |
| 6.19 | Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally. |  |  | X |  |  |
| 6.20 | Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s). |  |  | X |  |  |
| 6.21 | Is provided opportunities to offer input into the content of professional development experiences. |  |  | X |  |  |
| 6.22 | Is encouraged by the leadership to affiliate with professional organizations. |  |  | X |  |  |
| 6.23 | Feels safe in the school. |  |  | X |  |  |
| 6.24 | Enforces the student code of conduct fairly and uniformly. |  |  | X |  |  |
| 6.25 | Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission. |  |  | X |  |  |

**Indicators of Quality for schools with early childhood programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the early childhood program:*** | | | | | | |
| 6.26 | Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices. |  |  |  |  | X |
| 6.27 | Seeks to achieve applicable teacher and/or staff-to-children ratios. |  |  |  |  | X |

# Indicator of Quality for schools that provide all or part of their educational program by a distance modality

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 6.28 | Members of the faculty who deliver the educational program and associated tasks via a distance modality are appropriately qualified and experienced. |  |  |  |  | X |
| ***The governing body and leadership ensure that the program:*** | | | | | | |
| 6.29 | Includes developing age-appropriate relationships between students and between students and their teachers. |  |  |  |  | X |

# Indicators of Quality for faith-based schools

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure the school:*** | | | | | | |
| 6.30 | Portrays an identifiable integration of faith, life, and culture. |  |  |  | X |  |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 6.31 | The school’s programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school’s foundational documents. |  |  |  | X |  |
| 6.32 | Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school’s religious nature. |  |  |  | X |  |
| 6.33 | Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school. |  |  |  | X |  |
| 6.34 | Formal and informal opportunities are provided for the spiritual development of the faculty and staff members. |  |  |  | X |  |
| 6.35 | Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community. |  |  | X |  |  |
| 6.36 | The religious studies program for students is consistent with the Mission of the school and the sponsoring institution. |  |  |  | X |  |
| 6.37 | Opportunities for prayer and/or expressions of faith are integrated into the school’s curricula and daily activities. |  |  |  | X |  |

**Indicators of Quality for all Pennsylvania public schools, private schools and their contractors’ employees who work in direct contact with children, and student teacher candidates.**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school has and implements written policies and procedures that:*** | | | | | | |
| 6.38 | In accordance with [Act 24 of 2011](http://www.portal.state.pa.us/portal/server.pt/community/background_checks_(act_114)/7493) and [Section 111 of the Pennsylvania School Code](http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014.001.011.000..HTM), require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted:   1. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986; 2. PA Department of Public Welfare Child Abuse History Clearance; and, 3. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education. |  |  |  | X |  |
| 6.39 | In accordance with [Act 24 of 2011](http://www.portal.state.pa.us/portal/server.pt/community/background_checks_(act_114)/7493/act_114_of_2006,_24_ps_1-111,_background_checks/601417), require all employees as of September 29, 2011 who have not been subject to a previous background check to:   1. Provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or, 2. If they refuse to submit form PDE-6004, are required to submit a current background check under Section 111. |  |  |  | X |  |
| 6.40 | Require the institution to review applicants’ required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children. |  |  |  | X |  |
| 6.41 | Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007. |  |  |  | X |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * As far as the spiritual development of the staff, there is little done. We are encouraged to get the Harrisburg Diocese requirements for religious studies completed. However, there is little opportunity to do more as a group, since time is always a precious commodity. Orientation of new staff members could be improved as well. |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the School Organization and Staff Standard.**

|  |
| --- |
| * Parents are encouraged to volunteer in various capacities which includes field trips, fundraising events, lunch/recess, etc. * Parents, students, and staff for the most part feel safe and secure in a positive learning environment. * The staff is fully committed to the Mission and Academic program. * Students serve as altar servers at bi-monthly school Mass, weekend Masses, Holy days of obligation and funerals. * Each classroom takes turns planning the bi-monthly school Mass and is in charge of jobs such as greeter, usher, readers, etc. * Faculty meets weekly to pray together for the week ahead. * Students and staff begin and end each day in prayer together as a whole school. |

**List the school’s significant areas in need of improvement in meeting the School Organization and Staff Standard.**

|  |
| --- |
| * Improvement is needed to include more time for spiritual growth for teachers. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to school organization and staff that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Continue to include opportunities to share and grow in faith for not only students but faculty members. This can be accomplished by providing more time for faith-based topics of discussion and opportunities for prayer and reflection at monthly faculty meetings. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Organizational chart for the school and school system | X |
| Professional resumes of the school's leaders | X |
| Floor plan of facilities | X |
| Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff | X |
| Contracts (e.g. union, collective bargaining agreements) | X |
| Results of any climate survey | X |
| Instruments used for evaluating the performance of the staff | X |
| Professional development plan | X |
| The faculty handbook/manual | X |
| The school's code of student conduct | X |
| Policies related to school climate and organization, specifically for:   * Determining compensation, workloads, and working conditions * Evaluating the performance of staff members * Handling complaints and grievances * Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported * Criminal and child abuse background checks | X |

**HEALTH AND SAFETY STANDARD FOR ACCREDITATION**

***(Indicators 7.1-7.18)***

1. **ISSUES Related to this Standard**

**A.1. EMERGENCY AND CRISIS PLANS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Emergency/Crisis Plan** | **Effectiveness of**  **Plans** | | |
|  | **S** | **NI** | **U** |
| Drop, Cover, & Hold | X |  |  |
| Evacuation | X |  |  |
| Lockdown |  | X |  |
| Shelter in Place | X |  |  |
| Aircraft Crash | X |  |  |
| Animal Disturbance | X |  |  |
| Armed Assault On/Off Campus | X |  |  |
| Bio/Chemical Release | X |  |  |
| Bomb Threat | X |  |  |
| Contamination of Food/Water | X |  |  |
| Disorderly Conduct | X |  |  |
| Explosion/Risk of Explosion | X |  |  |
| Fire On/Near Campus | X |  |  |
| Lose of Failure of Utilities | X |  |  |
| Motor Vehicle Crash | X |  |  |
| Severe Weather | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| The Lockdown crisis plan needs updated according to ALICE training. Administration is working with a police officer to update drills for lockdown situations. |

**A.2. EMERGENCY DRILLS:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of Emergency Drill** | **Frequency of**  **Drills** | | **Quality of Drills** | | |
|  |  | | **S** | **NI** | **U** |
| **Fire** |  | **Semi-Monthly** |  |  |  |
| X | **Monthly** | X |  |  |
|  | **Annually** |  |  |  |
| **Natural Disaster (Severe Weather, Flooding, etc.)** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **Bomb Threat** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **External Threat** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **Internal Threat** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** |  | X |  |
| **Bus Evacuation** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| * Improvement is needed with follow through of scheduled drills for what to do in the case of an internal threat such as an intruder. * Faculty and students need to be training according to ALICE for what to do when an intruder enters the building. Coordinating with local law enforcement to schedule this training in 2019-20. |

**A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of Inspection** | **Frequency** | | **Results of Inspections** | | |
|  |  | | **S** | **NI** | **U** |
| **Fire Alarm System** |  | **Semi-Monthly** |  |  |  |
| X | **Monthly** | X |  |  |
|  | **Annually** |  |  |  |
| **Food Services** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **Elevator(s)** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
|  | **Annually** |  |  |  |
| **Internal Communications System** |  | **Semi-Monthly** |  |  |  |
| X | **Monthly** | X |  |  |
|  | **Annually** |  |  |  |
| **Technology Arts/Industrial Arts Equipment** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
|  | **Annually** |  |  |  |
| **Athletic Equipment** |  | **Semi-Monthly** |  |  |  |
| X | **Monthly** | X |  |  |
|  | **Annually** |  |  |  |
| **Playground Equipment** | X | **Semi-Monthly** |  | X |  |
|  | **Monthly** |  |  |  |
|  | **Annually** |  |  |  |
| **Water Supply** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **Swimming Pool Water** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
|  | **Annually** |  |  |  |
| **Fire Extinguishers** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |
| **AED** |  | **Semi-Monthly** |  |  |  |
|  | **Monthly** |  |  |  |
| X | **Annually** | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| * Playground equipment needs inspected more regularly and a yearly audit needs to take place by a professional who understands if the equipment is working properly and all parts are intact. * In the Spring of 2019, the principal contacted the playground equipment supply company to secure a professional to provide a safety inspection of equipment during the summer. |

**A.4. SUMMARY OF HEALTH SCREENINGS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Screening For** | **Conducted By** | **Frequency** | |
|  |  |  | |
| **Vision** | School Nurse |  | **Semi-Monthly** |
|  | **Monthly** |
| X | **Annually** |
| **Hearing** | School Nurse |  | **Semi-Monthly** |
|  | **Monthly** |
| X | **Annually** |
| **Dental** | Child’s Personal Dentist  (kindergarten, 3rd grade & 7th grade) |  | **Semi-Monthly** |
|  | **Monthly** |
| X | **Annually** |
| **Physical** | Child’s Personal Physician  (kindergarten & 6th grade) |  | **Semi-Monthly** |
|  | **Monthly** |
| X | **Annually** |
| **Tuberculosis** | Private Physician as necessary |  | **Semi-Monthly** |
|  | **Monthly** |
| X | **Annually** |

**A.5. SUMMARY OF INOCULATIONS:**

|  |  |
| --- | --- |
| **Inoculation For** | **In Grade Level** |
| Diphtheria and Tetanus (DPT, TDaP, or DT) | K/7 |
| Polio (IPV) | K |
| Measles, Mumps, and Rubella (MMR) | K |
| Hepatitis B | K |
| Chicken Px (Varicella or Varivax) | K |
| Meningitis (MCV4) | 7 |

**A.6. PROVISIONS FOR HEALTH AND SAFETY:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Health and Safety Issue** | **Quality and Adequacy** | | |
|  | **S** | **NI** | **U** |
| Adequate health care services at all times. | X |  |  |
| Health care at school functions that take place away from the school’s premises. | X |  |  |
| Means to communicate internally in event of power failure of evacuation of building. | X |  |  |
| Means to communicate externally in event of power failure of evacuation of building. | X |  |  |
| Place(s) to assemble during an evacuation. | X |  |  |
| Proper and safe storage of dangerous substances. |  | X |  |
| Fire blankets and/or eyewash stations in required areas. |  | X |  |
| Automatic external defibrillators available and staff personnel trained to use them. | X |  |  |
| Panic buttons for dangerous equipment. |  |  |  |
| Provisions for preventing the spread of infectious substances and diseases. | X |  |  |
| Safety lines in required areas. | X |  |  |
| Students and the staff wearing eye and ear protection in dangerous areas. | X |  |  |
| Fire extinguishers available in all areas. | X |  |  |
| Fire alarm pull stations in all areas. | X |  |  |
| Evacuation notice and directions posted in all rooms and spaces. | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| * All janitorial rooms and closets need proper locks to ensure that dangerous substances are out of reach from the students. Locks on these rooms and closets will be installed over the summer of 2019. * All rooms currently have blankets; however, not fire retardant. * Eye wash stations need to be added to the science lab. |

**A.7. HEALTH AND SAFETY STAFF:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Health and Safety Personnel** | **Number** | **Quality and Adequacy** | | |
|  |  | **S** | **NI** | **U** |
| **Certified Nurse** | 1 | X |  |  |
| **Nurse’s Assistant** | 1 | X |  |  |
| **School Security Officer** | 0 |  |  |  |
| **Local Police Security Officer** | 0 |  |  |  |
| **Athletic Trainer** | 0 |  |  |  |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**HEALTH AND SAFETY STANDARD FOR ACCREDITATION**

**The Standard:** The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 7.1 | Regularly reviews and updates its written policies and/or procedural guidelines governing the school’s provisions for the health and safety of its students, staff, and visitors. |  |  | X |  |  |
| 7.2 | Regularly reviews and updates its plans for responding to emergencies and crises. |  |  | X |  |  |
| 7.3 | Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school’s facilities. |  |  | X |  |  |
| 7.4 | Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly. |  |  | X |  |  |
| 7.5 | Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school’s premises. |  |  |  | X |  |
| 7.6 | Provides appropriate training for all staff members on implementing the school’s emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting. |  |  | X |  |  |
| 7.7 | Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications. |  |  | X |  |  |
| 7.8 | Has and implements a system to account for the whereabouts of its students at all times. |  |  | X |  |  |
| 7.9 | Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws. |  |  | X |  |  |
| 7.10 | Provides staff with up–to-date and relevant health, wellness, and safety information and practices pertaining to the school’s students and staff. |  |  | X |  |  |
| 7.11 | Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection. |  |  | X |  |  |
| 7.12 | Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle. |  |  | X |  |  |
| 7.13 | Has an effective system to control access to the school by visitors and other non-school personnel. |  |  | X |  |  |
| 7.14 | Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff. |  |  | X |  |  |
| 7.15 | Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including: |  |  |  |  | X |
| 7.15.a. | Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories. |  |  |  |  | X |
| 7.15.b. | Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills. |  |  |  |  | X |
| 7.15.c. | Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times. |  |  |  |  | X |
| 7.15.d. | Provision of appropriate training for all dormitory staff members on implementing the dormitory’s emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting. |  |  |  |  | X |
| 7.15.e. | An effective system to control access to the dormitories by visitors and other non-school personnel. |  |  |  |  | X |

**INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 7.16 | Provides care for infants that is consistent with current professional practice, especially with respect to sleeping, bottle-feeding, diapering, sanitation, nurturing, and daily interactions. |  |  |  |  | X |
| 7.17 | Regularly sanitizes surfaces where children eat and sleep and items they can put into their mouths. |  |  |  |  | X |
| 7.18 | Consults regularly with health professionals regarding the health risks of working with young children. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * The BOE and leadership are currently exploring options that will better control access to the school by visitors and other non-school personnel. The security and safety of the children are the number one priority. |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Explanation |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Health and Safety Standard.**

|  |
| --- |
| * School nurse is always on call and on-site every Friday. * Safe environment program is taught to students in grades 1 and 5. * Safe2Say Something training is given to students in grades 6-8. * Theology of the Body is taught to 8th grade students. * All entry points to the school are locked and secure. Visitors may only access the building by entering through the main office door. * 18 indoor and outdoor cameras |

**List the school’s significant areas in need of improvement in meeting the Health and Safety Standard.**

|  |
| --- |
| * Improvement is needed in what to do during an intruder drill. * Eyewash kits and fire-retardant blankets need to be added to the classrooms. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to health and safety that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Staff and students need formal lockdown training by local law enforcement. * Safety bins in each classroom need to updated to include eyewash kits and fire-retardant blankets. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Emergency and crisis plans | X |
| Records of most recent health and safety inspections | X |
| Record of emergency drills | X |
| Emergency procedures section of faculty handbook | X |
| Policies related to health and safety, including: | |
| * Emergency/crisis planning and practices | X |
| * Health care for students in school and at school activities | X |
| * Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases |  |
| * Storage and administration of student medications | X |
| * Storage of school equipment and supplies | X |
| * Student health records | X |
| * Relationships with community health, safety, and fire agencies | X |
| * Controlling access to the school for visitors and other non-school personnel | X |
| * Quality of drinking water | X |
| * Accounting for the whereabouts of students | X |

**EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

***(Indicators 8.1-8.61)***

1. **ISSUES Related to This Standard**

**SUMMARY OF THE EDUCATIONAL PROGRAM:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR** | | | | | | | | | | |
| **Curriculum Area** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| English/  Language Arts |  | 10,800 | 10,800 | 9,600 | 8,400 | 6,600 | 4,200 | 3,000 | 3,000 |
| Math |  | 2,700 | 2,700 | 2,700 | 3,000 | 3,300 | 3,300 | 3,000 | 3,000 |
| Science |  | 600 | 600 | 1,200 | 1,800 | 2,400 | 2,400 | 3,000 | 3,000 |
| Social Studies |  | 600 | 600 | 1,200 | 1,800 | 2,400 | 2,400 | 3,000 | 3,000 |
| The Arts |  | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 |
| Other Languages |  |  |  |  |  |  | 2,400 | 2,400 | 2,400 |
| Health/P.E. |  | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 |
| Technology |  | 600 | 600 | 600 | 600 | 600 | 600 | 600 | 600 |
| Religion |  | 1,800 | 1,800 | 2,100 | 2,100 | 2,640 | 2,640 | 3,000 | 3,000 |

|  |  |
| --- | --- |
|  | The instructional hours are reported for one academic year |
| X | The instructional hours are reported for one academic semester |

**Describe the school's policy/procedure for developing, reviewing, and revising the curriculum areas in the school's educational program.**

|  |
| --- |
| Saint Andrew Catholic School follows the Diocese of Harrisburg guidelines for curriculum making appropriate changes when updated by the diocese. |

**Describe the school's policy/procedure for ensuring that the curriculum areas in the school's educational program are aligned vertically and horizontally.**

|  |
| --- |
| The school follows the scope and sequence charts are provided by the Diocese of Harrisburg to ensure that the curriculum is aligned vertically and horizontally. |

**Describe the school's policy/procedure for developing, reviewing, and revising curriculum guides for the curriculum areas in the school's educational program.**

|  |
| --- |
| Any and all changes for developing, reviewing, and revising curriculum guides is completed at the diocesan level and is followed by the faculty accordingly. |

**Describe how and in which curriculum areas students receive instruction for developing critical thinking, reasoning, problem-solving, and study skills.**

|  |
| --- |
| Students at Saint Andrew Catholic School are encouraged to think critically, reason, problem-solve and study skills in all subject areas. Teacher lesson plans need to reflect that these skills are being taught. Lesson plans are checked monthly by the principal. The principal also conducts periodic formal and informal classroom observations these skills are expected to be evident in lessons. |

**Describe how and in which curriculum areas students receive instruction in the effective uses of technology for learning and opportunities to apply that knowledge.**

|  |
| --- |
| Students have access to the computer lab, kindles (k-4), chrome books (5-8) to be used for any and all subject areas during instructional time. Additionally, computer instruction is provided 50 minutes per week for grades K-8. |

**Describe how and in which curriculum areas students are provided with opportunities to develop social skills such as self-control, working constructively in a group, accepting individual and group responsibility, etc.**

|  |
| --- |
| Students are provided with opportunities to develop social skills in all subject areas. During teacher observations, group work, partner work, and whole group must be evident during instruction. |

**Describe the school's policy/procedure for selecting, evaluating, and reviewing instructional materials for the curriculum areas in the school's educational program.**

|  |
| --- |
| Teachers evaluate instructional materials based on updated curriculum and use materials approved by the Diocese, so that the materials align with the curriculum. Typically, instructional materials are evaluated yearly, and changes are made based on the latest curriculum updates provided by the diocese. |

**Describe the school's policy/procedure for identifying and addressing different student learning styles for the curriculum areas in the school's educational program.**

|  |
| --- |
| Teachers evaluate students learning styles on an individual basis and support them accordingly. Differentiation must be evident in teacher lesson plans and during observations. |

**Describe the school's policy/procedure for identifying students with special needs (gifted, ESL, special education, etc.) and how the curriculum areas are modified for these students.**

|  |
| --- |
| Students with special needs are supported by the LIU Act 89 staff in addition to additional instruction given by classroom teachers and part-time remedial teacher. If the child fails to show progress with these interventions, further support can be given through the LIU Equitable Participation Services which provides psychological testing and resources. |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

**The Standard:** The school’s educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school’s Mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school’s community of stakeholders.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 8.1 | Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school’s Mission and goals for student learning. |  |  | X |  |  |
| 8.2 | Publishes for all students and their families an overview of the school’s educational program and its programs of study and seeks input as appropriate. |  |  | X |  |  |
| ***The governing body and leadership ensure that the school’s educational program includes:*** | | | | | | |
| 8.3 | Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods. |  |  | X |  |  |
| 8.4 | Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education. |  |  | X |  |  |
| 8.5 | Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned. |  |  | X |  |  |
| 8.6 | Experiences that promote students’ critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues. |  |  | X |  |  |
| 8.7 | Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers. |  |  | X |  |  |
| 8.8 | Opportunities that promote global awareness and understanding of diverse cultures and lifestyles. |  |  | X |  |  |
| ***The governing body and leadership ensure that the school’s educational program:*** | | | | | | |
| 8.9 | Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices. |  |  | X |  |  |
| 8.10 | Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated. |  |  | X |  |  |
| 8.11 | Expresses expected student learning outcomes in terms that can be understood by the students. |  |  | X |  |  |
| 8.12 | Is delivered in a variety of learning settings (e.g., individual, small group, large group). |  |  | X |  |  |
| 8.13 | Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level. |  |  |  | X |  |
| 8.14 | Is articulated both horizontally and vertically and coordinated among all levels of the school. |  |  | X |  |  |

**Indicators of Quality for schools with early childhood programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s early childhood educational program:*** | | | | | | |
| 8.15 | Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure. |  |  |  |  | X |
| 8.16 | Supports language development. |  |  |  |  | X |
| 8.17 | Provides a balance of opportunities for mastery and challenge. |  |  |  |  | X |
| 8.18 | Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions. |  |  |  |  | X |
| 8.19 | Includes age- and content-appropriate interest activities in all classrooms. |  |  |  |  | X |
| 8.20 | Treats all spaces in the school in which students may be present as part of the learning environment. |  |  |  |  | X |
| 8.21 | Supports positive interactions between peers that are developmentally appropriate. |  |  |  |  | X |
| ***The governing body and leadership ensure that the school’s early childhood educational program provides:*** | | | | | | |
| 8.22 | An integrated approach to children’s social, emotional, physical, cognitive, and language development. |  |  |  |  | X |
| 8.23 | A good balance of child-initiated and teacher-initiated activities in the daily plan. |  |  |  |  | X |
| 8.24 | Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups. |  |  |  |  | X |
| 8.25 | A balance of quiet and active times and flexibly incorporates learners’ natural routines into the rhythm of the day. |  |  |  |  | X |
| 8.26 | Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. |  |  |  |  | X |
| 8.27 | Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences. |  |  |  |  | X |
| 8.28 | Opportunities for increasing independence in use of materials and equipment and in self-care. |  |  |  |  | X |
| 8.29 | Structured and unstructured opportunities for children’s active involvement with people and materials. |  |  |  |  | X |
| 8.30 | Spontaneous learning and activities that build on children’s repertoires and curiosity. |  |  |  |  | X |
| 8.31 | Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development. |  |  |  |  | X |
| 8.32 | Materials for gross and fine motor activities. |  |  |  |  | X |
| 8.33 | Developmentally appropriate learning resources for outdoor activities. |  |  |  |  | X |
| 8.34 | Daily opportunities for creative expression. |  |  |  |  | X |
| 8.35 | A variety of books that are accessible to all age groups every day. |  |  |  |  | X |

**Indicators of Quality for schools with elementary school programs**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s elementary-level educational program:*** | | | | | | |
| 8.36 | Places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding. |  |  | X |  |  |
| 8.37 | Provides an integrated approach to children’s social, emotional, physical, cognitive, and language development. |  |  |  | X |  |
| 8.38 | Provides individualized instruction and, as appropriate, activities in small groups. |  |  | X |  |  |
| 8.39 | Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences. |  |  | X |  |  |
| 8.40 | Provides experiences that prepare students for successful transition to middle and secondary school settings. |  |  | X |  |  |

**Indicators of Quality for schools with middle school programs**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s middle-level educational program:*** | | | | | | |
| 8.41 | Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests. |  |  | X |  |  |
| 8.42 | Provides experiences that prepare students for successful transition to the secondary school setting. |  |  | X |  |  |

**Indicators of Quality for schools with secondary school programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s secondary-level educational program provides:*** | | | | | | |
| 8.43 | Students with the knowledge, skills, and habits of mind required for college and career readiness. |  |  |  |  | X |
| 8.44 | Experiences that prepare students for successful transition to postsecondary education and/or the world of work. |  |  |  |  | X |
| 8.45 | Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems. |  |  |  |  | X |

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s educational program:*** | | | | | | |
| 8.46 | Facilitates student interaction (synchronous and asynchronous) with teachers and other students through a variety of means as an essential characteristic of the educational program. |  |  |  |  | X |
| 8.47 | Informs students and their families (if appropriate) about any aspects of the educational program that are created or delivered by an organization other than the school. |  |  |  |  | X |
| 8.48 | Sets the expectations for student learning and performance that are achievable through a distance modality. |  |  |  |  | X |
| 8.49 | Uses textbooks and/or other learning and instructional materials that are developed by authors qualified in distance education techniques. |  |  |  |  | X |
| 8.50 | Includes instruction in the skills students need to use the distance modality effectively and efficiently. |  |  |  |  | X |
| 8.51 | Provides opportunities for students to develop social skills for relating to and working with other students and adults. |  |  |  |  | X |

**Indicators of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school’s religious educational program:*** | | | | | | |
| 8.52 | Reflects appropriately the religious nature of the school. |  |  |  | X |  |
| 8.53 | Integrates religious teachings into all areas of the educational program. |  |  |  | X |  |
| 8.54 | Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community. |  |  |  | X |  |
| 8.55 | Defines clearly the objectives for faith development and community service programs for students that reflect the Mission of the school. |  |  |  | X |  |
| 8.56 | Makes religious education for students a priority in scheduling, budgeting, and planning. |  |  |  | X |  |
| 8.57 | Is a central concern of all of the school’s leaders, faculty members, and staff. |  |  |  | X |  |
| 8.58 | Is age and developmentally appropriate. |  |  |  | X |  |
| 8.59 | Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community. |  |  | X |  |  |
| 8.60 | Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing). |  |  | X |  |  |
| 8.61 | Provides regular faith-based experiences that foster the religious formation of the students. |  |  |  | X |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * The middle school regularly visits a nearby nursing home to play bingo with the residents. In addition, the student council picks a community organization to sponsor each month with a $1 dress-down day. |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Educational Program Standard.**

|  |
| --- |
| * Students graduate with strong academic rigor and traditionally move on to be placed in high school honors or AP courses. * Offer a variety of experiences in our educational program that includes Spanish, physical education, art, music, technology, and library. * Faculty members foster religious formation in all curriculum areas. * Strong connection with the community |

**List the school’s significant areas in need of improvement in meeting the Educational Program Standard.**

|  |
| --- |
| * N/A |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to educational program that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Continue to keep parents updated about changes in curriculum and program on school website and through e-blast announcements. * Continue to increase the use of technology in the classroom and update equipment as necessary. * Continue to foster relationships with members and businesses of the community. |

1. **EVIDENCE to Support the Assessment of this Standard**

|  |  |
| --- | --- |
| Evidence | School |
| Data and information from interviews/surveys | X |
| Program of studies or other overview of the components of the educational program | X |
| Scope and sequence charts | X |
| Written curriculum guides for each component of the educational program | X |
| Master schedule | X |
| Policies related to educational program, including: | |
| * Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives |  |
| * Scope and sequence for curriculum areas | X |
| * Expected outcomes for curriculum areas | X |
| * Developing, reviewing, revising curriculum |  |
| * Supervision of curriculum delivery and instruction | X |
| * Requirements for graduation/completion | X |
| * Standards for instructional materials | X |
| * Identifying, reviewing, evaluating, and replacing instructional materials | X |
| * Responding to challenges to the appropriateness of curriculum/instructional materials | X |
| * Budgeting for curriculum/instructional materials |  |

**ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION**

***(Indicators 9.1-9.15)***

1. **ISSUES Related to this Standard**

***Not applicable in this section. See Academic Performance Data in the Profile of the School.***

1. **Self-Assessment to Adherence to the INDICATORS OF QUALITY**

**ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

**STANDARD FOR ACCREDITATION**

**The Standard:** The school has a program for assessing student learning and performance that is consistent with the school’s Mission. The program is based on current research and best practices and is aligned with the school’s educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school’s community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 9.1 | Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance. |  |  | X |  |  |
| 9.2 | Reports the results of its assessment of students’ learning and performance regularly, accurately, and clearly to the school’s community of stakeholders. |  |  | X |  |  |
| 9.3 | Has leadership and a staff that are committed to, participate, and share in accountability for student learning and performance. |  |  | X |  |  |
| ***The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor by:*** | | | | | | |
| 9.4 | Evaluating the effectiveness of the school’s curricula, instructional methods, professional development programs, and student services. |  |  | X |  |  |
| 9.5 | Monitoring learning by individual students as well as cohorts of students as they move through the school. |  |  | X |  |  |
| 9.6 | Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students. |  |  | X |  |  |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 9.7 | Maintains appropriate records of students’ learning and performance. |  |  | X |  |  |
| 9.8 | Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records. |  |  | X |  |  |
| 9.9 | Communicates its assessment policies and program to the school’s community of stakeholders. |  |  | X |  |  |
| 9.10 | Communicates regularly with families regarding students’ progress in learning. |  |  |  | X |  |
| 9.11 | Collaborates with families to develop, if necessary, appropriate strategies to assist the students to learn and perform at the expected levels. |  |  |  | X |  |
| ***The governing body and leadership ensure that the school uses assessments to measure student learning that:*** | | | | | | |
| 9.12 | Are based on current and reliable research on child development and growth. |  |  | X |  |  |
| 9.13 | Provide data that can inform decisions regarding allocating resources for the components of the school’s educational program. |  |  | X |  |  |
| 9.14 | Can be used for making recommendations to families whose children may benefit from further assessment/evaluation. |  |  | X |  |  |
| 9.15 | Enable students to monitor their own learning progress and teachers to adapt their instruction to students’ learning styles. |  |  | X |  |  |
| 9.16 | Reflect understanding of different styles of learning. |  |  | X |  |  |
| 9.17 | Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible. |  |  | X |  |  |
| 9.18 | Are augmented by information and insights about students’ learning and performance from students’ families. |  |  | X |  |  |

**Indicator for Quality for schools with early childhood programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 9.19 | Children are observed by teachers on a daily basis using a systematic and objective process for formal and informal observation and documentation. |  |  |  |  | X |
| 9.20 | Assessments used to measure student learning and development are aligned with age-appropriate early childhood standards for learning. |  |  |  |  | X |

