

Designing Our Future Catholic Schools

2nd Edition

*Catholic Elementary and Middle Schools
August, 2007*



**Middle States Association of Colleges and Schools
Commission on Elementary Schools,
Commission on Secondary Schools &
Committee on Institution-Wide Accreditation**

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THE PHILOSOPHY/MISSION STUDY

3.1 Members of the Committee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Chairperson</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Member</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Member</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	2009-2010
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Member</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	2008-2009

3.3 Philosophy/Mission

3.3.1 Include the school's current mission statement.

MISSION

The mission of All Saints School is to aspire to create a foundation for the academic, moral, and social development of our students. By incorporating Jesus' teaching into all areas, we promote Christian values with a special emphasis on service within our community. High expectations, attainable goals, a structured environment, and self-discipline are key ingredients for student success. We envision our students living fulfilled lives, serving others, worshipping God and growing as productive citizens. At All Saints Catholic School, each child's individual ability is celebrated and affirmed.

PHILOSOPHY/ PURPOSE

The Administration and Faculty create a foundation for the academic, moral, and social development of our students. As Catholic educators, we strive to nurture and deepen the faith life of our students through prayer, worship, and Christian interaction. The message of Jesus Christ, to love one another, permeates teaching at All Saints. By incorporating Jesus' message of love, we promote Christian values. We

strive to develop the realization of the unique and unconditional love of God for each child and to promote the spread of His Kingdom.

Based on our awareness of the unique abilities of each child, we demand that our students work toward academic excellence. High expectations, attainable goals, a structured environment, and self-discipline are key ingredients for student success. We inspire our students with a thirst for learning through independent and cooperative learning experiences. Preparing our students with life skills to succeed in our ever-changing world is another goal of our academic curriculum.

Social and moral development is enhanced by Christian interaction with peers, faculty, and the community. We encourage our students to offer service to those in need within their parish and school communities. We envision our students living fulfilled lives, serving others, worshipping God, and growing as productive citizens. At All Saints Catholic School, each child's uniqueness is celebrated, encouraged, and affirmed.

3.3.2 Describe who was involved in the development of this statement, how it was developed and when it was developed.

All Saints Catholic School has promulgated strong philosophy and mission statements. Both administration and faculty jointly formed this statement during the last Middle State Accreditation process which was granted in May, 2000. The entire school community fully embraces this philosophy and assists in its implementation. The philosophy of All Saints clearly pervades every aspect of school life. At the foundation of all that is accomplished is the strong Catholic identity of the school. All Saints Catholic School successfully incorporates the separate identities of the sending parishes into one school identity where school pride and spirit are strong within the entire school community. On all levels academic excellence is expected along with the nurturing of life-long learners.

3.3.3 Describe how and when this mission statement is reviewed.

The philosophy/mission statement is reviewed each year by the faculty and administration. It is promulgated annually throughout the school community in the handbook.

3.3.4 Describe how the school assures that everyone understands and accepts its stated mission.

Each member of All Saints Catholic School understands and accepts that our mission is who we are and is reflected in our choices, actions, and decisions. We are a mission driven organization comprised of people who work together to fulfill our mission. We review and meditate on our mission yearly as a group at our initial faculty retreat. We refer to our mission, our very reason for being, throughout the year as individuals and as a group in all that we do.

3.4 Beliefs

3.4.1 Include the school's current belief statements.

We believe that:

- *The primary responsibility of All Saints Catholic School is the transmission of the Catholic faith and values as an integral part of the Catholic Church.*
- *Each child's individual ability should be celebrated and affirmed.*
- *Every child is unique and has the opportunity to be guided and educated according to their individual needs in a faith-centered atmosphere.*
- *Through ongoing professional and personal development, our faculty instills a love of life-long learning.*
- *The students at All Saints Catholic School should take ownership of their educational and moral responsibilities.*
- *All children have a right to learn in a safe and loving environment.*
- *Catholic education is fostered by the faith-filled example of our faculty, staff, students, parents, parishes, and surrounding community.*

3.4.2 Describe who was involved in the development of these statements, how they were developed and when they were developed.

The principal and faculty began developing of the current belief statements in 2008. Through discussion and analysis of our school's philosophy and mission statements, the current belief statements were revised and finalized in 2009.

3.4.3 Describe how and when the belief statements are reviewed.

The belief statements are reviewed by the pastors, principal, and faculty annually in conjunction with our school philosophy.

3.4.4 Describe how the school assures that everyone understands and accepts its stated beliefs.

Classroom teachers review and analyze the belief statements with the students each year with the philosophy/mission statements to ensure understanding. The belief statements will be included in the school handbook and posted in the classrooms for the 2010-2011 school year.

The Middle States Standard on Philosophy/Mission

The Standard: The school has a clearly written and actively implemented statement of philosophy/mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s philosophy/mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	The school takes steps to ensure that students and their families understand and support the school’s philosophy/mission.
<u>4</u> 3 2 1 na	The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.
4 <u>3</u> 2 1 na	The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.
4 <u>3</u> 2 1 na	The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.
4 <u>3</u> 2 1 na	The school’s philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.

THE COMMUNITY STUDY

4.1 Members of the Committee

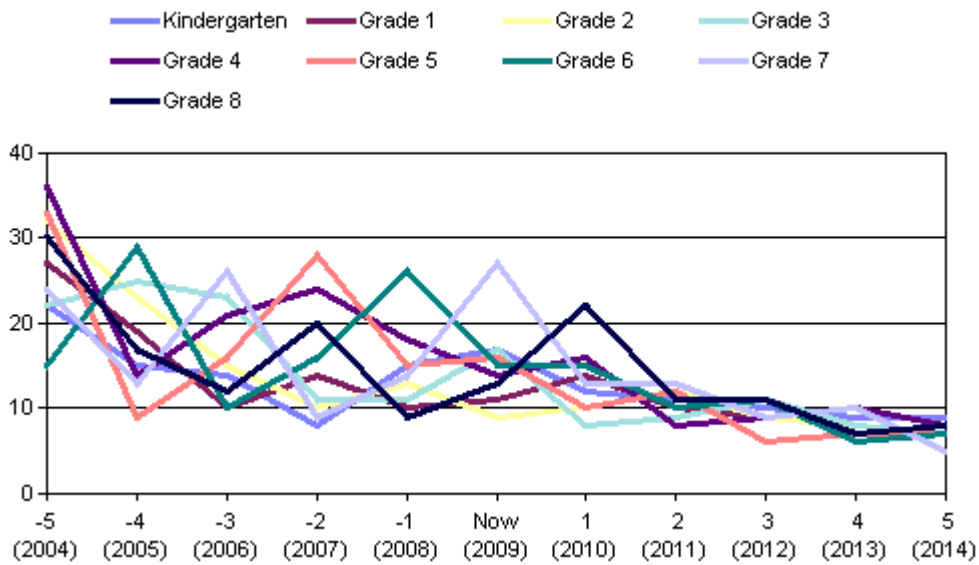
Name	Role	
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4.2 The Students

4.2.1 The Student Population (Student Population and Projections Data Chart)

The school should only include student enrollment data for those ages/grade levels seeking accreditation.

Grade	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Kindergarten	22	15	14	8	15	17	12	11	10	9	9
Grade 1	27	19	10	14	10	11	14	10	9	8	7
Grade 2	32	23	15	1013	9	10	10	12	9	817	
Grade 3	22	25	23	11	11	17	8	8	11	8	7
Grade 4	36	14	21	24	18	14	16	8	9	10	8
Grade 5	33	9	16	28	15	16	10	12	6	7	7
Grade 6	15	29	10	16	26	15	15	10	11	6	7
Grade 7	24	13	26	9	14	27	13	13	9	10	5
Grade 8	30	17	12	20	9	13	22	11	11	7	8



4.3.2 Analyze and comment on the implications of enrollment trends and projections

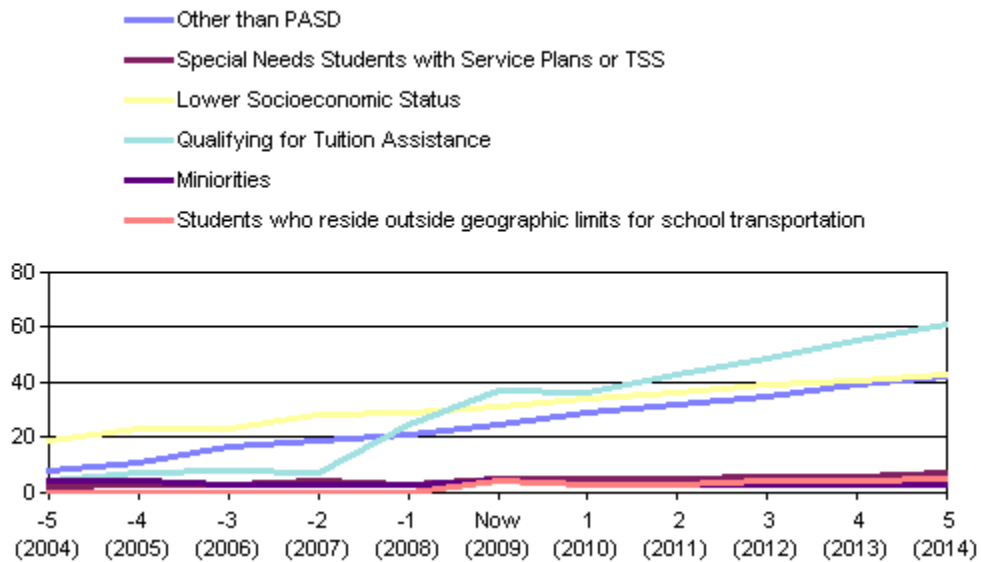
The current projections demonstrate a steady decline and indicate a bleak future for All Saints Catholic School. It should be noted that this would be an accurate indication based on enrollment figures up to and including 2007. It should be noted that we are currently seeing a reversal in that trend. The figures note an increase in enrollment for the 2008-2009 school year. All Saints Catholic School currently is demonstrating an increase for the 2009-2010 school year. This latest data was not available at the time the projections were made. This additional data supports the idea the trend may have turned and may indicate a more hopeful future.

4.4 Subgroups

4.4.1 Trends and Projections of Subgroups

Subgroups (Trends and Projections of Subgroups Data Chart)

Sub-Group	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Other than PASD	8	11	17	19	21	25	29	32	35	29	42
Special Needs Students with Service Plans or TSS	2	3	3	4	3	5	5	5	6	6	7
Lower Socioeconomic Status ⁸	19	23	23	28	29	31	34	36	39	41	43
Qualifying for Tuition Assistance	4	7	8	7	25	37	36	43	49	55	61
Minorities	4	4	3	3	3	4	3	3	3	3	3
Students who reside outside geographic limits for school transportation	0	0	0	0	0	4	3	3	4	4	5
Total	37	48	54	61	81	106	110	122	136	148	161



4.4.2 Analyze and comment on the implications of the trends and projections of subgroups.

Student Characteristic:	Percent of student body five years ago	Percent of student body now	Estimated percent of student body five years from now
Other than PASD	3%	18%	65%
Special Needs Students	1%	4%	11%
Lower SES	8%	22%	66%
Qualify for Tuition Assist.	2%	27%	94%
Minorities	2%	3%	5%
Do Not Meet Req. for Trans.	0%	3%	8%

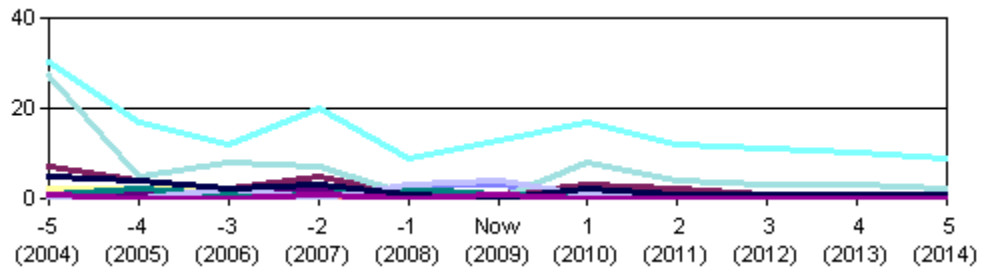
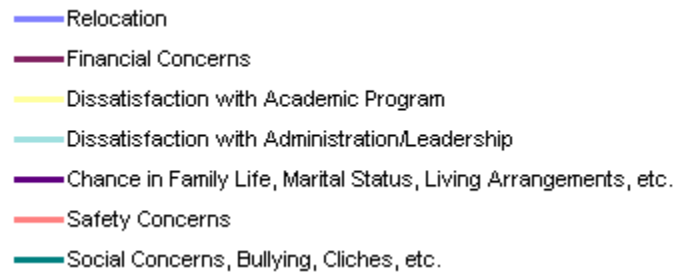
The projections for our subgroups show an increase in the last five years. We have increased and diversified the community that we serve. It is our mission to celebrate and affirm each child's individual ability. The current trend is evidence that we are doing our best to live our mission. The estimates for the subgroups five years from now are distorted due to the projected student population. As stated previously, we are not confident in the projected student population as we have seen a turn around in the trend in the last two years. We believe the subgroups we serve will continue to grow steadily. The trends in the subgroups support our belief that our enrollment will continue to increase serving a greater portion of our community.

4.5 Student Departures

4.5.1 Student Departures

4.5.2 Student Departures (Student Departures Projections Data Chart)

Reason	-5	-4	-3	-2	-1	Now	1	2	3	4	5
Relocation	2	0	0	0	3	3	1	1	0	0	0
Financial Concern	7	4	2	5	1	1	3	2	1	1	1
Dissatisfaction with Academic Program	2	2	2	1	1	1	1	1	1	1	1
Dissatisfaction with Administration/Leadership	27	5	8	7	1	0	8	4	3	3	2
Change in Family Life, Marital Status, Living Arrangements, etc.	1	1	0	2	1	0	1	1	1	1	1
Safety Concerns	1	0	0	0	0	0	0	0	0	0	0
Social Concerns, Bullying, Clichés, etc.	1	2	1	1	2	1	1	1	1	1	1
Class Size	0	0	2	0	3	4	1	0	0	0	0
Fear of Closure/Consolidation	5	4	2	3	1	0	2	1	1	1	1
Interpersonal Conflicts	1	0	0	1	0	1	0	0	0	0	0
Graduation	30	17	12	20	9	13	17	12	11	10	9



4.5.3 Analyze and comment on the implications of trends and projections of student departures.

Based on the data available, the greatest obstacle in retaining students for All Saints Catholic School has been "dissatisfaction with administration/leadership". This obstacle has been addressed with the recent change in administration and leadership within the school. The projection demonstrates a more positive trend.

The second significant obstacle that is noted in the data is "financial concerns". All Saints Catholic School has seen significant increases in financial aid available through the Eastern Pennsylvania Scholarship Fund. This has relieved financial concerns of our current families and has allowed the school to serve more members of our community.

4.6 Stability of Student Population

4.6.1 (Student Stability Data Chart)

Grade	Percentage Years in School									
	1	2	3	4	5	6	7	8	9	
Infant										
PK - 3										
PK - 4										
PK - 5										
K	100%									
1	0	100%								
2	11%	0	89%							
3	23%	0	0	77%						
4	42%	0	7%	0	51%					
5	12.5%	12.5%	0	0	0	75%				
6	6%	0	0	0	0	0	94%			
7	7%	15%	7%	0	0	0	0	71%		
8	0	0	7%	7%	7%	0	0	0	79%	

4.6.2 Analyze and comment on the implications of the stability of the student population.

A large percentage of our parents are committed to Catholic education. Students who enter All Saints Catholic School usually remain through eighth grade due to the quality of academics, safe environment, and our strong faith-filled community. These trends support our belief our enrollment will increase.

4.7 Achievement of Students

Most schools obtain measures of the learning achievement of their students. If possible, distribute these measures on the format provided. A school may use charts provided by standardized testing companies to chart this section.

4.7.1 (Chart on student Achievement)

Name of achievement assessment	Grade levels administered	Areas assessed	Frequency of assessment
COGATS	3, 5, 7	Verbal, Nonverbal Quantitative Skills	Once per year
ITBS	2, 3, 4, 5, 6, 7	Reading, Language arts, Math, Science and Social Studies	Once per year

4.7.1.1 Analyze and comment on the implications of the student achievement measures.

Students achievement measures are incorporated and analyzed in Diocesan curriculum and daily instruction.

4.7.1.2 Describe the frequency of assessing student achievement using standardized measures in the school.

Every year, the Iowa Tests of Basic Skills are administered to students in Grades 2 through 7 in the Spring. The Cognitive Abilities Tests are administered in grades 3, 5 and 7.

4.7.1.3 Describe how standardized achievement test results are reported and explained to students, parents and the community.

Standardized achievement test results are reported to the Diocese of Allentown, Administration, Teachers and parents through written reports.

4.7.1.4 Describe how achievement tests are used to improve educational programs.

The Administrator and faculty use tests results to evaluate areas of strength and weakness. Teachers determine the weakest areas and determine an educational plan to improve these areas.

4.8 Family Information

Family involvement is important to all students and schools. Research clearly documents that schools that are successful make every effort to involve families in the school and especially in the day-to-day education of the students. Although this is certainly difficult, it must continue to be a high priority in our schools.

4.8.1 Record the estimated or actual proportions in the following groups. (Educational Background of Parents/Guardians)

Educational Background of Parents/Guardian	Father/Male Guardian	Mother/Female Guardian
Percent with partial high school attendance, but did not graduate	2%	1%
Percent who are high school graduates	32%	27%
Percent with some formal education beyond high school, but without a degree	12%	12%
Percent with some college education, but without a degree	12%	8%
Percent with Bachelor's degrees	23%	27%
Percent with advanced degrees	6%	16%
Other	13%	9%
Total	100%	100%

4.8.2 Record the estimated or actual proportions in the following groups. (Occupational Background of Parents/Guardians)

Occupational Background of Parent/Guardian	Father/Male Guardian	Mother/Female Guardian
Clerical	3%	3%
Educational	6%	12%
Managerial	8%	2%
Medical/Healthcare	7%	18%
Military	6%	7%
Professional	21%	26%
Self-Employed	19%	3%
Service Occupations	20%	5%
Technology-Related	8%	1%
Stay-at-home Parent	1%	23%
Unemployed	1%	1%
Total	100%	100%

4.8.3 In the format below, record the proportion of residential situations described.
(Residence Situations of Students)

Resident Situations of Students	Percentage
Percent of students living with both parents	81.93%
Percent of students living with one parent	18%
Percent of students living with relative (s)	.07%
Percent of students living with guardian (s)	0%
Percent of students living in foster care or institutional residence	0%
TOTAL	100%

4.8.4 Analyze and describe (or list) the support services the school provides for families.

- *Federally subsidized reduced lunch and breakfast program*
- *Catholic Charities*
- *Tuition Assistance*

4.8.5 Analyze and describe (or list) the various programs or activities through which the parents relate to the school and the school relates to the parents.

The Parent/Teacher Organization provides funding for student activities. Quarterly meetings are held to discuss programs of interest that may be requested. The Administration guides the P.T.O. in decision-making and informs parents of all relevant matters. In addition, the parent-school relationship is bolstered through:

- *Parent-Teacher Conferences*
- *Back-to-School Night*
- *Book Fair*
- *Volunteer Opportunities, such as after school clubs/activities, library "moms", art "moms", field trip chaperones, ...*
- *Monthly Newsletter*
- *Weekly News Bulletin*
- *Catholic Schools' Week Activities*
- *Grandparents' Day*
- *Parish Bulletin*
- *School Website*

4.9 Supporting Institutions

4.9.1 List the institutions, i.e., hospitals, health centers, libraries, service clubs, corporations, etc. that work with the school in the service of students. Describe what each does with the school.

- *Pottsville Free Public Library provides reading clubs, programs, and Power Library.*
- *Schuylkill Medical Center participates in Career Day.*
- *Ancient Order of Hibernians and Knights of Columbus provide yearly student awards as well as graduation awards.*
- *Local Businesses that support fundraising efforts and various activities include:*
 - *BG's Food Store*
 - *Friendly's*
 - *Giant*
 - *Hoss's*
 - *Sophy Jewelers*
 - *Palermo's*
 - *Roma Pizza*
 - *Sheetz*
 - *Waymart*
 - *Weis Markets*
 - *Jack Rich Enterprises*
 - *Keller's Oil*
 - *Robert Shewokis Fuels*
 - *Tobash Oil*
 - *TNT Deli*
 - *Miller's Distributing*
 - *Guer's Dairy*
 - *Eastern Press Printing*
 - *St. Clair & Associates*
 - *American Computer Associates Incorporated*
 - *Bob Weaver Chevrolet*
 - *Boscov's Department Store*
 - *Country Cottage Bake Shop*
 - *Crystal Sound Productions*
 - *Dr. Bajwa*
 - *Dr. Barket*
 - *Dr. Sadowski*
 - *Dr. Chipriano*
 - *Dunkin Donuts*
 - *Gertrude Hawk Chocolates*
 - *Hadesty's Ace Hardware*
 - *Shaeffer's Harley Davidson Buell*
 - *Heaven and Earth Salon and Spa*
 - *Jeld-Wen*

- *KNBT Bank*
- *Leesport Bank*
- *Maria R. Rowlands*
- *Mrs. T.'s Pierogies*
- *Nancy's Fancy Flowers and Fruit*
- *Lisa's Floral Expressions*
- *Pine Creek Country Gardens*
- *Pod and Petal*
- *Schuylkill Rehab*
- *Studio L Photography*
- *Post Protectors*
- *Walden Books*
- *Williamson, Friedberg and Jones*
- *Write-Craft*
- *Village Pretzels*
- *Zimmerman, Lieberman and Tamulonis*
- *Rainone General Surgery*
- *Professional School Photography*
- *York Terrace Nursing Home*
- *Good Will Book Store*
- *Empire Beauty School*
- *The Loft*

4.9.2 In what community events do students, faculty or school administrators regularly participate? Describe what this participation entails.

Our Administrator, faculty and students participate in some of the following community events: Food Drives, Relay for Life, Christmas Gift Collection for needy families, Mission Program for other countries, Reading Festival at Schuylkill Mall, D.A.R.E program, SPCA, Presidential Physical Fitness Program, Math Enrichment through Nativity B.V.M. High School, Science Fair, Envirothon, National Geography Bee and other various service projects depending on the need of the community throughout the year.

4.9.3 Analyze and describe how the school provides information to the public and to supporting institutions.

All Saints provides information through local newspapers, diocesan newspapers and parish church bulletins. Our school has a website which informs the public about All Saints.

4.9.4 Describe current school programs supported by philanthropic agencies or corporations. Detail the manner and level of support.

Support is provided to All Saints from local banks and professionals to support students' activities, upgrade technology, and other necessary improvements and programs.

Pennsylvania's Earned Income Tax Credit allows business to donate money for tuition assistance. This fund, Eastern Pennsylvania Scholarship Fund or EPSF, provides families with tuition assistance. The local businesses that provide tuition assistance through the EITC program expands each year. Our families benefited from \$53,600 in EPSF this current school year. Last year, EPSF provided \$42,000 in tuition assistance.

The Diocese of Allentown Forward With Christ endowment provides All Saints with monies for needed upgrades to the facility. This year, we were able to install twenty new windows with \$10,000 from Forward with Christ funds. Last year, we refurbished the gym floor with \$9800 from the same fund.

We established an annual fund during the 2008-2009 school year. We struggled with the database last school year and we are continuing to address this challenge. The response to the initial letter, sent in September, was encouraging. Another letter was sent in November and an "annual fund proof" was sent in the spring. Donations to the annual fund continue to be made. As of the beginning of the school year, donations to the annual fund total \$3,670. Currently, we are publishing the first All Saints Catholic School Annual Report. Following the publication, we will continue with the 2009-2010 annual fund drive. We expect a significant increase for the second drive.

4.9.5 Describe programs currently in the school that entail the cooperative effort of other schools/agencies. Detail the manner and level of cooperation.

Schuylkill Intermediate Unit #29 offer professional trainings for the teachers. Professional development is throughout the year. Our seventh and eighth students participate in an E-missions program through Wheeling University and NASA. This program is funded by the PTO.

Throughout the school year, our students who are referred by the teacher for evaluation are assessed by the school psychologist from the Intermediate Unit. Through Act 89 state funding, Remedial Reading and Math teachers serve students at All Saints that need extra support in those subjects. There is a cooperative effort made by the school district to provide school busses for our students when they are requested for activities outside of the building.