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 9.21 | Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and with appropriate assistance. |  |  |  |  | X |
| 9.22 | Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member. |  |  |  |  | X |
| 9.23 | Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating. |  |  |  |  | X |
| 9.24 | Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services. |  |  |  |  | X |

**Indicators of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **This Indicator does not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 9.25 | Includes in its assessments of students’ learning and performance knowledge and application of the schools’ religious beliefs and values. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Assessment and Evidence of Student Learning Standard.**

|  |
| --- |
| * Administer ITBS standardized tests to students in grades 3-8 to assess academic ability. * Administer CoGat standardized tests to students in grades 3 & 5 to assess cognitive ability. * Administer Keystone Algebra exams to eligible students in grades 7 & 8. * Parents are updated regularly with progress reports. * Teachers use a variety of diagnostic and authentic assessments in the classroom. |

**List the school’s significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.**

|  |
| --- |
| * Teachers need to better utilize data received from standardized, diagnostic, and authentic classroom assessments to drive instruction based on individual student needs. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to assessment and evidence of student learning that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Continue progress monitoring meetings with administrator to discuss using data to drive instruction. * Set up new online grading system so that middle school (gr.6-8) parents have access from home to the academic and behavior progress of their children. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Example of student transcript | X |
| Example student report card | X |
| Reports of the results of assessments administered to students | X |
| Policies related to assessment of student learning | X |

**STUDENT SERVICES STANDARD FOR ACCREDITATION**

***(Indicators 10.1-10.34)***

1. **ISSUES Related to This Standard**

**A.1. Student Services Staff:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Type of Student Services Personnel** | **Provided by** | | **Adequacy of**  **Type and Number** | | |
|  | | | **S** | **NI** | **U** |
| Guidance and Counseling Services |  | School Staff |  |  |  |
| X | Outsourced | X |  |  |
| Child Study Team Services | X | School Staff | X |  |  |
|  | Outsourced |
| Special Education Services |  | School Staff |  |  |  |
| X | Outsourced | X |  |  |
| Instructional Aides | X | School Staff | X |  |  |
|  | Outsourced |  |  |  |
| Food Services | X | School Staff | X |  |  |
|  | Outsourced |
| Transportation Services |  | School Staff | X |  |  |
| X | Outsourced |
| Admissions | X | School Staff | X |  |  |
|  | Outsourced |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

**A.2. Student Services**

**Describe the guidance and counseling services for students provided by the school (include guidance counseling, including personal, academic, college, and career, substance abuse counseling, social workers, etc).**

|  |
| --- |
| We have counseling service through LIU #12. Our counselor is in the building every Friday. The counselor provides whole class lessons in the classroom as well as small group and individual student sessions. The counselor’s lessons focus on careers, building character, learning tolerance, and study work habit skills. |

**Describe the Child Study Team services provided for students identified as having special needs (includes self-contained programs, resource centers, in-class support, therapies, including psychological, speech, physical, and occupational).**

|  |
| --- |
| Individual students are identified on an as needed basis. Referrals are filled out by the concerned teacher and approved by the principal. A team of school staff and the child’s parents work together to find strategies to address student needs. |

**Describe the special education services provided.**

|  |
| --- |
| LIU #12 Act 89 services provides reading intervention 2.5 days per week, speech intervention 1 day per week, and math support .5 day a week. Additionally, LIU #12 Equitable Participation services provides our students with physiological testing and resources for students in the classroom. |

**Describe the use of instructional aides in the school.**

|  |
| --- |
| Saint Andrew employs a part-time kindergarten aide who assists in the classroom with one-on-one instruction. In addition, an instructional aide is employed six hours a week who assists in the classroom and provides small group and individual assistance for students in grades 1-6. The aide particularly focuses her time on providing remedial reading instruction using a research-based reading program called Read Naturally. |

**Describe the food services for students provided by the school. If food services are not provided by the school, describe the provisions for students to eat during the school day.**

|  |
| --- |
| Students can purchase lunch each day from a regular weekly menu. Lunch includes items from each food group. |

**Describe the transportation services for students provided by the school. If transportation is not provided by the school, describe how students travel to and from school.**

|  |
| --- |
| Busing is provided to students by local school districts in Franklin County. |

**Describe any career awareness activities provided by the school.**

|  |
| --- |
| The guidance counselor teaches career awareness lessons in the classroom each month. |

**Describe any school programs for the orientation of new students or the transitioning of students between schools/levels.**

|  |
| --- |
| New families are acclimated to our school in the following ways:   * School Tour * Application for admission * Principal Interview * Parent Only Orientation * 1st Day Orientation (Kindergarten Families Only)   New Students are acclimated to our school in the following ways:   * Classroom buddies * Prayer Mentor   Students are transitioned between levels in the following ways:   * Move Up day * Back to School Night (Parent Only) |

**Describe the school's admission practices.**

|  |
| --- |
| For a student to be formally admitted to Saint Andrew a family must follow this procedure:   * Family interview/tour is scheduled with the principal * Complete application for admission * Submit application and $75 application fee to the school office * Principal will review application and notify family within 10 days * Principal notifies the family in writing about application status along with registration paperwork * Registration materials, tuition commitment, and $100 placement fee must be submitted to the school office prior to enrollment in the school |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**STUDENT SERVICES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides student services that are effective, appropriate, and that support student learning and achieving the school’s Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school’s educational program. Services are delivered by qualified personnel, sufficiently financed, and evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | | **N/A** |
| ***The governing body and leadership ensure the school provides student services that:*** | | | | | | | |
| 10.1 | Address developing students’ academic and social skills, personal attributes, and career awareness and planning skills. |  |  | X |  | |  |
| 10.2 | Are the shared responsibility of the school’s counselors, leadership, teachers, and other staff members. |  |  | X |  | |  |
| 10.3 | Address students’ emotional and social needs as well as academic needs. |  |  | X |  | |  |
| 10.4 | Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services. |  |  | X |  | |  |
| 10.5 | Extend into and support services provided by community agencies. |  |  | X |  | |  |
| 10.6 | Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff. |  |  | X |  | |  |
| 10.7 | Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school’s educational program and student services. |  |  | X |  | |  |
| 10.8 | Include an orientation program for new students and their families to share the school’s Mission, educational program, services, policies, and expectations. |  |  | X |  | |  |
| 10.9 | Make available to students’ families information about child development and learning. |  |  | X |  | |  |
| **Transportation Services*—The governing body and leadership ensure that the school:*** | | | | | | | |
| 10.10 | Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school. |  |  | X |  | |  |
| 10.11 | Requires that all transportation personnel of the school or those contracted by the school are appropriately trained. |  |  | X |  | |  |
| 10.12 | Is in compliance with the safety requirements of all appropriate civil authorities in which the school is located for transportation services provided or contracted by the school. |  |  | X |  | |  |
| 10.13 | Has and implements procedures for the safe arrival and departure of students from the school. |  |  | X |  | |  |
| **Food Services*—The governing body and leadership ensure that:*** | | | | | | | |
| 10.14 | Student dining areas are functional and hygienic. |  |  | X |  | |  |
| 10.15 | Meals provided by the school meet generally accepted nutritional standards. |  |  | X |  | |  |
| 10.16 | Information about nutritional values of the foods is available to students and their families. |  |  | X |  | |  |
| 10.17 | Appropriate training is provided to food services providers. |  |  | X |  | |  |
| 10.18 | Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located. |  |  | X |  | |  |
| 10.19 | Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located. |  |  | X |  | |  |
| **Services for Students with Special Needs*—The governing body and leadership ensure that the school:*** | | | | | | | |
| 10.20 | Has and implements written policies or procedural guidelines to identify and address the education of students with special needs. |  |  | X |  | |  |
| 10.21 | Provides or refers families to appropriate related services and/or accommodations to meet students’ special needs. |  |  | X |  | |  |
| 10.22 | If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs. |  |  | X |  | |  |
| **Admissions and Placement*—The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing*:** | | | | | | | |
| 10.23 | Admission to the school. |  |  | X |  |  | |
| 10.24 | Placement of students in the appropriate components of the educational program and at the appropriate levels. |  |  | X |  |  | |
| ***The governing body and leadership ensure that the school*:** | | | | | | | |
| 10.25 | Informs applicants for enrollment and their families of the Mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance. |  |  | X |  |  | |
| 10.26 | Employs only marketing materials, statements, and representations related to the school’s educational programs, services, activities, and resources that are clear, accurate, current, and non-discriminatory. |  |  | X |  |  | |

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 10.27 | Advises prospective students and their parents/guardians prior to admission about the self-motivation and commitment needed for successful learning by the distance modality and the technical competence required to participate and learn in the educational program. |  |  |  |  | X |
| 10.28 | Provides support in student use of distance modalities at the levels expected. |  |  |  |  | X |
| 10.29 | Actively encourages students to start, continue, and finish their programs of study within the time prescribed. |  |  |  |  | X |
| 10.30 | Has and implements written policies or procedural guidelines to evaluate students’ previous academic work and to provide fair and consistent awarding of credit for previous studies or work experience. |  |  |  |  | X |

**Indicators of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that the school:*** | | | | | | |
| 10.31 | Provides student services that reflect the school’s religious identity and Mission. |  |  | X |  |  |
| 10.32 | Provide student services that are aligned with the school’s Mission, enrich the academic program, and support the development of student and family life. |  |  | X |  |  |
| 10.33 | Provides student services that are delivered cooperatively by counseling and campus ministry personnel. |  |  | X |  |  |
| 10.34 | Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school’s religious values and traditions. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Student Services Standard.**

|  |
| --- |
| * Weekly services provided by the LIU #12 * Psychological services provided by LIU #12 for educational testing * Student assessment crates for informal tracking from year to year * Transportation and food services provided daily |

**List the school’s significant areas in need of improvement in meeting the Student Services Standard.**

|  |
| --- |
| * Improvement of dining area and bathroom cleanliness. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student services that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Provide job descriptions and expectations for maintenance staff with evaluations. * Continue to grow database of alumni and increase opportunities to include alumni in on school events |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Admissions criteria (if applicable) | X |
| Description of guidance and counseling services available | X |
| Examples of recruiting and marketing materials | X |
| Results of follow-up studies of graduates |  |
| Policies related to student services | X |

**STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION**

***(Indicators 11.1-11.19)***

1. **ISSUES Related to This Standard**

**A.1. NON-ATHLETIC STUDENT ACTIVITIES.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Student Activity** | **Number of Students**  **Participating** | **Adequacy and Quality of the Activity** | | |
|  | | **S** | **NI** | **U** |
| Student Council | 12 | X |  |  |
| Lego Club (STEM) | 20 | X |  |  |
| Band | 15 | X |  |  |
| Piano | 9 | X |  |  |
| Garden Club | 13 | X |  |  |
| Service Club | 9 | X |  |  |
| Newspaper Club | 7 | X |  |  |
| Yearbook Club | 14 | X |  |  |
| Craft Club | 4 | X |  |  |
| Math Club | 19 | X |  |  |
| Keystone Club | 14 | X |  |  |
| Altar Servers | 19 | X |  |  |
| Girl Talk | 13 | X |  |  |

**A.2. ATHLETIC STUDENT ACTIVITIES.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Type of Student Activity** | **Available for** | | **Number of Students**  **Participating** | **Adequacy and Quality of the Activity** | | |
| **Boys** | **Girls** | **S** | **NI** | **U** |
| Walk to the Park Club | X | X | 9 | X |  |  |
| Running Club | X | X | 30 | X |  |  |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION**

**The Standard:** The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s Mission.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 11.1 | All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction. |  |  | X |  |  |
| 11.2 | The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school’s educational program. |  |  | X |  |  |
| 11.3 | Activities are varied, developmentally appropriate, and enhance the educational program. |  |  | X |  |  |
| 11.4 | Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school’s student activities. |  |  | X |  |  |
| 11.5 | Staff members, parents, and other volunteers who lead student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students. |  |  | X |  |  |
| 11.6 | The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways. |  |  |  | X |  |
| 11.7 | Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding. |  |  |  | X |  |
| 11.8 | Students and staff understand and abide by the school’s Code of Conduct. |  |  | X |  |  |
| 11.9 | An understanding and acceptance of the high expectations the school holds for learning and citizenship. |  |  | X |  |  |
| 11.10 | Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions. |  |  | X |  |  |
| 11.11 | Staff and students have pride in their school. |  |  | X |  |  |
| 11.12 | Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school’s Mission. |  |  | X |  |  |

**Indicators of Quality for schools with a residential program**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 11.13 | The school has a purposeful and meaningful residential boarding program. |  |  |  |  | X |
| 11.14 | The school assists students to develop healthy relationships with adults in loco parentis and with other students. |  |  |  |  | X |
| 11.15 | Appropriate provisions are made for student privacy, recreation, and religious practice. |  |  |  |  | X |
| 11.16 | Continuous and responsible supervision by qualified adults is provided for all boarding students, including evenings, weekends, and periods when classes are not in session. |  |  |  |  | X |

**Indicator of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **This Indicator does not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 11.17 | Students are provided with a program of co-curricular or extracurricular programs/activities or the school actively encourages and promotes students’ involvement in such activities in their community. |  |  |  |  | X |
| 11.18 | Includes regular opportunities for students to interact with each other and with their teachers and other adults in settings other than the distance modality. |  |  |  |  | X |

**Indicator of Quality for faith-based schools**

|  |  |
| --- | --- |
|  | **This Indicator does not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 11.19 | All student activities and athletics include opportunities for the faith formation of the students. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * The addition of an athletics program could help with enrollment/retention of students in the middle school program. |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Student Life and Student Activities Standard.**

|  |
| --- |
| * Variety of age/developmental programs, both athletic and non-athletic * Student Council elections (gr. 6-8) in September * Students in grades 6-8 participate in local, state, and national writing contests * Monthly student run newspaper * Student yearbook * Weekly band and individual instrument lessons (including piano) * Weekly updates about activities posted through e-blast announcement (email & website) |

**List the school’s significant areas in need of improvement in meeting the Student Life and Student Activities Standard.**

|  |
| --- |
| * Explore more athletic programs such as CYO or entering co-op with other local Catholic school. * Provide more non-athletic programs/ clubs for younger students (including kindergarten) |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to student life and student activities that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Encourage parents and parishioners to take an active role in offering a wider variety of programs and afterschool clubs for the students. |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Samples of student publications—e.g., yearbook, student newspaper, literary magazine | X |
| Budget for all athletic activities |  |
| Budget for all non-athletic activities |  |
| Policies on academic eligibility | X |
| Policies related to student life and student activities | X |
| Policies for schools with residential programs |  |