If a family is in need of support services, we refer them to Catholic Charities, Pottsville.

Our students benefit from programs offered through local agencies including fingerprinting by the Sheriff's department, educational programs through Schuylkill County Drug and Alcohol Program, transportation and seatbelt safety program by AAA, DARE by the Pottsville Police Department, and the Good Touch/ Bad Touch Program offered through the Schuylkill County Rape and Crisis Center.

4.9.6 Describe how the community utilizes the facility.

All Saints facilities are used for religious instruction for Catholic children who attend public schools and for events and practices sponsored by parish Catholic Youth Organizations.

THE STUDENT SERVICES & STUDENT LIFE & STUDENT ACTIVITIES STUDY

5.1 Members of the Committee

Name	Role
<i>Miss Kimberly Fetter</i>	<i>Member</i>
<i>Mrs. Aimee Benulis</i>	<i>Member</i>
<i>Mrs. Teresa Keating</i>	<i>Member</i>
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<i>Miss Jessica Albon</i>	<i>Member</i> 2008-2009

STUDENT SERVICES

5.2 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
FOOD SERVICES		
1. Students will have access to a nutritious lunch in a clean dining area.	A	B
2. Students will recognize the need for proper socialization during the lunch period.	A	B
TRANSPORTATION		
1. Students will benefit from open communication between the Administration and the local public school districts transporting the students.	A	B
HEALTH SERVICES		
1. Students' health records will be updated and maintained according to state regulations.	A	A
2. Students will receive basic first aid by school personnel in the absence of the part time nurse.	A	A
SPECIAL SERVICES		
1. Teachers will identify students' exceptional needs and request services in a timely manner.	A	A
2. Students, parents, and faculty will receive the results of testing in a timely manner.	A	A
3. Students' exceptional services should be planned in order to reduce scheduling conflicts.	A	C
GUIDANCE		
1. Students will benefit from the Instructional Support, Itinerant teacher, Catapult Services, Act 89 and services.	A	B
2. Students will benefit from early intervention in Kindergarten.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

5.3 Food Service

5.3.1 Description of Food Services

5.3.1.1 Describe the nature and extent of the current food services.

Students are offered a daily entrée or an alternative. Milk is included with the meal. Monthly menus are sent home for parents and student meal selection. Payment is made weekly.

5.3.1.2 Describe the cleanliness, adequacy and efficiency of the food services preparation area.

The food preparations area provides adequate and efficient use of space for the preparation and distribution of food. The preparation and servicing area are cleaned after each lunch period. All food preparation/safety regulations are followed and the food service manager is certified in food safety.

5.3.1.3 Describe the cleanliness and adequacy of the cafeteria/lunchroom/in classroom eating facilities.

The café is cleaned daily by staff and has adequate seating for all students.

5.3.1.4 Describe the procedures used to consider appropriate nutrition as well as students' likes and dislikes in food provisions.

Cafeteria staff takes suggestions from students and tries to implement them. There is a weekly alternate offered. National School Lunch standards and suggestions from the Wellness program are followed.

5.3.1.5 Describe how the program is funded. Clearly identify all sources of income including, student payment, federal resources and any local support.

Government funding of free and reduced lunch as well as student payment for lunches provides funding for program.

5.3.1.6 Describe how current food services provided by the school support the learning program.

Nutritious meals are offered to aid students in their educational day. Also, monthly information and puzzles are on back of the lunch menu. Mrs. Bechtel has started a cooking club after school during the spring of 2009. She is looking forward to continuing the program this fall. Mid-morning or mid-afternoon snack provides a needed break and sufficient source of energy for students. The lunch program provides a nutritious meal to enable students to maintain energy levels to work throughout the day.

5.3.2 Evaluation

5.3.2.1 Analyze and list the strengths of the food services, including nutrition, preparation, facilities, supervision, etc.

The food services personnel attempt to meet nutritional needs of students. Meals are prepared and served in a clean atmosphere. Supervision of students is provided by the faculty.

5.3.2.2 Analyze and list improvements needed in the present food services, including nutrition, preparations, facilities, supervision.

The need for continual emphasis on the importance of nutritional meals should continue. Upgrades in equipment for food services are needed.

5.3.2.3 Prioritize the short- and long-term improvements for the food service program.

- 1. Increase the number of students participating in the program.*
- 2. Replace equipment as needed.*

5.4 Transportation Services

5.4.1 Description of Transportation Services

5.4.1.1 Describe the various methods students are transported to and from school. Provide approximate percentages for each form of transportation.

Our students are transported to and from school by local school district buses and parents.

School District Buses

Pottsville---80%
Schuylkill Haven---1%
Minersville---8%
St. Clair---3%
Blue Mountain---4%
Mahanoy Area---1%
Walkers---4%
Car Riders---8%

5.4.1.2 Describe how the school provides transportation for field trips.

Local trips use Pottsville Area School District Buses. Trips of long distances for students in grades four through eight utilize coach busses. Trips are funded by participants of trip.

5.4.1.3 Describe how the school organizes and supervises student activity on the buses.

Supervision on all trips is provided by teacher and parent chaperones. Some local trips are organized by office staff/principal. Class trips are organized by the teacher and approved by the administration.

5.4.1.4 Describe the supervision of students when boarding and exiting buses and other transportation.

Supervision of students is by the teachers on duty and by the crossing guard.

5.4.1.5 Describe traffic safety education provided in the school program.

Our local AAA does a seat belt safety/traffic safety program yearly. They provide an instructor and materials to be sent home.

5.4.2 Evaluation

5.4.2.1 Analyze and list the strengths of the transportation services.

The transportation services are well organized, supervised and prompt. We are blessed to have access to Pottsville School District transportation throughout the school day for free.

5.4.2.2 Analyze and list improvements needed in transportation services.

We would benefit from more communication from the school districts especially on days of early dismissal due to inclement weather.

5.4.2.3 Prioritize the short- and long-term improvements for the transportation service program.

*Long term-goal for transportation is shorter wait for some students.
Short Term goal for transportation is more timely communication.*

5.5 Health Services

5.5.1 Description of Health Services

5.5.1.1 Describe the health services provided by the school, including a description of the providers.

A school nurse is provided by school district. She comes to school approximately once a week or by emergency request.

5.5.1.2 What portion of the school week does a nurse provide services in the school?

The school nurse provides services for our school one day every five days.

5.5.1.3 When the nurse is not available, who provides the necessary services?

Our office staff and faculty provide the necessary basic services on the days the nurse is not at the school.

5.5.1.4 Describe the maintenance of health records, including provisions for secure storage.

The nurse maintains records in a locked cabinet in the building.

5.5.1.5 Describe the provisions for secure storage and distribution of medications.

Medication is distributed and stored by office staff per paperwork completed by physician and parent.

5.5.1.6 Describe how health education services respond to the developmental needs of the child.

Our teachers are responsible to cover the Health Curriculum as set forth by the Diocese of Allentown. This usually takes place during Science class. Outside programs such as DARE, Good Touch/ Bad Touch, and other programs are offered yearly through outside agencies.

5.5.1.7 Describe the health facility.

We have an area of an infrequently used classroom that is set up with a bed and desk area that may be utilized when supervision is available. There is also space for screenings that take place throughout the year.

5.5.1.8 Describe any community health services available to the school.

Community health services that are provided include DARE, Schuylkill County Leadership Program, Tobacco Programs, transportation and seatbelt safety, Good Touch/ Bad Touch, Schuylkill County Drug and Alcohol programs, and Mine Safety.

5.5.1.9 Describe any program or activity that provides education on substance abuse — drugs, alcohol, tobacco, etc.

DARE is taught in all grades, except 7th, yearly.

5.5.1.10 Describe opportunities provided for AIDS/sex education.

AIDS/Sex Education is provided through Religion class and Science class every year to every grade in an age appropriate manner. Each year, one week is set aside for the Diocese of Allentown Child Protection Catechesis Program.

5.5.2 Evaluation

5.5.2.1 Analyze and list the strengths of the present health services.

Our health records are maintained very well. Screenings are completed at regular intervals. Our teachers are certified in CPR and renewals are scheduled as in-services.

5.5.2.2 Analyze and list aspects of current health services in need of improvement.

A nurse in building more frequently would be helpful.

5.5.2.3 Prioritize the short- and long-term improvements for the health service program.

Long term goal would be to have a nurse available daily. Short term goal would be to increase amount of time nurse is available now.

5.7 Guidance/Counseling Services

5.7.1 Description of guidance/counseling services

5.7.1.1 Describe the nature and extent of current guidance/counseling services. Include formal and informal services.

Counseling services are available through the Intermediate Unit as needed with referral. Catholic Charities has formal and informal family counseling. Administration has been trained in crisis management and the Intermediate Unit provides for crisis intervention and counseling after a major event.

5.7.1.2 Describe procedures for referring students for guidance/counseling services.

The classroom teacher would refer a student after discussion with parent/guardian. Our Principal would be involved from the beginning of the referral. If needed, other teacher's recommendations or information would be used.

- 5.7.1.3** Describe the nature of guidance/counseling records and procedures for storing the same.

If the school receives a copy of a record, it is kept in the student's file in office. The agency providing the service maintains the record.

- 5.7.1.4** Describe how information about students is shared with the faculty, parents, and community agencies.

Information is shared on a need to know basis during a meeting with invested parties.

- 5.7.1.5** Describe the community guidance/counseling services available to the school.

Catholic Social Agency and IU services are available as well as several private agencies.

5.7.2 Evaluation

- 5.7.2.1** Analyze and list the strengths of the present guidance/counseling services.

Our present guidance/counseling services are affective at this time.

- 5.7.2.2** Analyze and list aspects of current guidance/counseling services in need of improvement.

The time it takes for referral may need improvement in the future as we see more children with needs.

- 5.7.2.3** Prioritize the short- and long-term improvements for the guidance/counseling service program.

Short term goal would be to shorten the time to have help for child in place. Long term goal would be to have more trained staff.

5.8 Special Services

5.8.1 Description of Special Services

5.8.1.2 Describe services available for identified special education students including, learning disabilities, physical disabilities, gifted, etc.

The services available for special education include:

<i>Diagnostic Services</i>	<i>Catapult, IU#29, Title I, Act 89</i>
<i>Psychological Services</i>	<i>IU#29</i>
<i>Counseling Services</i>	<i>IU#29, Private Agency</i>
<i>Speech Therapy</i>	<i>IU#29</i>
<i>Vision Screening</i>	<i>School District Nurse</i>
<i>Hearing Screening</i>	<i>School District Nurse</i>
<i>Remedial Instruction</i>	<i>Catapult, IU#29, Title I, Act 89</i>
<i>Itinerant Teacher</i>	<i>Once weekly: IU#29</i>
<i>Behavioral Services</i>	<i>Providence Community Services, Inc.</i>

5.8.1.3 Describe services available for English as a Second Language (ELS) Students.

At this time, we do not have a need for this service. If a student does qualify for ELL, he/she would be evaluated and receive services through the IU #29.

5.8.1.4 Describe any other special services available in your school.

We have TSS, therapeutic support service, workers through a private agency for several students.

5.8.2 Evaluation

5.8.2.1 Analyze and list the strengths of special services.

Students receive services in small groups or individually at least weekly. We have increased the services available to our students and maximized the use of each service.

5.8.2.2 Analyze and list the areas of special services in need of improvement.

Some students would benefit from more remediation. We have maximized the use of the services available. Our students' needs may be better served by having a remedial teacher on staff. An accelerated program and an enrichment program are needed at some levels.

- 5.8.2.3** Prioritize the short- and long-term improvements for the special services program.

Short Term goal is to utilize all agencies available more effectively and increase classroom resources.

Long Term goal is to increase remediation to allow students more individual attention.

5.9 Recruitment, Admissions and Placement of Students

- 5.9.1** Describe the recruitment, admissions and placement procedures used by the school. If any or all of these procedures are not applicable, please note with appropriate reasoning.

Our recruitment, admissions and placement procedures include advertisements in newspapers, bulletins, internet ads, lawn signs, mailers to alumni, Little lambs program, open houses, community programs, and volunteers at events to promote the school. Faculty involvement in after school activities has helped make our school more competitive.

5.9.2 Evaluation

- 5.9.2.1** Analyze the strengths of the recruitment, admissions and placement procedures utilized by the school.

We have increased our marketing and development program over the last few years. The programs and procedures in place are effective at this time. The administration initiates and expands our development program each year and avails herself of various institutional advancement programs available locally and out of state. We noted an increase in enrollment the last two years due to the increase focus on institutional advancement.

- 5.9.2.2** Analyze and list the areas of the recruitment, admissions and placement procedures in need of improvement.

We would benefit from more advertisement opportunities and continuing to increase visibility in our community.

- 5.9.2.3** Prioritize the short- and long-term improvements for this area.

Short Term goal would be to maximize marketing opportunities.

Long Term goal would be to form a development committee. This may operate well as a subcommittee of the Advisory Board.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.= Not Applicable

The Middle States Standard on Student Services

The Standard: The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Student Support Services</u>
4 <u>3</u> 2 1 na	Student support services address academic skills development, social skills development, personal growth, and career planning.
4 <u>3</u> 2 1 na	Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.
4 3 <u>2</u> 1 na	The school is sensitive to the critical importance of non-academic needs of students. A process is in place to address students’ emotional and social needs.
4 <u>3</u> 2 1 na	Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.
4 <u>3</u> 2 1 na	Career awareness activities are provided as appropriate.
4 <u>3</u> 2 1 na	Student support services extend into and incorporate community services as needed.
<u>4</u> 3 2 1 na	Student data are current, comprehensive, and readily available for use by the staff.

4 3 <u>2</u> 1 na	Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.
4 3 <u>2</u> 1 na	The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.
<u>4</u> 3 2 1 na	Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.
	<u>Transportation Services</u>
<u>4</u> 3 2 1 na	Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.
4 3 2 1 <u>na</u>	Appropriate training is provided to transportation providers.
<u>4</u> 3 2 1 na	Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.
	<u>Food Services</u>
<u>4</u> 3 2 1 na	Student dining areas are functional and hygienic.
<u>4</u> 3 2 1 na	Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.
<u>4</u> 3 2 1 na	Appropriate training is provided to food services providers.
<u>4</u> 3 2 1 na	Food services personnel meet the health requirements of all appropriate authorities.
<u>4</u> 3 2 1 na	Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.
	<u>Services for Students With Special Needs</u>
4 <u>3</u> 2 1 na	The school implements written policies and procedures to identify and address the needs of students with special needs.
4 <u>3</u> 2 1 na	The school provides or refers families to appropriate related services and/or accommodations to meet student needs.
4 <u>3</u> 2 1 na	As applicable, the school is in compliance with all local, state, and federal requirements related to students with special needs.
	<u>Admissions and Placement</u>
<u>4</u> 3 2 1 na	The school implements written admissions policies and procedures.
4 <u>3</u> 2 1 na	The school implements written policies and procedures for placement of students in appropriate programs and levels.
<u>4</u> 3 2 1 na	Applicants for enrollment and their families are clearly informed of the philosophy/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.

4 3 2 1 na	The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.
4 3 2 1 na	All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.

Indicators for schools that provide distance education:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 <u>na</u>	Prior to admission, prospective students and their parents/guardians are advised about the self-motivation and commitment needed for successful distance learning and the technical competence required to participate and learn in the educational program.
4 3 2 1 <u>na</u>	Admissions inquiries are handled in a prompt and thorough manner.
4 3 2 1 <u>na</u>	Adequate advisory services are available for students who are having difficulty with their studies as well as for those who are rapid learners.
4 3 2 1 <u>na</u>	Students are actively encouraged to start, continue, and finish the program in which they have enrolled.
4 3 2 1 <u>na</u>	The institution implements written policies and procedures to evaluate students' previous academic work and to provide fair and consistent credit for their previous studies or work experience.

STUDENT LIFE & STUDENT ACTIVITIES

5.10 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Students will be encouraged to be actively involved in an after school club or CYO sport to increase socialization	A	B
2. Students will have access to clubs that are academic as well as interest based.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

5.10.1 Describe school-sponsored activities for students in the following categories.

- athletic, including intramural and interscholastic activities: *CYO*
- social: *After School Clubs, Bowling, Family Movie Night, Family Night Out at local restaurants, Children's Bingo,*
- academic: *Academic Bowl, Reading Club, Athletics, Nativity Math*
- spiritual: *mass, prayer, stations, by example, living rosary*
- literary/publications: *Yearbook, weekly newsletter*
- arts-related: *Nativity Play, Christmas Play, Caterpillar and the Cross Play*
- leadership: *Student Council*
- service-related: *Student Council, Class Projects*
- assemblies: *Plays, Speakers*
- field trips: *Every Grade*
- other: *Environment Club at county level competition*

5.10.2 Describe how activities are determined for offering.

Our faculty and administration discuss needs of students and interests. Faculty members and staff volunteer to be moderators.

5.10.3 Describe how sponsors/moderators are selected and their general responsibilities.

Moderators are selected by interest, education, and time available. All clearances must be on file in office to be involved. Responsibilities include supervision and instruction.

5.11 Evaluation

5.11.1 Analyze and list the strengths of student life and student activities.

There are activities available for all grade levels and are varied.

5.11.2 Analyze and list the areas of student life and student activities in need of improvement.

Our art related activities need improvement.

5.11.3 Prioritize the short and long-term improvements for the student life and student activities program.

Short Term goal would be to increase clubs in after school program.

Long Term goal would be a newsletter or newspaper that is generated by the Middle School Students.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.=Not Applicable

The Middle States Standard on Student Life and Student Activities

The Standard: The school provides access to non-discriminatory student activities that are age- and developmentally appropriate to supplement the educational program. A balance of academic, social, co- or extra-curricular, and service activities is maintained. Student activities are selected to foster intellectual, cultural, and social growth as well as physical health and wellness. Student activities provide opportunities for student leadership and social interaction and encourage development of student interests. These activities are adequately financed, periodically reviewed by stakeholders, managed by school governance and leadership, and appropriate to the school’s philosophy/mission.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	Students are offered opportunities to build their skills in handling responsibility, taking initiative, leadership competencies, cooperation, and self-direction.
4 <u>3</u> 2 1 na	Students, staff, families, and the community are encouraged to offer input about and participate in student activities.
4 <u>3</u> 2 1 na	Staff members, parents, and other volunteers who lead or participate in student activities are approved by the school’s leadership, suitably qualified, and provide appropriate supervision to students.
4 <u>3</u> 2 1 na	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.
4 <u>3</u> 2 1 na	Relationships among staff, volunteers, and students demonstrate respect, fairness, and understanding.
<u>4</u> 3 2 1 na	The school holds events that include staff, families, and children.

THE EDUCATIONAL PROGRAM STUDY FOR CATHOLIC SCHOOLS

6.1.1 Program Area Language Arts

6.1.2 Members of the Language Arts Subcommittee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Member</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Chairperson</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Chairperson</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	<i>2009-2010</i>
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Member</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	<i>2008-2009</i>

EDUCATIONAL PROGRAM STUDY

6.3 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Teachers will meet a minimum of three times a year with peers to review the curriculum mapping of each grade to ensure instruction correlates with the Diocesan Language Arts Guidelines, which align with the Pennsylvania Academic Standards. Gaps and overlaps in instruction will be identified and a plan will be developed to address issues.	A	B
2. Students will develop strong penmanship skills.	A	B
3. Teachers will encourage students to create works in visual, oral and written texts.	A	B
4. Students will develop writing skills through the writing process.	A	B
5. Teachers will strive to address the individual needs of their students through differentiated instruction.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

6.4 Educational Program Description

6.4.1 What proportion of a week's instructional time is devoted to this program area?

<i>Preschool</i>	<u>NA</u> %
<i>Primary</i>	<u>53</u> %
<i>Intermediate</i>	<u>46</u> %
<i>Middle/Junior High</i>	<u>35</u> %
<i>Senior High School</i>	<u>NA</u> %

6.4.2 Describe how the curriculum in this program area is developed, revised and maintained for each age and/or grade level.

The curriculum for our Language Arts program is developed, revised and maintained for each age and/or grade level by the Diocesan Committee. The guidelines are aligned with the Pennsylvania Standards of Education.

6.4.3 Describe how materials of instruction are selected, evaluated and reviewed.

The materials of instruction are selected, evaluated, and reviewed by our Language Arts Coordinator and Language Arts teachers in conjunction with the administration. Our administrator evaluates our program based upon the curriculum.

6.4.4 Describe in this curriculum area procedures for identification of learning discrepancies for each age and/or grade level. How are these discrepancies addressed once identified?

The procedures for identification of learning discrepancies in Language Arts for each grade and/or grade level are identified through ITBS scores, teacher assessments through observation, tests, maintenance and sentence analysis. When these discrepancies are identified they are addressed by re-teaching of concepts and remedial instruction. This school year we will begin to use DIBEL to help identify students who may demonstrate learning discrepancies.

6.4.5 Describe procedures for identifying students with special needs in each age group/and or grade level (gifted, ESL, special education) in this curriculum area. How is the program modified for these students?

The procedures for identifying students with special needs in each group or grade level in Language Arts are monitoring daily work, test scores, feedback from Instruction Support Teacher and ITBS scores. The program is modified for these students through classroom adaptations and modifications. These students can also be referred to Instructional Support, remedial support, as well as equitable participation.

6.4.6 What changes have occurred in this curriculum area in recent (1-3) years?

The changes that have occurred in the Language Arts curriculum include coordinating curriculum with the local high schools, using ITBS scores to drive individualized instruction through Compass Learning, launching a five year plan for all students to write research papers, developing consistent instructional methods throughout Language Arts in grades 5-8 including Vocabulary in context, enhancement of guideline, and differentiating instruction based on student needs.

6.4.7 Describe how Christian values are integrated into instruction in this curriculum area.

Christian values are integrated into instruction in Language Arts by modeling of Christian behavior and students use of their Language Arts skills to produce Religious projects. Instructional materials are chosen based on how the materials with support and supplement the teachings of the Catholic Church.

6.4.8 Describe how the curriculum in this program area is coordinated both horizontally and vertically.

The Language Arts curriculum is coordinated horizontally throughout all content areas. The Language Arts curriculum is coordinated vertically by following Diocesan guidelines to ensure that all priority topics have been covered. ITBS scores and Compass Learning ensure that covered topics are being reinforced.

6.4.9 List the major techniques of instruction in this program area for each age group and/or grade level.

The major techniques for instruction in Language Arts are: direct instruction, cooperative learning, maintenance worksheets, sentence analysis, writing process, Compass Learning, visual aids, technology, guest speakers, note-taking skills, and oral and written reports.

6.4.10 Describe how learning experiences in this program area foster self-understanding and self-esteem.

Learning experiences in Language Arts foster self-understanding and self-esteem through positive reinforcement and encouragement, and self expression through creative writing. Students use self-evaluative rubrics and create biographical projects to foster self-awareness.

6.4.11 In what ways is the continuum of thinking skills incorporated into this program area?

The continuum of thinking skills is incorporated into Language Arts through Compass Learning, using graphic organizers to facilitate the writing process, creative writing and cross-curricular writing assignments.

6.4.12 Describe assessment methods used to measure student learning for each age group and/or grade level in this program area?

The assessment methods used to measure student learning for each group in Language Arts are: teacher-made and book tests, cross-curricular projects, sentence analysis, maintenance and creative writing. Assessments take various forms including observation, rubrics, written tests, oral examination, computer generated reports through Compass Learning and Rosetta Stone, etc.

6.4.13 How and when are assessment results analyzed for

- Individual students as they move through the school

Assessment results are analyzed for individual students as they move through school by using ITBS scores (yearly), Compass Learning (monthly), report cards (quarterly), and teacher observations and assessments (daily). This year, we will begin to use DIBEL to assess each student's progress in Reading in grades K-6 and as needed in grades 7 and 8.

- Groups of students as they move through the school

Assessment results are analyzed for groups of students as they move through school by yearly ITBS scores.

- Against comparable (local and national) groups outside of the school

Assessment results are analyzed against comparable groups outside of school by yearly ITBS scores.

- Determining the effectiveness of this curricular program?

The effectiveness of this curricular program is determined by the individual scores of each child and the scores of the group as whole by the comparison of the ITBS reports from year to year, the quarterly report cards, and if the goals of the Diocese, Administrator, and classroom teacher are met and the ITBS results have demonstrated improvement.