**INFORMATION RESOURCES STANDARD FOR ACCREDITATION**

***(Indicators 12.1-12.15)***

1. **ISSUES Related to This Standard**

**A.1. INFORMATION RESOURCES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Information Resource**  (list specific resources and add/delete rows as needed) | **Quality and Adequacy of Resource** | | |
|  | **S** | **NI** | **U** |
| **Print Resources:** |  |  |  |
| Textbooks | X |  |  |
| Library Books | X |  |  |
|  |  |  |  |
| **Online Subscriptions & Software:** |  |  |  |
| Scholastic | X |  |  |
| Sumdog | X |  |  |
| Star Typers | X |  |  |
| Algebra I | X |  |  |
| American History | X |  |  |
| Reading | X |  |  |
| Science | X |  |  |
| Social Studies Weekly | X |  |  |
|  |  |  |  |
| **Computer Resources (desktops, laptops, computer labs, tablets, etc):** |  |  |  |
| Chromebooks | X |  |  |
| Kindles | X |  |  |
| Lab w/ desktops | X |  |  |
| Teacher laptops | X |  |  |
|  |  |  |  |
| **Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):** |  |  |  |
| LCD Projectors | X |  |  |
| Document Cameras | X |  |  |
| Mimios | X |  |  |
| Color Printers | X |  |  |
| Wireless Classrooms |  | X |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There is currently an on-going issue with the reliability of the wireless internet connection in certain classrooms around the building. An outsourced technology business is searching for the source of the issue and providing a plan to remediate the connection. |

**A.2. FACILITIES FOR INFORMATION RESOURCES:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Information Facility** | **Quality and Adequacy of Facility** | | |
|  | **S** | **NI** | **I** |
| Information Resources Center (library, media center) | X |  |  |
| Technology Resource Center | X |  |  |
| Storage for Information Resources | X |  |  |
| Storage for Technology | X |  |  |
| Facility for Electronic Production |  |  |  |
| Office for Information Resources Staff | X |  |  |
| Office for Technology Staff | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

**A.3. INFORMATION RESOURCES STAFF:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Type of Information Resources Personnel** | **Number** | **Adequacy of Type and Number** | | |
|  |  | **S** | **NI** | **U** |
| Credentialed Information Resources Personnel (library, media center) | 0 | X |  |  |
| Information Resources Support Personnel (library, media center) | 2 | X |  |  |
| Technology Support | 1 | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

1. **Self-Assessment of Adherence to the INDICATORS OF QUALITY**

**INFORMATION RESOURCES STANDARD FOR ACCREDITATION**

**The Standard**: The school’s information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school’s Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

**Indicators of Quality for all schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 12.1 | The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources. |  |  | X |  |  |
| 12.2 | Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided. |  |  | X |  |  |
| 12.3 | Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources. |  |  | X |  |  |
| ***The governing body and leadership ensure that information resources are:*** | | | | | | |
| 12.4 | Age- and developmentally-appropriate. |  |  | X |  |  |
| 12.5 | Properly organized and maintained for ready access and use by students and the staff. |  |  | X |  |  |
| 12.6 | Reviewed periodically for relevancy, currency, and alignment with the school’s curricula and instructional program. |  |  | X |  |  |
| 12.7 | Appropriately supported with funding from the school’s budget. |  |  | X |  |  |
| 12.8 | Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff. |  |  | X |  |  |
| 12.9 | Supportive of the school’s plan for growth and improvement of student performance. |  |  | X |  |  |

**Indicators of Quality for schools with early childhood programs**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| **Learning Resources*—The governing body and leadership ensure that learning resources:*** | | | | | | |
| 12.10 | Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty. |  |  |  |  | X |
| 12.11 | Include intentional, appropriate supports for language, literacy, and numeracy development. |  |  |  |  | X |
| 12.12 | Promotes early development of a love of reading for enjoyment and as a foundation for future learning. |  |  |  |  | X |

**Indicators of Quality for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| ***The governing body and leadership ensure that:*** | | | | | | |
| 12.13 | The school’s information resources are adequate to deliver the educational program by the distance modality. |  |  |  |  | X |
| 12.14 | Students using the distance modality have access to the information resources required to achieve the learning goals set for their programs of study. |  |  |  |  | X |
| 12.15 | The school provides students with reasonable technical support for the software and hardware required to learn using the distance modality. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |  |
| --- | --- |
| Source of Comments | Comments |
| Administrators | * N/A |
| Governing Body | * N/A |
| Teachers | * N/A |
| Support Staff | * N/A |
| Students | * N/A |
| Parents | * N/A |
| Community Stakeholders | * N/A |

Explanation of Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION**

|  |  |
| --- | --- |
| X | Our self-assessment is that our school **MEETS**this Standard for Accreditation. |
|  | Our self-assessment is that our school **DOES NOT MEET** this Standard for Accreditation for the following reason(s): |

1. **Implications for PLANNING**

**List the school’s significant strengths in meeting the Information Resources Standard.**

|  |
| --- |
| * Variety of library books and print resources covering all genres and reading levels * Inspect and replace all outdated technology over the summer * Technology specialist provides excellent and fast assistance in house and Diocesan wide * One-to-one initiative:   + 1:1 Kindles (K-4)   + Class Size computer lab   + 1:1 Chromebooks(5-8) |

**List the school’s significant areas in need of improvement in meeting the Information Resources Standard.**

|  |
| --- |
| * Improvement is needed for a more reliable internet service |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to information resources that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Continue exploring service providers to increase bandwidth and internet speed * Continue to build technology program so faculty is supported and can instruct students using 21st century technology skills |

1. **EVIDENCE to Support the Assessment of This Standard**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| The information resources and technology plan(s) | X |
| Budget for information resources and technology | X |
| Information skills curriculum | X |
| Information resources and technology orientation for the staff |  |
| Policies related to information resources and technology, including: | |
| * Acceptable use of technology by students and the staff | X |
| * Responding to challenges regarding the appropriateness of information resources |  |
| * Maintaining currency of information resources and technology |  |
| * Maintaining an inventory of information resources and technology | X |
| * Security of information resources and technology | X |

**SELF-ASSESSMENT OF THE**

**INDICATORS OF QUALITY FOR**

**CURRICULUM, INSTRUCTION, AND ASSESSMENT**

As part of its planning for growth and improvement, the school conducted an in-depth self-examination of the curriculum, instructional program, and assessment practices for those components of its educational program that are deemed essential to the areas of student performance that have been identified as the priorities for growth and improvement. Using the Middle States Indicators of Quality for curriculum, instruction, and assessment, this self-assessment required the school to look carefully at its written curriculum, how the curriculum is delivered to the students, and the practices used to assess the degree to which the students are achieving the learning goals of the curriculum.

The overall purpose of this self-assessment is to identify any aspects of the school’s curriculum, instructional pedagogy, and assessment practices that need to be developed or improved to increase the likelihood that the school will be able to achieve the goals it set for growing and improving student performance. Areas identified for development and/or improvement should be included in the action plans for the measurable student performance and organizational capacity goals that are the heart of the Plan for Growth and Improvement.

**SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:**

|  |
| --- |
| **Religion** |

**The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:**

|  |  |
| --- | --- |
| X | **A subcommittee comprised of the following individuals:** |

|  |  |
| --- | --- |
| **Committee Member’s Name** | **Role in the School’s Community (e.g. teacher, parent, student, etc.)** |
| Lisa Ulrich | Kindergarten teacher |
| Colleen Kassman | 1st grade teacher |
| Meagan Yellott | 2nd grade teacher |
| Melissa Blades | 3rd grade teacher/ parent |
| Stephen Phenicie | 4th grade teacher |
| Rebecca Fagan | 5th grade teacher |
| Karen Watts | 6th grade teacher/ parent |
| Marcia Moyer | 7th grade teacher/ grandparent |
| Jennifer Dennis | 8th grade teacher/ alumni |
| Kathy Tylicki | Librarian |
| Lindsay Salmon | Principal/ parent |

\*\*NOTE: Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school’s community of stakeholders was given opportunities to provide input into the self-assessment.**

|  |
| --- |
| The faculty, staff, and parents were given the opportunity to complete surveys about the quality of our standards set by the Middle States Commission. Then, the faculty met to review the surveys and assess the indicators for each standard. Following that, the Planning Team completed the self-assessment portion of the Self-Study. |

|  |  |
| --- | --- |
| **X** | **Survey of the school’s stakeholders using the Middle States survey:** |

|  |  |
| --- | --- |
| **Total Number of Surveys Returned** | 30 |
| **The results represent surveys completed by:** |  |
| * **Students** | 0 |
| * **Parents** | 16 |
| * **Faculty and Staff** | 11 |
| * **Administrators** | 1 |
| * **Board Members** | 2 |
| * **Business/Community Representatives** | 0 |
| * **Other** | 0 |

|  |  |
| --- | --- |
|  | **Other (describe below):** |
|  | |

1. **ISSUES Related to The Indicators Of Quality**

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

|  |  |
| --- | --- |
| Grade Level*:* | *Enter the grade level(s) at which each course/program in this curricular component is taught.* |
| Course Title*:* | *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).* |
| Hours per Semester/Year: | *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.* |

|  |  |  |
| --- | --- | --- |
| **Grade Level(s)** | **Course Title** | **Hours per**  **Semester/Year** |
| K | Religion | 1,800 |
| 1 | Religion | 1,800 |
| 2 | Religion | 1,800 |
| 3 | Religion | 2,100 |
| 4 | Religion | 2,100 |
| 5 | Religion | 2,640 |
| 6 | Religion | 2,640 |
| 7 | Religion | 3,000 |
| 8 | Religion | 3,000 |

|  |  |
| --- | --- |
|  | The instructional hours are reported for one academic year |
| X | The instructional hours are reported for one academic semester |

1. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are no gaps or omissions in the sequence of courses taught in the religion program. |

1. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are no unnecessary repetitions in the sequence of courses taught in the religion program. |

1. **ASSESSMENT RESULTS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Assessment/**  **Test** | **Area(s) Assessed** | **Level of Student Performance** | | |
|  |  | **S** | **NI** | **U** |
| K | Religion | X |  |  |
| 1-6 | Religion | X |  |  |
| 7 | Religion | X |  |  |
| 8 | Religion | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

1. **Self-Assessment of The INDICATORS OF QUALITY**

**The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.**

|  |  |
| --- | --- |
| **Rating of Adherence to the Indicator** | |
| **1. Does Not Meet** | The evidence indicates the school system **does not meet** the expectations of this Indicator. |
| **2. Partially Meets/In Need of Improvement** | The evidence indicates that the school system **partially** **meets** the expectations of this Indicator and **is in need of improvement**. |
| **3. Meets** | The evidence indicates the school system **meets** the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school system **exceeds** the expectations of this Indicator. |

**INDICATORS OF QUALITY FOR CURRICULUM**

**Indicators of Quality for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.1 | The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program. |  |  | X |  |  |
| CI.2 | The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students. |  |  | X |  |  |
| CI.3 | The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. |  |  | X |  |  |
| CI.4 | The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. |  |  | X |  |  |
| CI.5 | The curriculum provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills. |  |  | X |  |  |
| CI.6 | The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn. |  |  | X |  |  |
| CI.7 | Course objectives in the curriculum are simply stated and understandable to students. |  |  | X |  |  |
| CI.8 | The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels. |  |  | X |  |  |
| CI.9 | Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum. |  |  |  | X |  |
| CI.10 | The curriculum is designed to foster active involvement of students in the learning process. |  |  | X |  |  |
| CI.11 | Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content. |  |  | X |  |  |
| CI.12 | The curriculum’s objectives and expectations for learning are understood and supported by the school's community’s stakeholders. |  |  | X |  |  |
| CI.13 | Parents and students are provided appropriate opportunities to provide input into the development of curriculum. |  |  | X |  |  |
| CI.14 | Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use. |  |  | X |  |  |
| CI.15 | Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum. |  |  | X |  |  |
| CI.16 | Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media. |  |  | X |  |  |
| CI.17 | Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment. |  |  | X |  |  |
| CI.18 | The content and instructional activities in the curriculum are consistent with the school’s philosophy/mission. |  |  | X |  |  |
| CI.19 | Administrative leadership and support are provided in the coordination and articulation of the curriculum. |  |  | X |  |  |
| CI.20 | The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added. |  |  | X |  |  |

**Indicators for school systems that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.21 | Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school. |  |  |  |  | X |
| CI.22 | Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology. |  |  |  |  | X |
| CI.23 | Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * The curriculum is developed by the Diocese of Harrisburg. Each year, staff from all 32 school are invited to join curriculum committees which meet several times throughout the year. These curriculum committees are comprised of teachers from a variety of grade levels. Each curriculum area is revisited yearly and revised to align with the National Common Core Standards. * Religious beliefs and values are the focus of the teachers. These elements are intertwined with the curriculum and are the core basis for why we send our children to Catholic school. * I find some religious viewpoints presented to my child to be more conservative than I believe the Catholic doctrine to be. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR INSTRUCTION**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.1 | A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum. |  |  | X |  |  |
| II.2 | The scope and pacing of lessons in the curriculum are appropriate for the students. |  |  | X |  |  |
| II.3 | Provision is made for appropriate amounts of learning time for all aspects of the curriculum. |  |  | X |  |  |
| II.4 | Students are provided with additional assistance to address specific learning challenges in the curriculum when needed. |  |  | X |  |  |
| II.5 | Students and teachers demonstrate mutual respect toward each other in classes. |  |  | X |  |  |
| II.6 | Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes. |  |  | X |  |  |
| II.7 | Class sizes promote and allow for varied instructional strategies to be used. |  |  |  | X |  |
| II.8 | Meaningful and frequent communications with parents are used to promote student learning in the curriculum. |  |  | X |  |  |
| II.9 | Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum. |  |  | X |  |  |
| II.10 | Members of the faculty maintain safe, positive, and supportive classroom environments. |  |  |  | X |  |
| II.11 | The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers. |  |  | X |  |  |

**Indicators for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.12 | Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum. |  |  |  |  | X |
| II.13 | Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * Religious beliefs and values are the focus of the teachers. These elements are intertwined with the curriculum and are the core basis for why we send our children to a Catholic school. * Religion is effectively taught and modeled through the teachers and their actions. * I believe the effectiveness of teaching in very high. Our student comes home and shares what is taught and applies it to her everyday life. * Teachers teach religion and apply it to daily problems and questions. * I am glad to see the activities for Saints and holidays as well as the religious lessons completed weekly. They integrate the religious aspect into academics. * I believe the environment and the religious education paired together is the success of St. Andrew. Not only do the students learn religion in the classroom, but it is integrated into everything they do. * My child has learned and developed a much stronger interest in her religion since attending St. Andrew. * Religion always seems to be the backbone of instruction. * Our Catholic faith is shared with the children in all areas of their education, not just in religion classes or Friday Mass. The children are expected to share their beliefs and values with each other and those outside of their school community. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR ASSESSMENT**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| AI.1 | Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum. |  |  | X |  |  |
| AI.2 | A variety of methods for assessing student learning is used in the curriculum. |  |  | X |  |  |
| AI.3 | Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: |  |  |  |  |  |
|  | * 1. Individual students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Cohorts of students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Comparable (local, state, and national) groups outside of the school. |  |  | X |  |  |
| AI.4 | The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students’ specific learning needs. |  |  | X |  |  |
| AI.5 | Records of students’ learning and performance are maintained in the curriculum. |  |  | X |  |  |
| AI.6 | Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate). |  |  | X |  |  |
| AI.7 | Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * Assessing religion goes far beyond pencil and paper tests. The true assessment is watching your child implement and practice the faith in his/her everyday life. From using manners, holding doors, recognizing a connection to Jesus when taking a nature walk, these are the true indicators that the teachers and staff at St. Andrew has successfully taught the religion curriculum. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **ROOT CAUSE ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Design Issues** | | | | |
| ***Content*** |  | | | |
| Are the skills required for improvement in student performance included in the current curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan curriculum and standards | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Sequence*** |  | | | |
| Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Pacing*** |  | | | |
| Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Textbook series | | | |
| ***Format*** |  | | | |
| Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? | X | YES |  | NO |
| Data to support your conclusion: | The use of textbook series tests | | | |
| Hypothesis derived from your conclusion: |  | | | |
| **Instructional Delivery Issues** | | | | |
| ***Teacher Awareness of Content*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan curriculum and standards | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Awareness of Sequencing*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Awareness of Pacing*** |  | | | |
| Are teachers spending the specified time on the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| **Professional Development Issues** | | | | |
| ***Teacher Awareness of Format*** |  | | | |
| Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? | X | YES |  | NO |
| Data to support your conclusion: | Textbook series tests | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Resources*** |  | | | |
| Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Textbook series | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Skills*** |  | | | |
| Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Teacher certification | | | |
| Hypothesis derived from your conclusion: |  | | | |