6.5 Evaluation

6.5.1 Analyze and list the strengths of this program area.

The strengths of this program area center around a strong focus on grammar that provide a solid foundation for writing not only for English, but also throughout the curriculum. Compass Learning also lends strength to the Language Arts program as the program can be used as a reinforcement tool, and each student's individual ITBS scores are aligned within the program. We feel another strength of the Language Arts program is the institution of consistent instructional methods in grades five through eight with preparation in grade four. These strategies include format for note taking, focus on outlining skills across the curriculum, using vocabulary in context, instructional plan for teaching vocabulary, maintenance sentences, use of rubrics for self-evaluation, cross-curricular writing opportunities, and monthly writing themes.

6.5.2 Analyze and list the improvements needed in this program area.

The improvements needed in this program are the revising and editing of the basic writing process to emphasize the continuing organization of writing, correct punctuation, capitalization, and various sentence forms.

6.5.2 Prioritize the short and long-term improvements for this program area.

The short and long-term improvements for the Language Arts program are as follows:

- 1. Analyze the structure of a sentence at appropriate grade/ability levels.*
- 2. Apply the rules of the mechanics of capitalization, punctuation in daily writing using complete sentences.*
- 3. Improve writing skills through increasing development of the revision step of the writing process.*

We are entering year three of a five year plan for all of our students in grades K to 8 to be able to write a high quality research paper the length determined by the grade.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1=Not Implemented n.a.= Not Applicable

The Middle States Standard on Educational Programs

The Standard: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
4 3 2 1 na	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.
4 3 2 1 na	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.
4 3 2 1 na	The educational program provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills.
4 3 2 1 na	The educational program includes instruction in effective uses of information technology and provides opportunities for application.

<u>4</u> 3 2 1 na	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.
4 <u>3</u> 2 1 na	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.
<u>4</u> 3 2 1 na	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.
<u>4</u> 3 2 1 na	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.
<u>4</u> 3 2 1 na	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.
<u>4</u> 3 2 1 na	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
<u>4</u> 3 2 1 na	Course or program objectives are simply stated and understandable to students.
<u>4</u> 3 2 1 na	The educational program considers the ages, cultures, and varying levels of ability of students.
<u>4</u> 3 2 1 na	The instructional program is designed to meet students’ needs in accordance with the school’s philosophy/mission.
<u>4</u> 3 2 1 na	The educational program and its expectations for learning are understood and supported by the school’s stakeholders.
4 <u>3</u> 2 1 na	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

Indicators for schools with elementary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
<u>4</u> 3 2 1 na	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

The Middle States Standard on Assessment and Evidence of Student Learning

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The leadership and staff commit to, participate in, and share in accountability for student learning.
<u>4</u> 3 2 1 na	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
<u>4</u> 3 2 1 na	Assessment results are analyzed with appropriate frequency and rigor for: <ol style="list-style-type: none"> a. individual students as they move through the school b. cohorts of students as they move through the school c. comparable (local, state, and national) groups outside of the school
4 <u>3</u> 2 1 na	Assessment results are used to make decisions regarding allocation of resources.
4 <u>3</u> 2 1 na	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
<u>4</u> 3 2 1 na	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
4 <u>3</u> 2 1 na	Assessments take into account recent, reliable research findings on child development and growth.
4 <u>3</u> 2 1 na	Assessments reflect understanding of the unique needs and backgrounds of each student.
<u>4</u> 3 2 1 na	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
<u>4</u> 3 2 1 na	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.
<u>4</u> 3 2 1 na	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.

4 <u>3</u> 2 1 na	Families are viewed as an important source of information and insights about students.
4 <u>3</u> 2 1 na	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).
4 <u>3</u> 2 1 na	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
4 <u>3</u> 2 1 na	Students learn and perform at levels expected, or progress is being made to raise results accordingly.

THE EDUCATIONAL PROGRAM STUDY FOR CATHOLIC SCHOOLS

6.1.3 Mathematics Program

6.1.4 Members of the Mathematics Subcommittee

Name	Role
<i>Miss Kimberly Fetter</i>	<i>Chairperson</i>
<i>Mrs. Aimee Benulis</i>	<i>Member</i>
<i>Mrs. Teresa Keating</i>	<i>Member</i>
<i>Mr. Leonard Tarris</i>	<i>Member</i>
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>
<i>Miss Mary Hahner</i>	<i>Member</i>
<i>Mrs. Teresa Murray</i>	<i>Member</i>
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i> 2009-2010
<i>Mrs. Bridget Quick</i>	<i>Chairperson</i>
<i>Mrs. Natalie Winter</i>	<i>Member</i>
<i>Mr. David Bolich</i>	<i>Member</i>
<i>Mrs. Tara Bahm</i>	<i>Member</i>
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>
<i>Mrs. Tina Zanis</i>	<i>Member</i>
<i>Miss Jessica Albon</i>	<i>Chairperson</i> 2008-2009

EDUCATIONAL PROGRAM STUDY

6.3 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Teachers will meet a minimum of three times a year with peers to review the curriculum mapping of each grade to ensure instruction correlates with the Diocesan Mathematics Guidelines, which align with the Pennsylvania Academic Standards. Gaps and overlaps in instruction will be identified and a plan will be developed to address issues.	A	B
2. Students will increase their ability to demonstrate their understanding of mathematical concepts learned.	A	B
3. Students will improve their problem solving and decision making skills aided by technology.	A	B
4. Students will maintain grade-appropriate mathematical facts throughout all grade levels.	A	B
5. Teachers will strive to address the individual needs of their students through differentiated instruction.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

6.5 Educational Program Description

6.4.1 What proportion of a week's instructional time is devoted to this program area?

<i>Primary</i>	<u>17</u> %
<i>Intermediate</i>	<u>16</u> %
<i>Middle/Junior High</i>	<u>18</u> %

6.4.2 Describe how the curriculum in this program area is developed, revised and maintained for each age and/or grade level.

The curriculum for our math program is developed, revised and maintained for each age and/or grade level by the Diocesan committee which is aligned with the Pennsylvania State Standards.

6.4.3 Describe how materials of instruction are selected, evaluated and reviewed.

Materials of instruction are selected, evaluated, and reviewed by our math coordinators, teachers, and administration based on the curriculum and Diocesan approved instructional materials list.

6.4.4 Describe in this curriculum area procedures for identification of learning discrepancies for each age and/or grade level. How are these discrepancies addressed once identified?

Identification of math learning discrepancies for each age and/or grade level are done through ITBS scores, teacher assessment through observation, tests, quizzes, maintenance papers, and drills. Once the discrepancies are identified, they are addressed through remedial instruction, re-teaching of concepts, peer-tutoring, teacher-tutoring, and math club. Students may also be referred for further testing by our Act 89 provider, Catapult, or psychological testing through the Intermediate Unit.

6.4.5 Describe procedures for identifying students with special needs in each age group/and or grade level (gifted, ESL, special education) in this curriculum area. How is the program modified for these students?

Procedures for identifying students in mathematics as students with special needs in each age group and/or grade level (gifted, ESL, special education) include: monitoring daily work, monitoring grades on tests, quizzes, maintenance sheets, drills, feedback from Instructional Support teacher, and ITBS scores. The program is modified for these students through classroom adaptations and modifications. These students can also be referred to Instructional Support, remedial support, as well as equitable participation.

6.4.6 What changes have occurred in this curriculum area in recent (1-3) years?

The changes that have occurred in the math curriculum include updated textbooks, coordinating curriculum with local high schools, use of ITBS scores to drive individualized instruction through Compass Learning, and differentiating instruction based on student needs. We have instituted the use of maintenance sheets and drills across all grade levels.

6.4.7 Describe how Christian values are integrated into instruction in this curriculum area.

Christian values are integrated into instruction in math by modeling Christian behavior and encouraging academic honesty.

6.4.8 Describe how the curriculum in this program area is coordinated both horizontally and vertically.

Math is coordinated horizontally in that it is cross-curricular and is incorporated into all other content areas. Math is coordinated vertically by following Diocesan guidelines to ensure all priority topics have been covered. ITBS scores integrated with Compass Learning along with maintenance sheets ensure that topics are reinforced and maintained.

6.4.9 List the major techniques of instruction in this program area for each age group and/or grade level.

The major techniques of instruction in math are: direct instruction, cooperative learning, maintenance and drill sheets, Compass Learning, manipulatives, visual aids, small group instruction, large group instruction, problem solving strategies, technology, and use of Smart boards.

6.4.10 Describe how learning experiences in this program area foster self-understanding and self-esteem.

Learning experiences in math foster self-understanding and self-esteem by promoting the concept that success is conducive to success. Faculty and staff use positive reinforcement and encouragement, create a positive atmosphere, differentiate instruction, create experiences leading students to success, and teach real life application.

6.5.1 In what ways is the continuum of thinking skills incorporated into this program area?

The continuum of thinking skills is incorporated into math through problem solving skills, Compass Learning, and E-mission training program.

6.5.2 Describe assessment methods used to measure student learning for each age group and/or grade level in this program area?

The assessment methods used to measure student learning in math include: teacher made tests, book tests, maintenance sheets, drill sheets, ITBS results, classroom observation, projects, performance assessments, homework, and cross-curricular activities such as E-mission.

6.5.3 How and when are assessment results analyzed for

- Individual students as they move through the school

Assessments results are analyzed for individualized students as they move through school by using ITBS scores (yearly), Compass Learning (monthly), report cards (quarterly), and teacher observations and assessments (daily).

- Groups of students as they move through the school

Assessment results are analyzed for groups of students as they move through school by using ITBS scores (yearly), and curricular mapping (monthly).

- Against comparable (local and national) groups outside of the school

Assessment results are analyzed against comparable (local and national) groups outside of the school by using ITBS scores (yearly), Mathletics competition (bi-annually), First in Math (bi-annually), and Math Counts (yearly).

- Determining the effectiveness of this curricular program?

The effectiveness of our math program is determined by ITBS scores (yearly) and by report cards (quarterly).

6.6 Evaluation

6.6.1 Analyze and list the strengths of this program area.

The strengths of math are: updated texts, use of technology, the resources available, Compass Learning, online teacher resources, curriculum coordinators meetings, maintenance sheets utilized in all grades, drill in all grades, and grades 5-8 are departmentalized.

6.6.2 Analyze and list the improvements needed in this program area.

Improvements needed in math are: additional teacher resources, improvement of rapid recall of basic facts, improvement of estimation skills, and improvements in problem-solving.

6.6.3 Prioritize the short and long-term improvements for this program area.

The short and long term improvements in math are:

- 1. Demonstrate proficient grade level ability of basic rapid recall of addition, subtraction, multiplication, and division at appropriate grade level.*
- 2. Apply estimation skills through various activities.*
- 3. Improve problem-solving skills through the use of problem of the day activities.*

Middle States Accreditation Standards Review

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For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1=Not Implemented n.a.= Not Applicable

The Middle States Standard on Educational Programs

The Standard: The educational program consists of a carefully planned and well-executed curriculum that includes appropriate academic standards, solid pedagogy, and assessment, all based on research and best practices. The educational program is aligned with the school’s mission, approved by the governance, sufficiently financed, and periodically reviewed by stakeholders. It is developed to address the needs of all students and is designed to foster and challenge student learners at all levels. Effective policies and procedures are in place, along with instructional materials, technology, and equipment that are appropriate, functional, and well maintained. Written curriculum guides are current, functional, available, and in use. They define scope and sequence of the educational program as well as program objectives and reflect sound approaches to teaching and learning.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
4 3 2 1 na	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.
4 3 2 1 na	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.
4 3 2 1 na	The educational program provides experiences that promote students’ critical thinking, reasoning, problem-solving skills, and study skills.
4 3 2 1 na	The educational program includes instruction in effective uses of information technology and provides opportunities for application.

<u>4</u> 3 2 1 na	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.
4 <u>3</u> 2 1 na	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.
<u>4</u> 3 2 1 na	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.
<u>4</u> 3 2 1 na	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.
<u>4</u> 3 2 1 na	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.
<u>4</u> 3 2 1 na	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
4 <u>3</u> 2 1 na	Course or program objectives are simply stated and understandable to students.
<u>4</u> 3 2 1 na	The educational program considers the ages, cultures, and varying levels of ability of students.
<u>4</u> 3 2 1 na	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.
<u>4</u> 3 2 1 na	The educational program and its expectations for learning are understood and supported by the school's stakeholders.
4 <u>3</u> 2 1 na	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

Indicators for schools with elementary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
4 <u>3</u> 2 1 na	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

The Middle States Standard on Assessment and Evidence of Student Learning

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The leadership and staff commit to, participate in, and share in accountability for student learning.
<u>4</u> 3 2 1 na	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
<u>4</u> 3 2 1 na	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> d. individual students as they move through the school e. cohorts of students as they move through the school f. comparable (local, state, and national) groups outside of the school
<u>4</u> 3 2 1 na	Assessment results are used to make decisions regarding allocation of resources.
<u>4</u> 3 2 1 na	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
4 <u>3</u> 2 1 na	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
4 <u>3</u> 2 1 na	Assessments take into account recent, reliable research findings on child development and growth.
<u>4</u> 3 2 1 na	Assessments reflect understanding of the unique needs and backgrounds of each student.
<u>4</u> 3 2 1 na	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
<u>4</u> 3 2 1 na	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.
<u>4</u> 3 2 1 na	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.