**Describe any improvements related to this component of the educational program made within the past five years.**

|  |
| --- |
| Saint Andrew Catholic School follows the curriculum set forth by the Diocese of Harrisburg. No significant changes have been implemented in the past five years. |

**List the significant strengths of the school in this component of the educational program.**

|  |
| --- |
| * Teachers maintain safe and nurturing classrooms. * Students involved in liturgies and school wide projects. * Pastor provides bi-weekly religion classes. * Leadership provides support for the religion program by promoting activities during the liturgical season, daily prayer, and scheduling monthly Masses * SACS follows our mission by focusing each day on our faith encouraging other students to develop relationships with Jesus. |

**List the significant areas for improvement of the school in this component of the educational program.**

|  |
| --- |
| Improvement is needed to set aside more opportunities for faculty to pray together. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

|  |
| --- |
| Schedule more time in monthly faculty meetings for spiritual growth together as a staff. |

**D. Implications for PLANNING**

**List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * Teachers maintain safe and nurturing classrooms. * Students involved in liturgies and school wide projects. * Pastor provides bi-weekly religion classes. * Leadership provides support for the religion program by promoting activities during the liturgical season, daily prayer, and scheduling monthly Masses * SACS follows our mission by focusing each day on our faith encouraging other students to develop relationships with Jesus. |

**List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * Improvement is needed to set aside more opportunities for faculty to pray together. |

**Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Schedule more opportunities for the faculty to pray together and focus on spiritual growth. |

**E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Scope and sequence for this curriculum area | X |
| Examples of syllabi for this curriculum area |  |
| Written curriculum guides for this curriculum area |  |
| Record of development/review/revision of this curriculum area | X |
| Examples of assessments used in this curriculum area to determine levels of student achievement/performance | X |
| Exemplars of student work within this curriculum area | X |
| Record of professional development activities related to this curriculum area | X |

**SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:**

|  |
| --- |
| **Math** |

**The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:**

|  |  |
| --- | --- |
| X | **A subcommittee comprised of the following individuals:** |

|  |  |
| --- | --- |
| **Committee Member’s Name** | **Role in the School’s Community (e.g. teacher, parent, student, etc.)** |
| Lisa Ulrich | Kindergarten teacher |
| Colleen Kassman | 1st grade teacher |
| Meagan Yellott | 2nd grade teacher |
| Melissa Blades | 3rd grade teacher/ parent |
| Stephen Phenicie | 4th grade teacher |
| Rebecca Fagan | 5th grade teacher |
| Karen Watts | 6th grade teacher/ parent |
| Marcia Moyer | 7th grade teacher/ grandparent |
| Jennifer Dennis | 8th grade teacher/ alumni |
| Kathy Tylicki | Librarian |
| Lindsay Salmon | Principal/ parent |

\*\*NOTE: Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school’s community of stakeholders was given opportunities to provide input into the self-assessment.**

|  |
| --- |
| The faculty, staff, and parents were given the opportunity to complete surveys about the quality of our standards set by the Middle States Commission. Then, the faculty met to review the surveys and assess the indicators for each standard. Following that, the Planning Team completed the self-assessment portion of the Self-Study. |

|  |  |
| --- | --- |
| **X** | **Survey of the school’s stakeholders using the Middle States survey:** |

|  |  |
| --- | --- |
| **Total Number of Surveys Returned** | 30 |
| **The results represent surveys completed by:** |  |
| * **Students** | 0 |
| * **Parents** | 16 |
| * **Faculty and Staff** | 11 |
| * **Administrators** | 1 |
| * **Board Members** | 2 |
| * **Business/Community Representatives** | 0 |
| * **Other** | 0 |

|  |  |
| --- | --- |
|  | **Other (describe below):** |
|  | |

1. **ISSUES Related to The Indicators Of Quality**

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

|  |  |
| --- | --- |
| Grade Level*:* | *Enter the grade level(s) at which each course/program in this curricular component is taught.* |
| Course Title*:* | *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).* |
| Hours per Semester/Year: | *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.* |

|  |  |  |
| --- | --- | --- |
| **Grade Level(s)** | **Course Title** | **Hours per**  **Semester/Year** |
| K | Math | 2,700 |
| 1 | Math | 2,700 |
| 2 | Math | 2,700 |
| 3 | Math | 2,700 |
| 4 | Math | 3,000 |
| 5 | Math | 3,300 |
| 6 | Math | 3,300 |
| 6/7 | Pre-Algebra | 3,000 |
| 7/8 | Algebra | 3,000 |
| 8 | Geometry | 3,000 |

|  |  |
| --- | --- |
|  | The instructional hours are reported for one academic year |
| X | The instructional hours are reported for one academic semester |

1. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are some gaps in sequence of courses taught in the Math program due to the Common Core Curriculum. Less focus and attention is made to learning and memorizing basic math facts. The emphasis in math is now placed on teaching students to read and solve word problems and explain the answers in written form. This leaves little time for computation practice. |

1. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are no unnecessary repetitions in the sequences of courses taught in the math program. |

1. **ASSESSMENT RESULTS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Assessment/**  **Test** | **Area(s) Assessed** | **Level of Student Performance** | | |
|  |  | **S** | **NI** | **U** |
| Go Math K-6 |  | X |  |  |
| DIBELS Math K-6 | Application & Computation |  | X |  |
| ITBS 3-8 | Application & Computation |  | X |  |
| Algebra Keystone 7-8 | Application | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| The computation portions of the DIBELS and ITBS assessments fall into the need’s improvement category. Our school has scored low in computation for over ten years, so the staff has created an action plan to improve computation from K-8. All teachers are now incorporated daily computation into instruction and homework. Additionally, a portion of computer class will be dedicated to math computation. Staff trainings and development will focus on improving math computation among students. |

1. **Self-Assessment of The INDICATORS OF QUALITY**

**The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.**

|  |  |
| --- | --- |
| **Rating of Adherence to the Indicator** | |
| **1. Does Not Meet** | The evidence indicates the school system **does not meet** the expectations of this Indicator. |
| **2. Partially Meets/In Need of Improvement** | The evidence indicates that the school system **partially** **meets** the expectations of this Indicator and **is in need of improvement**. |
| **3. Meets** | The evidence indicates the school system **meets** the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school system **exceeds** the expectations of this Indicator. |

**INDICATORS OF QUALITY FOR CURRICULUM**

**Indicators of Quality for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.1 | The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program. |  | X |  |  |  |
| CI.2 | The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students. |  |  | X |  |  |
| CI.3 | The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. |  |  | X |  |  |
| CI.4 | The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. |  |  | X |  |  |
| CI.5 | The curriculum provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills. |  |  | X |  |  |
| CI.6 | The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn. |  |  | X |  |  |
| CI.7 | Course objectives in the curriculum are simply stated and understandable to students. |  |  | X |  |  |
| CI.8 | The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels. |  |  | X |  |  |
| CI.9 | Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum. |  |  | X |  |  |
| CI.10 | The curriculum is designed to foster active involvement of students in the learning process. |  |  | X |  |  |
| CI.11 | Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content. |  |  | X |  |  |
| CI.12 | The curriculum’s objectives and expectations for learning are understood and supported by the school's community’s stakeholders. |  |  | X |  |  |
| CI.13 | Parents and students are provided appropriate opportunities to provide input into the development of curriculum. |  |  | X |  |  |
| CI.14 | Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use. |  |  | X |  |  |
| CI.15 | Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum. |  |  | X |  |  |
| CI.16 | Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media. |  |  | X |  |  |
| CI.17 | Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment. |  |  | X |  |  |
| CI.18 | The content and instructional activities in the curriculum are consistent with the school’s philosophy/mission. |  |  | X |  |  |
| CI.19 | Administrative leadership and support are provided in the coordination and articulation of the curriculum. |  |  | X |  |  |
| CI.20 | The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added. |  |  | X |  |  |

**Indicators for school systems that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.21 | Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school. |  |  |  |  | X |
| CI.22 | Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology. |  |  |  |  | X |
| CI.23 | Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * The curriculum is developed by the Diocese of Harrisburg. Each year, staff from all 32 school are invited to join curriculum committees which meet several times throughout the year. These curriculum committees are comprised of teachers from a variety of grade levels. Each curriculum area is revisited yearly and revised to align with the National Common Core Standards. * As a parent of child in the middle school, I am pleased we offer levels of math ranging from 6th grade math through Geometry. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR INSTRUCTION**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.1 | A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum. |  |  | X |  |  |
| II.2 | The scope and pacing of lessons in the curriculum are appropriate for the students. |  |  | X |  |  |
| II.3 | Provision is made for appropriate amounts of learning time for all aspects of the curriculum. |  |  | X |  |  |
| II.4 | Students are provided with additional assistance to address specific learning challenges in the curriculum when needed. |  |  |  | X |  |
| II.5 | Students and teachers demonstrate mutual respect toward each other in classes. |  |  | X |  |  |
| II.6 | Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes. |  |  | X |  |  |
| II.7 | Class sizes promote and allow for varied instructional strategies to be used. |  |  |  | X |  |
| II.8 | Meaningful and frequent communications with parents are used to promote student learning in the curriculum. |  |  | X |  |  |
| II.9 | Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum. |  |  | X |  |  |
| II.10 | Members of the faculty maintain safe, positive, and supportive classroom environments. |  |  |  | X |  |
| II.11 | The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers. |  |  | X |  |  |

**Indicators for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.12 | Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum. |  |  |  |  | X |
| II.13 | Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * The faculty is well-qualified and offers the blessing of a small class size to better meet the needs of the students. The staff and faculty go above and beyond when offering extra assistance to students who are struggling in math. * The teachers are using resources, materials, and lessons that engage and motivate our young learners. They seem to be implementing current and new strategies and methods. * As a parent, I would like more information and guidance in regard to the common core math so that I may better help my student with homework. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR ASSESSMENT**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| AI.1 | Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum. |  |  | X |  |  |
| AI.2 | A variety of methods for assessing student learning is used in the curriculum. |  |  | X |  |  |
| AI.3 | Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: |  |  |  |  |  |
|  | * 1. Individual students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Cohorts of students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Comparable (local, state, and national) groups outside of the school. |  |  | X |  |  |
| AI.4 | The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students’ specific learning needs. |  |  | X |  |  |
| AI.5 | Records of students’ learning and performance are maintained in the curriculum. |  |  | X |  |  |
| AI.6 | Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate). |  |  | X |  |  |
| AI.7 | Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * Teachers keep parents well informed of assessment results through conferencing, progress reports, emails, phone calls, and report cards. * Having an online portal available may help parents track student progress as assessments are posted. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **ROOT CAUSE ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Design Issues** | | | | |
| ***Content*** |  | | | |
| Are the skills required for improvement in student performance included in the current curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan curriculum and standards | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Sequence*** |  | | | |
| Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? | X | YES | X | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Pacing*** |  | | | |
| Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? |  | YES | X | NO |
| Data to support your conclusion: | Textbook series & curriculum maps | | | |
| Hypothesis derived from your conclusion: | The textbooks series focuses solely on common core standards which places emphasis on application. Computation practice is not part of the textbook series. | | | |
| ***Format*** |  | | | |
| Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? |  | YES | X | NO |
| Data to support your conclusion: | Diocesan curriculum & standards | | | |
| Hypothesis derived from your conclusion: | The diocesan curriculum and common core standards do not align entirely which leaves little time to supplement textbook material to include computation practice. | | | |
| **Instructional Delivery Issues** | | | | |
| ***Teacher Awareness of Content*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? |  | YES | X | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: | Teachers need to supplement the textbook series and common core standards to include opportunities into lessons for students to practice basic computation facts. | | | |
| ***Teacher Awareness of Sequencing*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment? |  | YES | X | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: | Many times, the teachers are so focused on the application of skills that there is little time for computation practice. Planning to supplement the lesson ahead of time will be key to improving assessment scores. | | | |
| ***Teacher Awareness of Pacing*** |  | | | |
| Are teachers spending the specified time on the skills required for improvement in student performance? |  | YES | X | NO |
| Data to support your conclusion: | Textbook series tests, DIBELS Math, ITBS | | | |
| Hypothesis derived from your conclusion: | Based on results from some these assessments, students are not given adequate time to practice and memorize basic computation facts. | | | |
| **Professional Development Issues** | | | | |
| ***Teacher Awareness of Format*** |  | | | |
| Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? | X | YES |  | NO |
| Data to support your conclusion: | Textbook series tests, DIBELS Math, ITBS | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Resources*** |  | | | |
| Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Subscriptions to computation websites and use of technology such as apps on the Kindle Fire. | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Skills*** |  | | | |
| Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Teacher certification | | | |
| Hypothesis derived from your conclusion: |  | | | |

**Describe any improvements related to this component of the educational program made within the past five years.**

|  |
| --- |
| Saint Andrew Catholic School follows the curriculum set forth by the Diocese of Harrisburg. No significant changes or improvements have been implemented in the past five years. |

**List the significant strengths of the school in this component of the educational program.**

|  |
| --- |
| * Textbook program rich in Common Core standards * Instruction focused on reaching all levels of learning (application, analyze, evaluate, etc) * Lesson plans are structured to meet the learning needs of all students (whole group, small group, individualized, etc) * Frequent diagnostic assessments are given to track student progress * Technology rich learning environment * Online subscriptions to math programs/websites |

**List the significant areas for improvement of the school in this component of the educational program.**

|  |
| --- |
| * Textbook program allows for little computation practice * Limited number of instructional minutes in daily math class that can be devoted to computation |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

|  |
| --- |
| Teachers must dedicate a specific number of minutes to daily computation and incorporate instruction and practice into each math lesson. |

**D. Implications for PLANNING**

**List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * Textbook program rich in Common Core standards * Instruction focused on reaching all levels of learning (application, analyze, evaluate, etc) * Lesson plans are structured to meet the learning needs of all students (whole group, small group, individualized, etc) * Frequent diagnostic assessments are given to track student progress * Technology rich learning environment * Online subscriptions to math programs/websites |

**List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * Textbook program allows for little computation practice * Limited number of instructional minutes in daily math class that can be devoted to computation |

**Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| Teachers must dedicate a specific number of minutes to daily computation and incorporate instruction and practice into each math lesson. |

**E. EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Scope and sequence for this curriculum area | X |
| Examples of syllabi for this curriculum area |  |
| Written curriculum guides for this curriculum area |  |
| Record of development/review/revision of this curriculum area |  |
| Examples of assessments used in this curriculum area to determine levels of student achievement/performance | X |
| Exemplars of student work within this curriculum area | X |
| Record of professional development activities related to this curriculum area | X |

**SELF-ASSESSMENT OF THE INDICATORS OF QUALITY FOR CURRICULUM, INSTRUCTION, AND ASSESSMENT IN:**

|  |
| --- |
| **Technology** |

**The self-assessment of the degree to which this component of the school's educational program meets the Indicators of Quality for Curriculum, Instruction, and Assessment was conducted by the following process:**

|  |  |
| --- | --- |
| X | **A subcommittee comprised of the following individuals:** |

|  |  |
| --- | --- |
| **Committee Member’s Name** | **Role in the School’s Community (e.g. teacher, parent, student, etc.)** |
|  |  |
| Lisa Ulrich | Kindergarten teacher |
| Colleen Kassman | 1st grade teacher |
| Meagan Yellott | 2nd grade teacher |
| Melissa Blades | 3rd grade teacher/ parent |
| Stephen Phenicie | 4th grade teacher |
| Rebecca Fagan | 5th grade teacher |
| Karen Watts | 6th grade teacher/ parent |
| Marcia Moyer | 7th grade teacher/ grandparent |
| Jennifer Dennis | 8th grade teacher/ alumni |
| Kathy Tylicki | Librarian |
| Lindsay Salmon | Principal/ parent |
| Lesley Quesada | Board President/ parent |

\*\*NOTE: Committee size and composition may vary depending upon the school’s size, the topic to be addressed, etc. If needed, add lines to the above chart.

**If the school used a committee to conduct the self-assessment, explain how all of the school’s community of stakeholders was given opportunities to provide input into the self-assessment.**

|  |
| --- |
| The faculty, staff, and parents were given the opportunity to complete surveys about the quality of our standards set by the Middle States Commission. Then, the faculty met to review the surveys and assess the indicators for each standard. Following that, the Planning Team completed the self-assessment portion of the Self-Study. |

|  |  |
| --- | --- |
| **X** | **Survey of the school’s stakeholders using the Middle States survey:** |

|  |  |
| --- | --- |
| **Total Number of Surveys Returned** | 30 |
| **The results represent surveys completed by:** |  |
| * **Students** | 0 |
| * **Parents** | 16 |
| * **Faculty and Staff** | 11 |
| * **Administrators** | 1 |
| * **Board Members** | 2 |
| * **Business/Community Representatives** | 0 |
| * **Other** | 0 |

|  |  |
| --- | --- |
|  | **Other (describe below):** |
|  | |

1. **ISSUES Related to The Indicators Of Quality**

The following requirements ask the school system to provide a self-assessment of expectations for quality for curriculum, instruction, and assessment in this component of the school's educational program. The information and data requested in this section are not for evaluation purposes. Instead, the information and data will assist the system in making the determination whether it meets the Standard and its Indicators of Quality.

1. **CURRICULAR COMPONENT SUMMARY:** *On the chart below, summarize the course/program offerings for this component of the educational program by completing each column as described.*

|  |  |
| --- | --- |
| Grade Level*:* | *Enter the grade level(s) at which each course/program in this curricular component is taught.* |
| Course Title*:* | *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).* |
| Hours per Semester/Year: | *Indicate the number of hours of instructional time devoted to each program/ course per semester/year.* |

|  |  |  |
| --- | --- | --- |
| **Grade Level(s)** | **Course Title** | **Hours per**  **Semester/Year** |
| K | Technology | 480 |
| 1-8 | Technology | 600 |

|  |  |
| --- | --- |
|  | The instructional hours are reported for one academic year |
| X | The instructional hours are reported for one academic semester |

1. **Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are no gaps or omissions in the sequence of courses taught in the technology program. |

1. **Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| There are no unnecessary repetitions in the sequences of courses taught in the technology program. |

1. **ASSESSMENT RESULTS:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Assessment/**  **Test** | **Area(s) Assessed** | **Level of Student Performance** | | |
|  |  | **S** | **NI** | **U** |
| Teacher Made Assessments | Computer Skills K-8 | X |  |  |

**Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.**

|  |
| --- |
| N/A |

1. **Self-Assessment of The INDICATORS OF QUALITY**

**The Indicators of Quality for curriculum, instruction and assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.**

|  |  |
| --- | --- |
| **Rating of Adherence to the Indicator** | |
| **1. Does Not Meet** | The evidence indicates the school system **does not meet** the expectations of this Indicator. |
| **2. Partially Meets/In Need of Improvement** | The evidence indicates that the school system **partially** **meets** the expectations of this Indicator and **is in need of improvement**. |
| **3. Meets** | The evidence indicates the school system **meets** the expectations of this Indicator. |
| **4. Exceeds** | The evidence indicates the school system **exceeds** the expectations of this Indicator. |

**INDICATORS OF QUALITY FOR CURRICULUM**

**Indicators of Quality for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.1 | The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program. |  |  | X |  |  |
| CI.2 | The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students. |  |  | X |  |  |
| CI.3 | The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment. |  |  | X |  |  |
| CI.4 | The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits. |  |  | X |  |  |
| CI.5 | The curriculum provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills. |  |  | X |  |  |
| CI.6 | The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn. |  |  | X |  |  |
| CI.7 | Course objectives in the curriculum are simply stated and understandable to students. |  |  | X |  |  |
| CI.8 | The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels. |  | X |  |  |  |
| CI.9 | Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful and logical progression of learning activities in the curriculum. |  | X |  |  |  |
| CI.10 | The curriculum is designed to foster active involvement of students in the learning process. |  |  | X |  |  |
| CI.11 | Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content. |  |  | X |  |  |
| CI.12 | The curriculum’s objectives and expectations for learning are understood and supported by the school's community’s stakeholders. |  |  | X |  |  |
| CI.13 | Parents and students are provided appropriate opportunities to provide input into the development of curriculum. |  |  | X |  |  |
| CI.14 | Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use. |  |  | X |  |  |
| CI.15 | Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum. |  |  | X |  |  |
| CI.16 | Current best practices, including the use of technology and other media, are considered in the selection of learning materials and media. |  |  | X |  |  |
| CI.17 | Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment. |  |  | X |  |  |
| CI.18 | The content and instructional activities in the curriculum are consistent with the school’s philosophy/mission. |  |  | X |  |  |
| CI.19 | Administrative leadership and support are provided in the coordination and articulation of the curriculum. |  |  | X |  |  |
| CI.20 | The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added. |  |  | X |  |  |

**Indicators for school systems that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| CI.21 | Students and their families (if appropriate) are informed about any aspects of the curriculum that are created or delivered by an organization other than the school. |  |  |  |  | X |
| CI.22 | Stated student performance outcomes for any part of the curriculum delivered through distance education are achievable through that methodology. |  |  |  |  | X |
| CI.23 | Appropriate study skills necessary for students to utilize a distance education model effectively and efficiently are included as part of the curriculum and instructional process. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * The curriculum is developed by the Diocese of Harrisburg. Each year, staff from all 32 school are invited to join curriculum committees which meet several times throughout the year. These curriculum committees are comprised of teachers from a variety of grade levels. Each curriculum area is revisited yearly and revised to align with the National Common Core Standards. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR INSTRUCTION**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.1 | A variety of teaching strategies and techniques are used to meet the needs of individual students in the curriculum. |  |  |  | X |  |
| II.2 | The scope and pacing of lessons in the curriculum are appropriate for the students. |  |  | X |  |  |
| II.3 | Provision is made for appropriate amounts of learning time for all aspects of the curriculum. |  |  | X |  |  |
| II.4 | Students are provided with additional assistance to address specific learning challenges in the curriculum when needed. |  |  |  | X |  |
| II.5 | Students and teachers demonstrate mutual respect toward each other in classes. |  |  | X |  |  |
| II.6 | Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes. |  |  | X |  |  |
| II.7 | Class sizes promote and allow for varied instructional strategies to be used. |  |  |  | X |  |
| II.8 | Meaningful and frequent communications with parents are used to promote student learning in the curriculum. |  |  |  | X |  |
| II.9 | Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum. |  |  | X |  |  |
| II.10 | Members of the faculty maintain safe, positive, and supportive classroom environments. |  |  |  | X |  |
| II.11 | The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers. |  | X |  |  |  |

**Indicators for schools that deliver all or part of their educational program by a distance modality**

|  |  |
| --- | --- |
| X | **These Indicators do not apply to our school.** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| II.12 | Student interaction (synchronous and asynchronous) with the faculty and other students is facilitated through a variety of means as an essential characteristic of the curriculum. |  |  |  |  | X |
| II.13 | Instructional materials in the curriculum are developed by authors qualified in distance education techniques. Textbooks and other instructional materials are suitable for distance learning. |  |  |  |  | X |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * The faculty is well-qualified and seeks professional development opportunities to learn and grow in use of technology in the classroom. * Teachers utilize instructional time by including opportunities for students to learn with technology. * The classrooms are well equipped to deal with the growing need for technology. All students in grades 5-8 are supplied with Chromebooks and all youngers students are equipped with Kindle Fires. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

**INDICATORS OF QUALITY FOR ASSESSMENT**

**Indicators for All Schools**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator of Quality** | | **1** | **2** | **3** | **4** | **N/A** |
| AI.1 | Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum. |  |  | X |  |  |
| AI.2 | A variety of methods for assessing student learning is used in the curriculum. |  |  | X |  |  |
| AI.3 | Assessment results in the curriculum are analyzed with appropriate frequency and rigor for: |  |  |  |  |  |
|  | * 1. Individual students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Cohorts of students as they move through courses in the curriculum. |  |  | X |  |  |
| * 1. Comparable (local, state, and national) groups outside of the school. |  |  | X |  |  |
| AI.4 | The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students’ specific learning needs. |  |  | X |  |  |
| AI.5 | Records of students’ learning and performance are maintained in the curriculum. |  |  | X |  |  |
| AI.6 | Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate). |  |  | X |  |  |
| AI.7 | Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum. |  |  | X |  |  |

Stakeholders’ comments to support the ratings:

|  |
| --- |
| * Teachers keep parents well in-formed of assessment results through conferencing, progress reports, emails, phone calls, and report cards. * Parents are able to see finished products created by students on Chromebooks that are used as assessments in the classroom. |

Explanation for Any Ratings of 1:

|  |  |
| --- | --- |
| Indicator No. | Evidence |
|  |  |
|  |  |

1. **ROOT CAUSE ANALYSIS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Design Issues** | | | | |
| ***Content*** |  | | | |
| Are the skills required for improvement in student performance included in the current curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan technology curriculum | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Sequence*** |  | | | |
| Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Pacing*** |  | | | |
| Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan curriculum scope and sequence | | | |
| ***Format*** |  | | | |
| Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| **Instructional Delivery Issues** | | | | |
| ***Teacher Awareness of Content*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are included in the current curriculum? | X | YES |  | NO |
| Data to support your conclusion: | Diocesan technology curriculum | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Awareness of Sequencing*** |  | | | |
| Are teachers aware that the skills required for improvement in student performance are scheduled to be taught prior to the administration of the assessment? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Awareness of Pacing*** |  | | | |
| Are teachers spending the specified time on the skills required for improvement in student performance? |  | YES | X | NO |
| Data to support your conclusion: | More use of technology across the curriculum should support instruction provided by the computer teacher. | | | |
| Hypothesis derived from your conclusion: | All teachers should provide more opportunities for application of technology skills. | | | |
| **Professional Development Issues** | | | | |
| ***Teacher Awareness of Format*** |  | | | |
| Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested? | X | YES |  | NO |
| Data to support your conclusion: | Teacher lesson plans | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Resources*** |  | | | |
| Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance? | X | YES |  | NO |
| Data to support your conclusion: | Each classroom is equipped with either Kindle Fires or Chromebooks for each student. All purchased in the last three school years. | | | |
| Hypothesis derived from your conclusion: |  | | | |
| ***Teacher Skills*** |  | | | |
| Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance? |  | YES | X | NO |
| Data to support your conclusion: | Improvement is needed in using technology across the curriculum. | | | |
| Hypothesis derived from your conclusion: | Teachers need to participate in more professional opportunities for support in using technology in all academic areas. | | | |

**Describe any improvements related to this component of the educational program made within the past five years.**

|  |
| --- |
| As we have added a middle school program (gr.6-8), we had to purchase additional chrome books to ensure that we were meeting the one-to-one initiative in the classroom. Additionally, the computer lab moved into a new location with brand new desktop computers that can accommodate 24 students and 1 teacher. |

**List the significant strengths of the school in this component of the educational program.**

|  |
| --- |
| * A fully functionable computer lab with 24 desktop computers available to all classroom teachers when computer class is not in session. * Students receive designated computer instruction in the lab once per week. * There are 70 Kindle Fires for student use in grades K-4. * There are 70 Chromebooks for student us in grades 5-8. * The computer teacher maintains a website accessible to students at both school and home which features links to websites that can enhance computer and research skills. * Each classroom is equipped with a projector and document camera. Additionally, there are five Mimeo devices available for teachers to share for use with the projector. |

**List the significant areas for improvement of the school in this component of the educational program.**

|  |
| --- |
| * Teachers need more instructional support and further professional growth in technology. * Teachers need to coordinate instruction in the technology program more effectively. |

**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to this component of the educational program that should be included in the action plans in the Plan for Growth and Improvement.**

|  |
| --- |
| * Chromebooks will be purchased for students in third and fourth grades. * Teachers will be supported in technology. * Teachers will discuss the technology program regularly to improve the coordination of skills that are taught. |

**D. Implications for PLANNING**

**List the significant strengths in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * A fully functionable computer lab with 24 desktop computers available to all classroom teachers when computer class is not in session. * Students receive designated computer instruction in the lab once per week. * There are 70 Kindle Fires for student use in grades K-4. * There are 70 Chromebooks for student us in grades 5-8. * The computer teacher maintains a website accessible to students at both school and home which features links to websites that can enhance computer and research skills. * Each classroom is equipped with a projector and document camera. Additionally, there are five Mimeo devices available for teachers to share for use with the projector |

**List the significant areas in need of improvement in this curriculum area regarding the Indicators of Quality for curriculum, instruction, and assessment.**

|  |
| --- |
| * Teachers need more instructional support and further professional growth in technology. * Teachers need to coordinate instruction in the technology program more effectively. |

**Based on the strengths and areas for improvement identified in this curriculum area, list any important next steps or strategic priorities related to this curriculum area that should be included in the action plan in the Plan for Growth and Improvement.**

|  |
| --- |
| * Chromebooks will be purchased for students in third and fourth grades. * Teachers will be supported in technology. * Teachers will discuss the technology program regularly to improve the coordination of skills that are taught. |