<u>4</u> 3 2 1 na	Families are viewed as an important source of information and insights about students.
<u>4</u> 3 2 1 na	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).
<u>4</u> 3 2 1 na	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
4 <u>3</u> 2 1 na	Students learn and perform at levels expected, or progress is being made to raise results accordingly.

THE EDUCATIONAL PROGRAM STUDY FOR CATHOLIC SCHOOLS

6.1.5 Program Area **Reading**

6.1.6 Members of the Reading Subcommittee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Member</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Chairperson</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Member</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	<i>2009-2010</i>
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Member</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	<i>2008-2009</i>

EDUCATIONAL PROGRAM STUDY

6.3 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Teachers will meet a minimum of three times a year with peers to review the curriculum mapping of each grade to ensure instruction correlates with the Diocesan Reading Guidelines, which align with the Pennsylvania Academic Standards. Gaps and overlaps in instruction will be identified and a plan will be developed to address issues.	A	B
2. The students will read and respond with understanding through a variety of texts.	A	B
3. Teachers will encourage appreciation for reading as a life-long skill.	A	B
4. The students will improve comprehension through independent-active reading.	A	B
5. Teachers will strive to address the individual needs of their students through differentiated instruction.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

6.6 Educational Program Description

6.4.1 What proportion of a week's instructional time is devoted to this program area?

<i>Primary</i>	<u>37</u>	<u>%</u>
<i>Intermediate</i>	<u>30</u>	<u>%</u>
<i>Middle/Junior High</i>	<u>18</u>	<u>%</u>

6.4.2 Describe how the curriculum in this program area is developed, revised and maintained for each age and/or grade level.

The curriculum for our Reading program is developed by a diocesan committee. It is aligned with the Pennsylvania State Standards and Diocesan guidelines. The curriculum is regularly revised by the diocese. The curriculum guidelines are then distributed to each school to implement.

6.4.3 Describe how materials of instruction are selected, evaluated and reviewed.

Reading materials are selected, evaluated, and reviewed by school administration with the assistance of the Reading coordinator and Reading teachers. The texts are evaluated based on curriculum.

6.4.4 Describe in this curriculum area procedures for identification of learning discrepancies for each age and/or grade level. How are these discrepancies addressed once identified?

ITBS scores and teacher assessment through observation and reading records are used to identify learning discrepancies for each age and/or grade level. This year, we began the DIBEL assessments. Once identified, these discrepancies are addressed by re-teaching, Title I, and remedial instruction.

6.4.5 Describe procedures for identifying students with special needs in each age group/and or grade level (gifted, ESL, special education) in this curriculum area. How is the program modified for these students?

Students with special needs in Reading are identified through ITBS, teacher observation of daily work, oral reading skills, comprehension skills, and test scores. Once identified the program for these students is modified by classroom adaptations and modifications, Instructional Support, referred for remedial help, and/or Equitable Participation.

6.4.7 What changes have occurred in this curriculum area in recent (1-3) years?

In recent years, the All Saints Reading program has been enhanced through Compass Learning and differentiated instruction. All Saints will be instituting DIBELS testing within the next school year. We also evaluated and purchased a new Reading series for Kindergarten through grade three. We will continue to integrate the new Reading series in grades four through six as funds become available.

6.4.8 Describe how Christian values are integrated into instruction in this curriculum area.

Christian values are integrated into our Reading curriculum by reading Scripture passages and correlating Christian values with story characters. Students research and study the lives of the Saints. Teachers model Christian behavior and encourage academic honesty.

- 6.4.8** Describe how the curriculum in this program area is coordinated both horizontally and vertically.

To coordinate our Reading curriculum horizontally, teachers conduct meetings among grade levels to determine what topics have been mastered. Reading is a cross-curricular subject and is incorporated into all other subjects. To coordinate our Reading curriculum vertically, teachers follow diocesan guidelines for each grade level. This helps to alleviate overlap in the curriculum. We also use our Compass Learning computer program and ITBS to coordinate our curriculum vertically. ITBS helps us to identify strengths and weaknesses in a class and Compass Learning helps us reinforce and expand strengths and improve weaknesses.

- 6.4.9** List the major techniques of instruction in this program area for each age group and/or grade level.

Major techniques of instruction for Reading are: direct instruction, cooperative learning, Compass Learning, whole group instruction, small group instruction, SSR, modeling and guided practice, and guided reading.

- 6.4.10** Describe how learning experiences in this program area foster self-understanding and self-esteem.

Learning experiences in Reading foster self-understanding and self-esteem by creating an environment in which the student will experience success. Reading has real-life application and teaches skills such as conflict resolution and social justice.

- 6.6.4** In what ways is the continuum of thinking skills incorporated into this program area?

The continuum of thinking skills is incorporated into Reading through the creation of book reports, Compass Learning, higher level questioning, comparing and contrasting related texts, character analysis, story analysis, various genres, and the use of graphic organizers.

- 6.6.5** Describe assessment methods used to measure student learning for each age group and/or grade level in this program area?

Assessment methods used to measure student learning in Reading include: teacher made and book tests, book reports, cross-curricular projects, Compass Learning, classroom observation, and performance assessment.

6.6.6 How and when are assessment results analyzed for

Individual students as they move through the school

- *Assessment results are analyzed for individual students as they move through school by yearly ITBS testing, monthly work on Compass Learning, quarterly report cards, and teacher observation.*

Groups of students as they move through the school

- *Assessment results for groups of students as they move through school are analyzed by yearly ITBS testing and monthly curriculum mapping.*

Against comparable (local and national) groups outside of the school

- *Assessment results are analyzed against comparable groups outside of school by yearly ITBS, yearly Academic Bowl and Envirothon.*

Determining the effectiveness of this curricular program?

- *Assessment results are analyzed for determining the effectiveness of Reading by yearly ITBS testing, quarterly report cards.*

6.7 Evaluation

6.7.1 Analyze and list the strengths of this program area.

The strengths of the Reading program include;

- *Use of high interest novels/ chapter books*
- *Compass Learning*
- *Choice of stories based on skills*
- *Use of Discovery Education and other forms of technology*
- *Use of resources*
- *Integrating new Reading series*
- *Integrating the DIBELS assessment*

6.7.2 Analyze and list the improvements needed in this program area.

The following improvements are needed in our Reading program:

- *Improving vocabulary development*
- *Motivating students to be lifelong readers*
- *Professional development in current reading topics*
- *Progress monitoring*
- *Response to intervention*
- *Allowing assessment to drive instruction*
- *Organization of reading folders*

6.7.3 Prioritize the short and long-term improvements for this program area.

Short and long-term Reading goals include:

- 1. Increase the development of vocabulary through various activities*
- 2. Improve comprehension through higher level questioning*
- 3. Motivate students to be lifelong readers*
- 4. Provide opportunities for professional development in current Reading topics*
- 5. Administer DIBELS to students in grades K-6*

Middle States Accreditation Standards Review

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 3 2 1 na	Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional, available, and in use.
4 3 2 1 na	The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.
4 3 2 1 na	The educational program includes experiences in visual and performing arts, health, world languages, and physical education.
4 3 2 1 na	The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.
4 3 2 1 na	The educational program includes instruction in effective uses of information technology and provides opportunities for application.
4 3 2 1 na	A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.
4 3 2 1 na	The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.
4 3 2 1 na	Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.
4 3 2 1 na	Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.
4 3 2 1 na	An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.
4 3 2 1 na	The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.
4 3 2 1 na	Course or program objectives are simply stated and understandable to students.
4 3 2 1 na	The educational program considers the ages, cultures, and varying levels of ability of students.
4 3 2 1 na	The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.

<u>4</u> 3 2 1 na	The educational program and its expectations for learning are understood and supported by the school's stakeholders.
4 <u>3</u> 2 1 na	Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.

Indicators for schools with elementary school programs:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.
<u>4</u> 3 2 1 na	The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.

The Middle States Standard on Assessment and Evidence of Student Learning

The Standard: The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The leadership and staff commit to, participate in, and share in accountability for student learning.
<u>4</u> 3 2 1 na	Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.
<u>4</u> 3 2 1 na	Assessment results are analyzed with appropriate frequency and rigor for: <ul style="list-style-type: none"> g. individual students as they move through the school h. cohorts of students as they move through the school i. comparable (local, state, and national) groups outside of the school
<u>4</u> 3 2 1 na	Assessment results are used to make decisions regarding allocation of resources.

<u>4</u> 3 2 1 na	The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.
4 <u>3</u> 2 1 na	Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.
<u>4</u> 3 2 1 na	Assessments take into account recent, reliable research findings on child development and growth.
4 <u>3</u> 2 1 na	Assessments reflect understanding of the unique needs and backgrounds of each student.
4 <u>3</u> 2 1 na	Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.
<u>4</u> 3 2 1 na	Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.
<u>4</u> 3 2 1 na	Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.
<u>4</u> 3 2 1 na	Families are viewed as an important source of information and insights about students.
<u>4</u> 3 2 1 na	The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).
4 <u>3</u> 2 1 na	Communication with families regarding students' progress in learning and performance is regular, productive, and meaningful.
4 <u>3</u> 2 1 na	Students learn and perform at levels expected, or progress is being made to raise results accordingly.

THE RELIGION PROGRAM STUDY

6A.1 Members of the Religion Subcommittee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Member</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Member</i>	
<i>Mr. Leonard Tarris</i>	<i>Chairperson</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Chairperson</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Member</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	<i>2009-2010</i>
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Member</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	<i>2008-2009</i>

RELIGION PROGRAM

6A.3 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Students are presented basic doctrine and beliefs appropriate to their instructional grade level and diocesan guidelines.	A	A
2. Students are instructed and encouraged to apply doctrine and teachings in their daily lives and activities.	A	B
3. Students participate in and celebrate the Eucharist in varying degrees according to instructional level.	A	A

- a= Completely
b= Generally
c= Partially
d= Minimally
e= Not at All

6A.4 Catechetical Program

6A.4.1 Describe how the goals/objectives for Catechetical instruction are determined for the various levels of instruction.

Catechetical goals and objectives for instruction are determined through Guidelines from the Diocese of Allentown for all levels. These guidelines are correlated with the Catechism of the Catholic Church. The Diocesan Department of Education then approves different text that allows the teachers to implement those goals and objectives into their curriculum.

6A.4.2 Analyze and list instructional techniques that are used to develop creative and critical-thinking related to religious beliefs and practices.

Practice of their Faith through:

- *Daily classroom prayer*
- *Weekly School Mass*
- *Special Prayer Services with School community and individual classes*
- *Attendance at Stations of the Cross during Lent*
- *Sacrament of Penance celebrated for School community 4x a year.*

Music:

- *Weekly music class includes preparation of the week's songs for Liturgy*
- *Children's Choir that aids in correlation of Liturgical Music with weekly Mass*
- *Classroom CD's that enhance and enrich their creative sharing of religious beliefs.*

Technology

- *Incorporate various web sites including Discovery Education*
- *Use of Interactive whiteboards to enhance creativity.*

Role Playing and Playets

- *Annual Religious themed Christmas playet*
- *Lenten role playing through Parish involvement in Living Stations*

6A.4.3 Describe the provisions that are made to develop positive attitudes in the students toward God, faith, the church, and response to other's needs.

To develop positive attitudes in the students, we believe that the best witness to Chris can be found in the good examples set by the entire faculty. Characteristics such as respect, acceptance, generosity, openness, willingness, faith, prayerfulness and reverence for others draw the students more deeply to the presence of God.

Teachers and students embrace the opportunity to celebrate the Eucharist as a school faith community on a weekly basis. Students are also encouraged to take part in all religious activities in their own faith communities.

At appropriate times during the school year, students are made aware of and encouraged to help others by participating in food, clothing, and toy drives and through donations to the Holy Childhood Association.

6A.4.4 Does the school have a religion coordinator?

Yes X No

If yes, list the specific responsibilities.

- *Acts as a liaison between the members of the religion faculty and the Department of Education, Office of Religious Education.*
- *Oversees the religion program in the school under the instruction of the pastors and principal.*
- *Updates the faculty as to changes in the religion curriculum guidelines so that they may be implemented and developed in the school.*
- *Attempts to promote a sense of community among the faculty.*

6A.4.5 What appropriate and varied methods (including teacher and standardized testing), are used to assess student learning in the catechetical program?

Throughout the year each teacher uses many varied types of assessment. Some of these are teacher created tests, individual and group projects, Religion Maintenance sheets. Projects are assessed through the use of a performance assessment/rubric.

6A.4.6 What materials are used in the catechetical program?

A significant number of materials are used in the Catechetical Program. Among them are the following: Text, Lectionary, Prayer Corner, Advent Services, Religious Display or Bulletin Board in each classroom, Stations of the Cross, Bible, Resource Books, Discovery Education, Reconciliation, Music CD, Websites, Daily Readings, and Living Rosary.

6A.4.7 What provisions are offered for faculty development and their updating in theology, liturgy and prayer experiences?

In order to meet the requirements of the Diocesan Catechetical Formation Program, each member of our faculty is encouraged to attend classes and ultimately receive Religious Education Certification. Once certified, teachers also attend enrichment workshops to maintain certification.

Liturgical celebrations are prepared weekly by classroom teachers of grades two through eight on a rotating schedule. Participation in seasonal prayer services occurs throughout the year.

Faculty members have the opportunity to attend Diocesan sponsored retreats and a local annual retreat.

6A.5 Program of Formation

Worship and Prayer

6A.5.1 Analyze how the religious formation program (prayer, worship, scripture service) is integrated into the total catechetical program.

A significant part of our catechetical program is devoted to prayer, worship, and Scripture services. Prayer is incorporated throughout the day beginning with morning prayers and concluding with closing prayers. The student body participates in various forms of prayer; such as, group recitation of prayer, personal prayer, liturgical worship, classroom scripture services, and school prayer services.

6A.5.2 Describe the role of the parish priest in the school's religious formation program.

Many of the parish priests visit the classrooms occasionally. They are instrumental in helping to prepare the students for the sacraments of Penance, Holy Eucharist, and Confirmation through parent meetings. Mass is celebrated weekly with all children grades Kindergarten through Eighth Grade. The parish priests are available for the Sacrament of Reconciliation throughout the school year. The pastors lead Stations of the Cross weekly during Lent and Mass is celebrated on Holy Days of Obligation.

6A.5.3 Describe how parents are involved in the school's religious formation program.

Parents become involved in the religious formation program by attending Mass with their children; helping the children prepare for the sacraments at home; instruction and reinforce lessons through homework; attending Sacramental meetings and retreats.

6A.5.4 Describe how students are involved in planning, implementing and evaluating formational activities.

During the school year, students lead and participate in liturgies and prayer services as well as help to plan these activities.

6A.6 Community

6A.6.1 Analyze and list the processes in place for fostering community among parishioners, parents, staff and students.

All Saints fosters community among parishioners, parents, staff, and students through:

- *Weekly News Bulletins*
- *Monthly News letter from the Principal*
- *Participation in parish, Hospitality Sunday's*
- *Participation various parish functions ie: Spaghetti Dinners, Breakfasts, Lenten Dinners*
- *Cooking Clubs prepared meals for shut-ins*
- *Participation in local Dramatic Stations*

6A.6.2 Analyze and list the ways the school serves the wider community of neighborhood, city or town.

All Saints services the wider community through the development of links to the Community. These links include student and Family involvement in:

- *Read Across America Day*
- *Local Diocesan Contests*
- *CYO Sporting Events*
- *Race for Education*
- *Dr. Suess Day*
- *CCD Program*
- *Use of facilities community activities*
- *Scouting*
- *Tabs for the Ronald McDonald House*
- *Care packages for soldiers*
- *Giving Tree*
- *Choirs sing at local nursing homes and high-rises.*
- *Daffodil Days*

6A.7 Evaluation

6A.7.1 Catechetical Program

6A.7.1.1 Analyze and list the strengths of the catechetical program.

Dedication and commitment to the mission of Jesus Christ are the foundation of our catechetical program. Some of the strengths of our catechetical program are:

- *Religious atmosphere throughout the school*
- *Weekly Mass and confessions on a regular basis*
- *Spiral curriculum approach*
- *Prayer and prayer time as a priority*
- *Devotions such as praying the rosary and stations of the cross*
- *Religious displays*
- *Awareness of the needs of others*
- *Emphasizes positive relationships among students and staff.*

6A.7.1.2 Analyze and list improvements needed in the catechetical program.

Some improvements needed in the Catechetical Program are:

- *An increase of priest presence and involvement in school related activities other than liturgy and sacraments.*

6A.7.2 Formation Program

6A.7.2.1 Analyze and list the strengths of the school's religious formation program.

Some important strengths of the religious formation program are listed as follows:

- *Certified and dedicated religious instructors*
- *Our catholic faith is the center of our educational program*
- *Participation in weekly liturgies*
- *Religious devotions throughout the school year is celebrate the liturgical seasons*
- *Choir for Mass and other liturgical services.*

6A.7.2.2 Analyze and list improvements needed in the formation program.

Improvements needed in the formation program include:

- *More active participation in the liturgy including responses and singing.*
- *Increases student involvement with liturgy planning.*
- *Provide opportunities for spontaneous prayer.*

6A.7.2.3 Prioritize the short- and long-term improvements for the Religion Program, include catechetical and formation.

Short and Long Term improvements for the Religion Program in both Catechetical and formation consists of:

- *Promote more pastor involvement within the school environment.*
- *Apply faith experience in daily life*
- *Stress importance of parental involvement in Religious formation.*

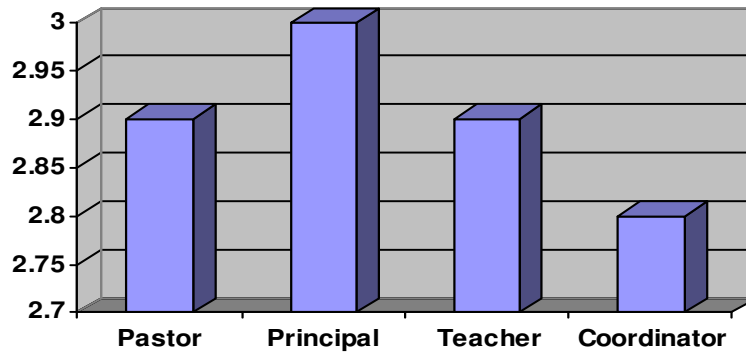
LEADERSHIP AND ORGANIZATION STUDY

7.1 Members of the Committee

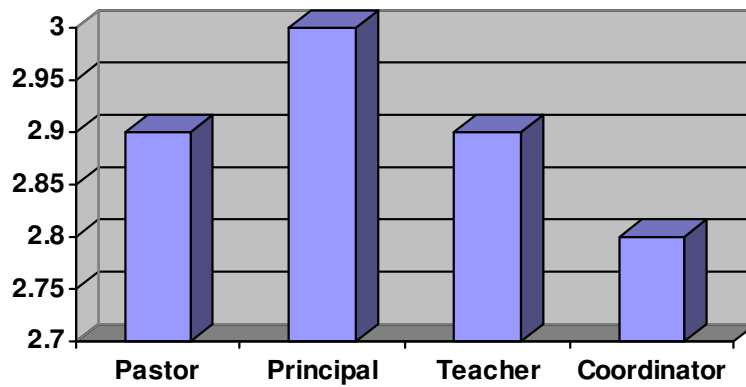
Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Chairperson</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Member</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
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<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	2008-2009
<i>Board of Pastors</i>		

7.3.5 Survey of Leadership in Catholic Elementary Schools – APPENDIX A

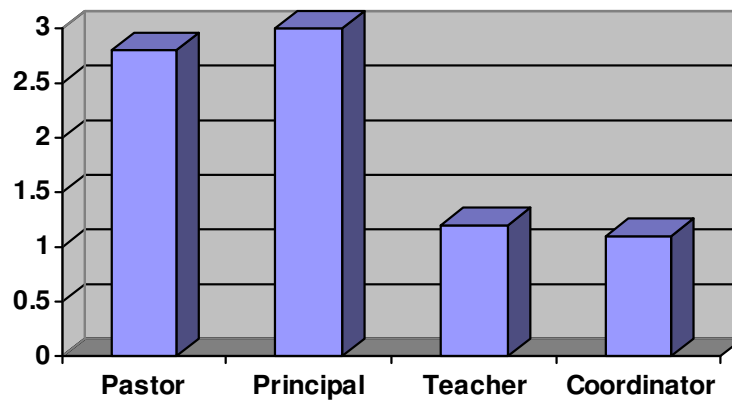
Leadership Profile for Mission (Mean)



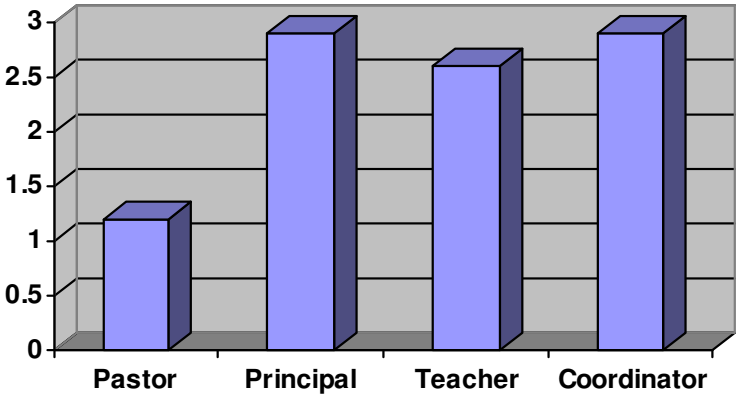
Leadership Profile for Policy Development (Mean)



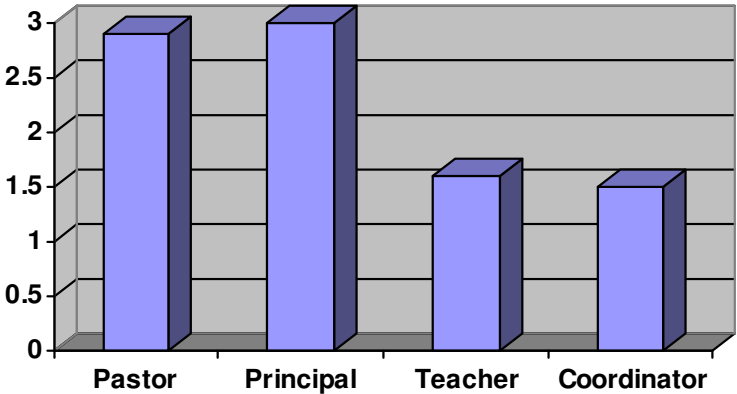
Leadership Profile for Financial Planning (Mean)



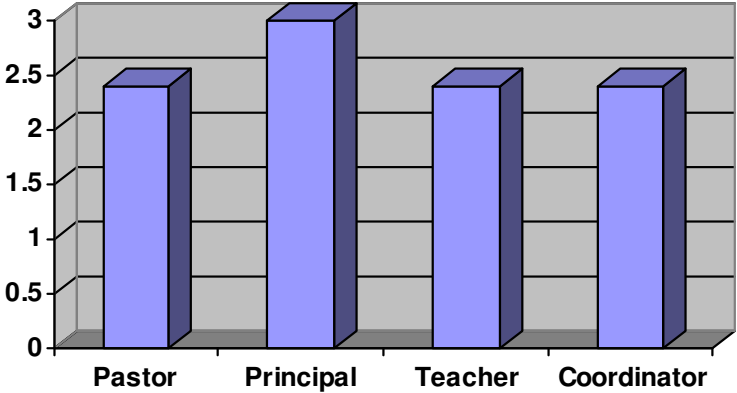
Leadership Profile for Curriculum Planning (Mean)



Leadership Profile for Staffing (Mean)