**E.** **EVIDENCE to Support the Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment**

|  |  |
| --- | --- |
| **Evidence** | **School** |
| Scope and sequence for this curriculum area | X |
| Examples of syllabi for this curriculum area |  |
| Written curriculum guides for this curriculum area |  |
| Record of development/review/revision of this curriculum area |  |
| Examples of assessments used in this curriculum area to determine levels of student achievement/performance | X |
| Exemplars of student work within this curriculum area | X |
| Record of professional development activities related to this curriculum area | X |

#### THE PLAN FOR GROWTH AND IMPROVEMENT

##### STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

**Student Performance Objective #1:**

|  |
| --- |
| By 2026, Saint Andrew Catholic School will demonstrate proficiency in math computation as measured by:   1. 100% of classroom will implement daily computation assessments   Baseline Year: 2019  33% of classrooms implement daily computation assessments   1. 10% of computer instruction for all grades will be geared toward improvement of math computation with fast fact website practice.   Baseline Year: 2019  Grade K: 5%  Grade 1: 5%  Grade 2: 5%  Grade 3: 5%  Grade 4: 5%  Grade 5: 5%  Grade 6: 0%  Grade 7: 0%  Grade 8: 0%   1. 10% of weekly math homework will be geared toward improvement of math computation with fast fact practice   Grade K: 5%  Grade 1: 0%  Grade 2: 5%  Grade 3: 5%  Grade 4: 0%  Grade 5: 5%  Grade 6: 0%  Grade 7: 0%  Grade 8: 0%   1. 70% of students will achieve an average national stanine score of 6 or higher in math computation on the ITBS assessment   Baseline Year: 2019  Grade 3: 67%  Grade 4: 25%  Grade 5: 67%  Grade 6: 20%  Grade 7: 21%  Grade 8: 50%   1. 70% of students will achieve at or above benchmark on the DIBELS standards of math proficiency for the grade level given at the end of each trimester in order to track periodic progress and will be compared annually to measure student growth   Baseline Year: 2019  Grade K: 0%  Grade 1: 0%  Grade 2: 0%  Grade 3: 0%  Grade 4: 0%  Grade 5: 0%  Grade 6: 0%  Grade 7: 0%  Grade 8: 0% |

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

|  |
| --- |
| Students continuously score below national stanine on the Iowa Test of Basic Skills (ITBS) which is a standardized assessment given to students in the Diocese of Harrisburg every spring. In addition, teachers have noted that students struggle with difficult, multi-step math problems because they are not proficient in basic computation. |

**Action Plan for Student Performance Objective #1**

**Strategy #1:** Review ITBS reports to determine specific areas of weakness in math.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Discuss the ITBS Building and Class Summaries to determine specific weaknesses in math | August 2019 | All Faculty | 2018-19 ITBS Results- Building and Class Summaries | Areas of weakness noted |
| Survey individual Profile Narratives of individual students in grades 3-8 to determine specific weaknesses | September 2019 | All Faculty | 2018-19 ITBS Results- Individual Profile Narratives | Noted areas of weakness and SST referrals made for high risk students |
| Share specific areas of weakness in math with all teachers (K-8) to develop a school action plan | October 2019 | Math Teachers and  Computer Teacher | 2018-19 Diocesan Action Plan | All teachers have a list of areas of weakness in math skills |

**Strategy #2:** Examine existing math materials in all classrooms, computer lab, and resources room.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Send out a survey to faculty to determine existing hands on math materials | November 2019 | Math Curriculum Coordinator | A survey sheet for a list of math materials in classrooms | Completed surveys |
| Provide the number of website subscriptions related to math | December 2019 | Computer Teacher | Math website subscriptions | Source List |
| Provide the number of devices available to play interactive Math games | January 2020 | Principal | Devices available in classrooms | Device List |

**Strategy #3:** Prioritize the budget to focus on materials that provide practice in math computation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Determine which classes need materials or additional texts | February 2020 | Principal | Copyright dates in textbooks | Completed list |
| Meet with the Finance Committee to request funds to enhance the math program | March 2020 | Principal, Pastor and Finance Committee Members | The budget projection for 2020-21 | Allocated funds |
| Search catalogues and online resources | May 2020 | Principal and Math Curriculum Coordinator | Publishers’ catalogues and web-based program trials | List of items to be purchased |

**Strategy #4:** Develop lesson plans to implement daily math computation activities and assessments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Determine which Core Curriculum and Diocesan Standards focus on math computation | August 2019 | Math Teachers | Common Core Standards and Diocesan Curriculum | List of Common Core Standards for math computation |
| Search online for lesson plans that focus on computation practice | September 2019 | Math Teachers | Online lesson plans | Lesson plans |
| Share ideas for incorporating daily computation into lesson plans | October 2019 | Math Teachers | Lesson plans | Lesson plans |
| Dedicate daily assessments and activities into math lessons | November 2019 | Math Teachers | Lesson plans, math materials, devices | Lesson plans |
| Assign 10% of weekly math homework dedicated to improvement of math computation | November 2019 | Math Teachers | Chromebooks, website subscriptions | Status reports |
| Dedicate 10% of weekly computer class to computation practice | November 2019 | Computer Teacher | Lesson plans, desktop computers, website subscriptions | Lesson plans, website status reports |
| Monitor progress of improvement in computation | Ongoing | Math Teachers and Principal | ITBS results, DIBELS results, classroom assessments, and program data | 70% of students achieve stanine score of 6 or higher on the ITBS and 70% will reach “At or Above” Benchmark on DIBELS |

**Who participated in developing the action plan for Student Performance Objective #1?**

|  |  |
| --- | --- |
| **Name** | **Role in the School[[6]](#footnote-6)** |
| Karen Watts | Middle School Teacher/ Parent |
| Lisa Ulrich | Kindergarten Teacher/ Parishioner |
| Melissa Blades | Third Grade Teacher/ Parent/ Parishioner |

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

|  |
| --- |
| Our students are strong in application of skills and reading complex word problems in mathematics. As teachers are working harder to collaborate more often across the grade levels, plans are being implemented to close the gap in computation from kindergarten through eighth grade. Only small adjustments need to be made to supplement teacher lesson plans and instruction in daily math class and computer class. |

**Student Performance Objective #2:**

|  |
| --- |
| By 2026, Saint Andrew Catholic School will demonstrate proficiency in the use of technology learning as measured by:   1. 90% of students will be competent in word processing and utilizing documents on Google Drive   Baseline Year: 2019  Grade 3: 50%  Grade 4: 50%  Grade 5: 80%  Grade 6: 100%  Grade 7: 100%  Grade 8: 100%   1. 90% of students will be competent in posting assignments online utilizing Google Drive   Baseline Year: 2019  Grade 3: 50%  Grade 4: 50%  Grade 5: 80%  Grade 6: 100%  Grade 7: 100%  Grade 8: 100%   1. 90% of students will be competent in using the internet for research   Baseline Year: 2019  Grade 3: 50%  Grade 4: 50%  Grade 5: 100%  Grade 6: 100%  Grade 7: 100%  Grade 8: 100%   1. 90% of students will be competent in creating multimedia presentations on Google Drive   Baseline Year: 2019  Grade 3: 0%  Grade 4: 0%  Grade 5: 100%  Grade 6: 100%  Grade 7: 100%  Grade 8: 100%   1. 80% of students will have daily use of Chromebooks in the classroom during instruction   Baseline Year: 2019  Grade K: 0%  Grade 1: 0%  Grade 2: 0%  Grade 3: 0%  Grade 4: 0%  Grade 5: 100%  Grade 6: 100%  Grade 7: 100%  Grade 8: 100%   1. 100% of students will expected to complete 1-2 technology centered assessment(s) (i.e. projects, assignments, etc.) per trimester in adherence to the Diocesan technology standards   Baseline Year: 2019  Grade 3: 0%  Grade 4: 0%  Grade 5: 0%  Grade 6: 50%  Grade 7: 50%  Grade 8: 50% |

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

|  |
| --- |
| It is imperative that our students leave Saint Andrew Catholic School being proficient in the use of technology. In the ever-changing world of technology, it is the responsibility of the faculty to expose students to varied forms of current technology. It is the responsibility of the administration to ensure that technology is updated regularly and that there are budgeted funds to replace broken or old computers, tablets, etc. |

**Action Plan for Student Performance Objective #2**

**Strategy #1:** Evaluate andupgrade the technology program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Send out a survey to faculty to determine existing technology in classrooms | December 2019 | Principal | A survey sheet for a list of math materials in classrooms | Completed surveys |
| Provide the number of usable devices in each classroom | January 2020 | Principal | Devices available in classrooms | Device list |
| Ensure appropriate funds are budgeted each year for teachers to attend workshops on using technology in the classroom | March 2020 | Principal, Pastor, and Finance Counsel | The budget projection for 2020-2021 | Allocated funds for teacher workshops |
| Upgrade the wireless system | Ongoing | Principal, Pastor, and Finance Committee | Costs to be determined | Wi-Fi Infrastructure |
| Remove current outdated laptops and Chromebooks | Ongoing | Technology Support Person | No cost | Removal of outdated laptops and Chromebooks |
| Replace outdated Chromebooks for grades 5th through 8th | Ongoing | Principal, Pastor, and Finance Committee | $250 per Chromebook | New Chromebooks |
| Purchase Chromebooks for 3rd and 4th grade classrooms | 4th- 2020-2021  3rd- 2021-2022 | Principal, Pastor, and Finance Committee | $250 per Chromebook | New Chromebooks |
| Purchase 2 charging carts of Chromebooks | 4th- 2020-2021  3rd- 2021-2022 | Principal, Pastor, and Finance Committee | $399 per cart | 2 Charging Carts for Chromebooks |

**Strategy #2:** Provide continuing maintenance on existing technology throughout the school.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Hire new computer/network technical support person | November 2019 | Principal & Pastor | Approximately $1,500 per year | New technical support person on payroll |
| Continue to maintenance hardware, computers, projectors, network, etc. | Ongoing | Principal, Pastor, and Finance Committee Members | Approximately $1,000 per year | Completed maintenance |

**Strategy #3:**  Continue to teach the Technology Standards of the Diocese of Harrisburg for Elementary Schools.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Continue to teach word processing skills and Google Drive Documents | Ongoing | Computer Teacher & Classroom Teacher | Computer Lab & Chromebooks | 90% of students will be competent in word processing and utilizing documents on Google Drive |
| Continue to teach multimedia presentation skills and Google Drive Presentations | Ongoing | Computer Teacher & Classroom Teacher | Computer Lab & Chromebooks | 90% of students will be competent in creating multimedia presentations on Google Drive |
| Continue to teach internet researching skills | Ongoing | Computer Teacher & Classroom Teacher | Computer Lab & Chromebooks | 90% of students will be competent in using the internet for research |
| Continue to teach skills necessary for posting assignments online using Google Drive | Ongoing | Computer Teacher & Classroom Teacher | Computer Lab & Chromebooks | 90% of students will be competent in posting assignments online utilizing Google |

**Strategy #4:**  Provide professional development opportunities for teachers to enhance student ability in technology.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Survey teachers to determine specific areas needed for professional development in uses technology in the classroom | January 2019 | Principal | Survey sheet | Completed surveys |
| Ensure appropriate funds are budgeted each year for teachers to attend workshops on using technology in the classroom | March 2019 | Principal, Pastor, and Finance Counsel | The budget projection for 2020-2021 | Allocated funds for teacher workshops |
| Support the use of technology in instruction through team teaching, establish mentors, and cross-curricular lesson planning | August 2020 | Principal | Calendars | Scheduled dates for teachers to work together |
| Provide in-service opportunities for teachers to implement teaching strategies that use technology | Ongoing | Principal | Calendars | Scheduled dates for in-services |

**Who participated in developing the action plan for Student Performance Objective #2?**

|  |  |
| --- | --- |
| **Name** | **Role in the School[[7]](#footnote-7)** |
| Marcia Moyer | 7th Grade Teacher/ Grandparent/ Parishioner |
| Stephen Phenicie | 4th Grade Teacher |
| Colleen Kassman | 1st Grade Teacher/ Parishioner |

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

|  |
| --- |
| The students in grades fifth through eighth have a good understanding of using technology to complete assignments, projects, etc. Having a Chromebook available for each student, allows for teachers to incorporate Google classroom, research, etc. into daily instruction. The students in kindergarten through fourth grades have limited use of technology in the classroom. Kindle Fires are very effective during center time, but this type of technology is limited with it’s uses in a whole class setting. There is a need to purchase more Chromebooks for younger students. Additionally, the primary teachers would need more professional development opportunities for using Google in the classroom. |

**ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS**

**Organizational Capacity Objective #1:**

|  |
| --- |
| By 2026, Saint Andrew Catholic School will demonstrate proficiency in regularly evaluating the educational program as measured by:   1. 100% of classrooms will be visited each month by administration during instruction which will include two official and eight unofficial observations per calendar year and teachers will be provided with feedback for improvements to student achievement.   Baseline Year: 2019  50% of classrooms are visited each month by administrator during instruction   1. 10% of time at faculty meetings will be spent reviewing the educational program to ensure that an action plan is created for improvement based on student areas of weakness and curriculum changes needed to be made.   Baseline Year: 2019  5% of time spent at faculty meetings reviewing the educational program   1. 10% of time at faculty meetings will be spent reviewing and evaluating both internal and external assessment results, make comparison between grade levels, and establish goals for increased student performance.   Baseline Year: 2019  5% of time spent at curriculum meetings reviewing and evaluating assessment results |

**Describe the evidence that led the school to determine that the area of student performance on which this objective is focused as a priority for growth and improvement.**

|  |
| --- |
| As a school that only has one class per grade level, teachers do not always have the opportunity to share ideas and suggestions with other teachers of the same grade level. The need for teachers to collaborate between the grade levels is key for successful academic instruction and transition from one grade level to the next. |

**Action Plan for Organizational Capacity Objective #1**

**Strategy #1:** Establish a system of review of the educational program.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Distribute copies of our Self Study at Faculty Meeting | October 2019 | Principal and Planning Team | Copies of Self-Study | Copies made |
| Discuss portions of the Self Study that highlight our mission and student/ organizational performance objectives | October 2019 | Principal and Planning Team | Projector and Plan for Growth & Improvement | Discussion completed |
| Set a schedule for reviewing subjects | October 2019 | Principal and Planning Team | Calendars | Dates scheduled |
| Assign areas of review to teachers of that subject area | October 2019 | Faculty | Lists of areas and teacher assignments | Assignments completed |
| Prepare data for presentations at the next meeting | Ongoing | Faculty | Data for presentation | Presentation completed |

**Strategy #2:** Review and evaluate results of assessments at curriculum meetings.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Bring DIBELS (math and reading) and DRA assessments to curriculum meeting | January 2020 | Faculty | Diagnostic assessments | List of assessment scores |
| Share results and evaluate them | January 2020 | Faculty | Diagnostic assessments | Results shared and evaluated |
| Continue with each curriculum area | Ongoing | Faculty | Diagnostic assessments | Results shared and evaluated |
| Bring ITBS results to the curriculum meeting | May 2020 | Faculty | ITBS results | Results shared and evaluated |

**Strategy #3:** Continue to increase the number of classroom visits and observations to review and evaluate teacher instruction.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ACTION** | **TIMELINE** | **RESPONSIBLE PERSON(S)** | **RESOURCES NEEDED** | **INDICATOR OF SUCCESS** |
| Schedule in-formal monthly visits with teachers in classrooms | Ongoing | Principal | Planbooks & Mini-observation form | Observations completed |
| Schedule five-minute mini conferences with teachers | Ongoing | Principal and Teachers | Mini-observation form with feedback | Feedback given |
| Schedule pre-observation interviews for formal observations | November 2019  February 2020 | Principal and Teachers | Pre-observation conference form provided by DOH | Pre-interviews completed |
| Schedule two formal observations | November 2019  February 2020 | Principal | Planbooks & Observation form provided by DOH | Formal observations completed |
| Schedule post-observation interviews for formal observations | November 2019  February 2020 | Principal and Teachers | Post-observation conference form provided by DOH | Post interviews completed |
| Complete teacher summative evaluations | April 2020 | Principal | Summative evaluation provided by DOH | Completed summative evaluation |
| Schedule end of the year interviews with teachers to review summative evaluation | May 2020 | Principal and Teachers | Summative evaluation provided by DOH | Interviews complete |

**Who participated in developing the action plan for Organizational Capacity Objective #1?**

|  |  |
| --- | --- |
| **Name** | **Role in the School[[8]](#footnote-8)** |
| Jennifer Dennis | 8th Grade Teacher/ Alumni/ Parishioner |
| Meagan Yellott | 2nd Grade Teacher |
| Lindsay Salmon | Principal/ Parent |

**What major findings for strengths and areas in need of improvement learned from the self-study were incorporated into this action plan?**

|  |
| --- |
| This action plan was developed because of the strong need to collaborate throughout the grade levels. A staff who is strong is collaboration can better deliver the curriculum, standards, and instruction to ensure student success. The staff feels that some collaboration takes place; however, there are some weak areas where faculty could improve with scope and sequence from grade to grade. As our faculty is very small, time for collaboration can be easily planned during professional development opportunities and during faculty meetings provided by the Principal. |

**TECHNICAL REVIEW**

**MIDDLE STATES COMMISSIONS ON**

**ELEMENTARY AND SECONDARY SCHOOLS**

**TECHNICAL REVIEW OF OBJECTIVES**

|  |  |
| --- | --- |
| **Date of Review** | July 10, 2019 |
| **School Name** | Saint Andrew Elementary School |
| **School Code** | 1116PA |
| **Review Number** | Technical Review #1 |
| **Staff Reviewer** | Dr. Timothy M. Sierer, Accreditation Officer |
| **Projected Visit Dates** | November 17 – 20, 2019 |
| **Protocol** | *Excellence by Design* |

**Next Steps:**

|  |  |
| --- | --- |
| **X** | **Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study.**  **The Visiting Team will conduct the Second Level of Review (see the *Guide for Self-Study and Accreditation* for the criteria) during the Team’s visit.** |
| **X** | **Minor modifications recommended. \*** |
|  | **Modifications required. Please make changes and resubmit as soon as possible.** |
|  | **Call Dr. Timothy M. Sierer at (484) 800-6018 or email at tsierer@msa-cess.org to discuss.** |

\* By the time the visiting team arrives in November periodic benchmarks should be established that will better enable the assessment of progress toward the stated goals.

**FOUNDATION DOCUMENTS**

**Mission of School**

Saint Andrew Catholic School is devoted to fostering Christian values and academic excellence in a nurturing environment providing a quality faith-filled Catholic education.

**Belief Statements**

**(Core Values)**

We, the administration and faculty of Saint Andrew Catholic School, firmly believe:

1. When taught a curriculum infused with the Gospel message, children are nurtured to form a personal relationship with God.

2. Each child is a unique individual with God-given talents and abilities who can and will learn when taught at the appropriate level and given the time needed to succeed.

3. Children learn best in a comfortable, nurturing environment where they feel safe,

secure, and valued.

4. The partnership of parents, teachers, and the pastor working together greatly enhances a child’s spiritual growth and academic success.

5. All children deserve a school and classroom atmosphere that challenges them to develop as lifelong learners with self-respect, self-confidence, and self-discipline.

**Profile of a Graduate**

|  |
| --- |
| The graduates of Saint Andrew School will be empowered to make meaningful contributions to their community and society as followers of Christ, as well as to continue their lifelong journey of moral growth and fulfillment. They will have a firm understanding of the following areas:  **Academic Growth:**   * Proficiently uses technology for academic purposes * Solves real world problems using critical, independent, and creative thinking * Collaborates effectively through group work * Communicates effectively through oral and written language * Continues the exploration of a second language and its culture * Analyzes, synthesizes, and utilizes research   **Spiritual/Moral Growth:**  *Expresses spirituality through:*   * Daily prayers * Knowledge of scripture * Embracing Gospel values * Respect of all God’s creation   *Knowledge of Basic Catholic Prayers:*   * Hail Mary, Our Father, Glory Be, Guardian Angel, Act of Contrition, Apostles’ Creed * Rosary * Novenas   *Mass:*   * Attendance * Parts of Mass * Participation: Greeters, Altar Servers, Readers, Offertory, Ushers   *Christian Values:*   * Respects the dignity of every human being * Practices peaceful resolution to conflict * Support those in spiritual and financial needs * Acts honestly, ethically, and responsibly   **Social Growth:**   * Implements leadership skills in religious, civic, and personal activities * Works collaboratively, appreciating diversity and how differences affect others * Engages in acts of kindness and performs acts of service * Makes decisions based on Catholic values and accepts the consequences of personal choices * Demonstrates a lifelong commitment to personal growth based on personal Catholic values * Maintains a relationship with Saint Andrew School and fellow students, and pursues lifelong friendships   **Physical Growth:**   * Knowledge of healthy nutrition * Implementation of healthy food choices * Maintain a balance of physical health and wellness * Recognize the connection between physical and mental well being * Recognize, understand and execute personal safety measures * Recognize the value of self-worth and avoid self-destructive behaviors |

**General Comments about All Objectives**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **1** | Has the school identified three, four, or five objectives for accreditation purposes? | **X** |  |
| **Comments**: *Saint Andrew Elementary School has identified three objectives for accreditation purposes.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **2** | Do the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school’s Foundation Documents? | **X** |  |
| **Comments**: *All of the identified objectives focus on growing and improving areas of student performance and organizational capacity as expressed in the Saint Andrew Elementary School’s Foundation Documents.* | | | |

**Student Performance Objective #1**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in math computation.

**Student Performance Objective #2**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in the use of technology learning.

**Organizational Capacity Objective #1**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in regularly evaluating the educational program.

**Technical Review of Objectives**

**Student Performance Objective #1: As submitted by the school:**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in math computation as measured by:

1. 100% of classroom will implement daily computation assessments

Baseline Year: 2019

33% of classrooms implement daily computation assessments

1. 10% of computer instruction for all grades will be geared toward improvement of math computation with fast fact website practice.

Baseline Year: 2019

Grade K: 5%

Grade 1: 5%

Grade 2: 5%

Grade 3: 5%

Grade 4: 5%

Grade 5: 5%

Grade 6: 0%

Grade 7: 0%

Grade 8: 0%

1. 10% of weekly math homework will be geared toward improvement of math computation with fast fact practice

Grade K: 5%

Grade 1: 0%

Grade 2: 5%

Grade 3: 5%

Grade 4: 0%

Grade 5: 5%

Grade 6: 0%

Grade 7: 0%

Grade 8: 0%

1. 70% of students will achieve an average national stanine score of 6 or higher in math computation on the ITBS assessment

Baseline Year: 2019

Grade 3: 67%

Grade 4: 25%

Grade 5: 67%

Grade 6: 20%

Grade 7: 21%

Grade 8: 50%

**Technical Review Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **1** | Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards? | **X** |  |
| **Comments**: *The stated objective is derived from an analysis of Student Performance data.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **2** | Does the objective address expectations for as many of the school’s students as possible? | **X** |  |
| **Comments**: *The objective addresses expectations for all students.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **3** | Does the objective have an impact on the Profile of a Graduate? | **X** |  |
| **Comments**: *The objective will have an impact on expected student outcomes.* | | | |

|  | | **Yes** | **No** |
| --- | --- | --- | --- |
| **4** | Does the objective comply with the following: | | |
| Is the realization of the objective stated as seven years from the year of the team’s visit? | **X** |  |
| Have multiple measures been identified to determine achievement of the objective? | **X** |  |
| Are baseline data and collection year included for each assessment? | **X** |  |
| Is a challenging and appropriate end goal set for each assessment | **X** |  |
| Are periodic benchmarks included that will be used to measure achievement of the objective? |  | **X** |
| **Comments**: *The realization of the objective is correctly stated as 2026, which is seven years from the year of the Team Visit. Four measures have been identified to determine achievement of the objective. Baseline data and collection year have been collected and stated for each assessment. Appropriate and challenging target goals have been set for the measure. Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **5** | Are disaggregated data included where appropriate? | **X** |  |
| **Comments**: *The data is disaggregated based on grade level of the students.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **6** | Is the objective measured by both external and internal assessments when appropriate and available? |  | **X** |
| **Comments**: *The objective is appropriately measured by both internal and external assessments (IOWA Test of Basic Skills).* | | | |

**Suggestions for Revising Objective:**

* The Objective is appropriate as written
* Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.

**Student Performance Objective #2: As submitted by the school:**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in the use of technology learning as measured by:

1. 90% of students will be competent in word processing and utilizing documents on Google Drive

Baseline Year: 2019

Grade 3: 50%

Grade 4: 50%

Grade 5: 80%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

1. 90% of students will be competent in posting assignments online utilizing Google Drive

Baseline Year: 2019

Grade 3: 50%

Grade 4: 50%

Grade 5: 80%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

1. 90% of students will be competent in using the internet for research

Baseline Year: 2019

Grade 3: 50%

Grade 4: 50%

Grade 5: 100%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

1. 90% of students will be competent in creating multimedia presentations on Google Drive

Baseline Year: 2019

Grade 3: 0%

Grade 4: 0%

Grade 5: 100%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

1. 80% of students will have daily use of Chromebooks in the classroom during instruction

Baseline Year: 2019

Grade K: 0%

Grade 1: 0%

Grade 2: 0%

Grade 3: 0%

Grade 4: 0%

Grade 5: 100%

Grade 6: 100%

Grade 7: 100%

Grade 8: 100%

**Technical Review Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **1** | Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards? | **X** |  |
| **Comments**: *The stated objective is derived from an analysis of Student Performance data.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **2** | Does the objective address expectations for as many of the school’s students as possible? | **X** |  |
| **Comments**: *The objective addresses expectations for all students.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **3** | Does the objective have an impact on the Profile of a Graduate? | **X** |  |
| **Comments**: *The objective will have an impact on expected student outcomes.* | | | |

|  | | **Yes** | **No** |
| --- | --- | --- | --- |
| **4** | Does the objective comply with the following: | | |
| Is the realization of the objective stated as seven years from the year of the team’s visit? | **X** |  |
| Have multiple measures been identified to determine achievement of the objective? | **X** |  |
| Are baseline data and collection year included for each assessment? | **X** |  |
| Is a challenging and appropriate end goal set for each assessment | **X** |  |
| Are periodic benchmarks that will be used to measure achievement of the objective? |  | **X** |
| **Comments**: *The realization of the objective is correctly stated as 2026, which is seven years from the year of the Team Visit. A total of five measures have been identified to determine achievement of the objective. Baseline data has been collected and collection year has been stated for the assessment. Appropriate and challenging target goals have been set for the measure. Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **5** | Are disaggregated data included where appropriate? | **X** |  |
| **Comments**: *The data is disaggregated based on grade level of the students.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **6** | Is the objective measured by both external and internal assessments when appropriate and available? |  | **X** |
| **Comments**: *The objective is only measured by internal assessments. It would be helpful to identify an external assessment in order to validate progress in achieving the goal.* | | | |

**Suggestions for Revising Objective:**

* The Objective is accepted as written.
* Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.
* It may be helpful to identify an external assessment in order to validate progress in achieving the goal.

**Organizational Capacity Objective #1: As submitted by the school:**

By 2026, Saint Andrew Catholic School will demonstrate proficiency in regularly evaluating the educational program as measured by:

1. 100% of classrooms will be visited each month by administration during instruction

Baseline Year: 2019

50% of classrooms are visited each month by administrator during instruction

1. 10% of time at faculty meetings will be spent reviewing the educational program

Baseline Year: 2019

5% of time spent at faculty meetings reviewing the educational program

1. 10% of time at faculty meetings will be spent reviewing and evaluation assessment results

Baseline Year: 2019

5% of time spent at curriculum meetings reviewing and evaluating assessment results

**Technical Review Criteria**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **1** | Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards? | **X** |  |
| **Comments**: *The stated objective is derived from an analysis of available data.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **2** | Does the objective address expectations for as many of the school’s students as possible? |  | **X** |
| **Comments**: *The objective addresses the evaluation of the educational program and will indirectly impact student performance.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **3** | Does the objective have an impact on the Profile of a Graduate? | **X** |  |
| **Comments**: *The objective addresses improving the regularity of evaluating the educational program. As the program itself is improved so will the Profile of the Graduate.* | | | |

|  | | **Yes** | **No** |
| --- | --- | --- | --- |
| **4** | Does the objective comply with the following: | | |
| Is the realization of the objective stated as seven years from the year of the team’s visit? | **X** |  |
| Have multiple measures been identified to determine achievement of the objective? | **X** |  |
| Are baseline data and collection year included for each assessment? | **X** |  |
| Is a challenging and appropriate end goal set for each assessment | **X** |  |
| Are periodic benchmarks that will be used to measure achievement of the objective? |  | **X** |
| **Comments**: *The realization of the objective is correctly stated as 2026, which is seven years from the year of the Team Visit. A total of three measures have been identified to determine achievement of the objective and is appropriate as such. Baseline data has been collected and collection year has been stated for the assessment. Appropriate and challenging target goals have been set for the measure. Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **5** | Are disaggregated data included where appropriate? |  | **X** |
| **Comments**: *Disaggregated data is not presented which is appropriate for this particular objective.* | | | |

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **Yes** | **No** |
| **6** | Is the objective measured by both external and internal assessments when appropriate and available? |  | **X** |
| **Comments**: *The objective is appropriately measured by internal assessments only.* | | | |

**Suggestions for Revising Objective:**

* The Objective is accepted as written.
* Periodic benchmarks should be established which will enable the assessment of annual progress towards achieving the target goals of the objective.

1. Record using FTE. For example, if a staff member works one of five days, he/she would be considered 0.2. [↑](#footnote-ref-1)
2. Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.) [↑](#footnote-ref-2)
3. Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.) [↑](#footnote-ref-3)
4. Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.) [↑](#footnote-ref-4)
5. The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith. [↑](#footnote-ref-5)
6. For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc. [↑](#footnote-ref-6)
7. For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc. [↑](#footnote-ref-7)
8. For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc. [↑](#footnote-ref-8)