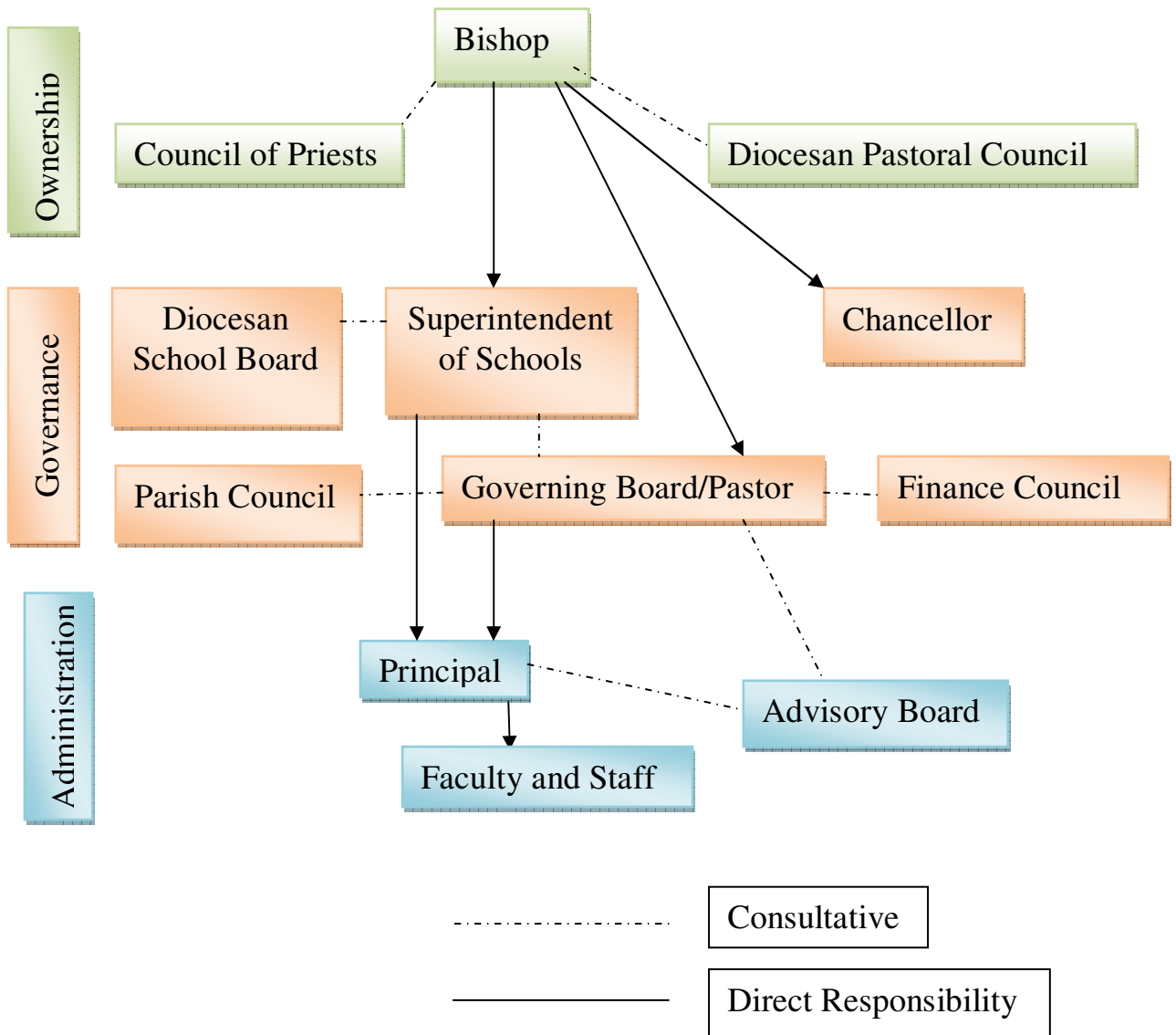


Leadership Profile for Public Staffing (Mean)



Governance

7.4.1 Provide an organizational chart for the governance of the school.



7.4.2 Describe the role and responsibilities of the governance for the school.

The governing body of All Saints Catholic School is the Board of Pastors representing the feeder parishes of St. Patrick Parish, St. John the Baptist Parish, St. Matthew the Evangelist Parish, St. Michael the Archangel Parish, and Most Blessed Trinity Parish. The Board of Pastors is responsible for all that we are and all that we do. The Board of Pastors and principal meet monthly to discuss the state of the school. Pastors are informed as needed between meetings via e-mail, telephone, and face to face conversations. The Catholic identity of All Saints Catholic School is the highest priority of the Governing Board, administration, and faculty.

7.4.3 Describe the role of governance in developing and maintaining the religious nature of the school and the development of the faith community.

The Board of Pastors ensures the Catholic nature of the school is developed and maintained through instruction, participation in liturgy, para-liturgies, various opportunities for prayer, reception of sacraments, sacramental preparation, service projects, as well as parish and community activities.

7.4.4 Describe the governance's procedures for evaluating its operations.

The Board of Pastors evaluates the effectiveness of the school by observing the students, families, faculty, and administration. The monthly meetings allow for formative assessment of the school and its effectiveness. Year end financial reports and budgets are reviewed and last year the Board had the benefit of a Diocesan School Study. The state of the school reflects on the efficiency and effectiveness of the Governing Board and administration.

7.4.5 Describe the role of governance in evaluating school leadership.

The Governing Board evaluates the principal yearly using the diocesan principal assessment.

7.4.6 Describe the responsibility of governance for policy development.

The Governing Board has complete authority over all policy. Policy issues are reviewed yearly with the principal at the last Pastors' meeting of the school year. Policy is reviewed, modified, clarified, developed, and updated as a board. Policy changes are promulgated in the Parent-Student Handbook issued at the beginning of each school year.

7.5 Leadership

7.5.1 List the Administrative Staff and describe their responsibilities.

Miss Kimberly Fetter, Principal

7.5.2 Describe the principal/administration's involvement in developing and maintaining the religious nature of the school and the development of the faith community.

The principal develops and maintains the Catholic identity of the school and develops the faith community by incorporating prayer into the school day, sending reflective communications to parents, participating in liturgies, and organizing prayer services. In addition, the faculty attends an annual retreat day.

7.5.3 Describe the principal/administration's role in curriculum development.

The principal ensures that all teachers are familiar with the current diocesan guidelines, requires that the guidelines are followed, and ensures that the faculty is using approved texts and support materials. She also encourages participating in workshops, continuing education, and pursuing additional teaching certificates to enhance the curriculum, instruction, collegiality, and professionalism of the school.

7.5.4 Describe the principal/administration's role in teacher supervision and evaluation.

The principal follows the diocesan procedures in supervision and evaluation of faculty. Procedures include goal setting, formal and informal observations, and post-observation conferences to determine achievement. We also initiated peer coaching this school year to provide for more comprehensive supervision.

7.5.5 Describe the principal/administration's role in professional development.

The principal encourages and supports the faculty as they pursue additional teaching certificates, Master Catechist certificates, graduate degrees, and participation in professional workshops. The principal promotes resources and opportunities that are available through the state, diocese, and school. During the last school year the faculty earned two Master Degrees, one Master Catechist Certificate, and six additional teaching certificates. The majority of the faculty is currently participating in some form of continuing education in addition to their Act 48 requirement.

7.5.6 Describe the process used to supervise and evaluate the principal/administration's performance.

The diocesan administrative evaluation form is used by the pastors along with regular observation and communication.

7.5.7 Describe the processes used by the principal/administration to ensure coordination and supervision of instruction, activities, and services the school provides.

The principal utilizes the "Classroom Walkthrough" process to provide for comprehensive supervision. The principal walks through the building at least twice a day observing instruction, as well as monitoring activities, projects, and services. Open and frank communication among the faculty and with the administration is encouraged.

7.6 Faculty

7.6.1 Describe the faculty's role in developing and maintaining the school's religious nature as well as their participation in the faith community.

The faculty helps to maintain and support the school's mission and belief statements, while developing a Christian attitude in all interactions with students and other faculty members. They also demonstrate Catholic values in establishing classroom atmosphere, in preparation for liturgies and prayer services, and support of service to the school, parishes, and community.

7.6.2 Describe the faculty's role in curriculum development.

The faculty is informed of changes and updates in diocesan curriculum at the beginning of each school year. The faculty is responsible to record the curriculum concepts covered each quarter. The faculty meet frequently during the school year to compare curriculum covered looking for gaps and overlaps in instruction. The faculty work as a team to close the gaps and eliminate overlaps. We are working toward curriculum mapping. We hope to move from paper and highlighters to software in the next two years. Regardless of our initial "low tech" approach, many gaps have been closed, overlaps eliminated, and instruction improved over the last two years. The faculty also aligns Compass Learning Odyssey activities with the curriculum for large and small group instruction, as well as helping individual students address weaknesses.

7.6.3 Describe procedures for faculty supervision and evaluation.

The principal follows the diocesan procedures in supervision and evaluation of faculty. Procedures include goal setting, formal and informal observations, and post-observation conferences to determine achievement. We also initiated peer coaching this school year to provide for more comprehensive supervision. The principal utilizes the "Walkthrough" approach. Faculty members schedule formal observations twice a year.

7.6.4 Describe the faculty's involvement in promoting school innovation and change.

The faculty's views and proposed changes to improve our school are encouraged and supported by the principal and pastors. Proposed changes in accordance with the school's mission and beliefs, and are thought to be beneficial, are implemented when resources become available. The faculty feels a great deal of ownership and is proud of All Saints Catholic School. They are proud of the past and embrace new technology, resources, and instructional methods.

7.6.5 Describe the faculty's involvement in professional development.

The faculty and principal share information with one another about professional development opportunities and resources available through the school, diocese, and community. The faculty cooperates with one another to allow for professional development. They share rides, cover one another's class, and share information and resources.

7.7 Analysis of Survey Data

7.7.1 How does the leadership profile reflect the philosophy/mission of the school?

The survey data shows that the pastors, principal, and faculty share the responsibility of living and promoting the philosophy and mission of the school.

7.7.2 How does teacher leadership influence staff development and the improvement of instruction? Give examples.

Teacher leadership influences staff development through participation in various professional workshops, in-services, faculty meetings, and diocesan programs. Teachers are encouraged to suggest topics based on school or faculty needs and share new information on current trends with one another.

7.7.3 How well do persons in different school roles (principal, teacher, coordinator) cooperate in offering leadership to the same school function? Give examples.

Due to our professional rapport and sense of collegiality, the principal and teachers cooperate regularly on programs in the classroom, in the school, and in the community.

7.7.4 Comment on gaps in leadership activities.

The principal, faculty, and staff have a strong sense of duty, responsibility, and ownership of this school and our mission. Leadership is a shared responsibility at All Saints Catholic School. The lines of authority are always respected while the duty is shouldered by all.

7.8 Evaluation

7.8.1 Analyze and describe the strengths of the school governance.

The greatest strengths of All Saints School governance is the dedication and unwavering support in providing Catholic education in our community.

7.8.2 Analyze and describe the strengths of the school's leadership.

Strengths of our school leadership include the active, collaborative efforts of all. Our small size enables us to more efficiently and effectively identify and address the needs of our school community.

7.8.3 Analyze and describe the strengths of the faculty.

The strengths of our faculty include their dedication to the mission of this school, their sense of duty and responsibility, almost 200 years of teaching experience, and their collegiality.

7.8.4 Analyze and describe the aspects of the school's governance that are in need of improvement.

Our challenge this year is integrating the Minersville parishes and community into the All Saints Catholic School family. The Board of Pastors is of a single mind in providing Catholic education in our community and work collaboratively. We will certainly face new challenges this year, but we are confident that as a school community we will be able to address these challenges together. We must also focus on re-establishing the Advisory Board.

7.8.5 Analyze and describe the aspects of the school's leadership that are in need of improvement.

Succession planning is the key to long term success. It is the duty of a leader to plan for a smooth transition during times of change. While it is a great strength to have a faculty with many years experience, we must plan for appropriate leadership and smooth transitions over the next decade. Although this will be a challenge, the pastors and principal are aware of the importance of succession planning.

7.8.6 Analyze and describe the aspects of the school's faculty that are in need of improvement.

We would benefit from a more clearly defined role of curriculum coordinator.

7.8.7 Prioritize the short and long-term improvements that are needed in relation to school governance, leadership, and faculty.

Short Term:

- *More clearly define the role of curriculum coordinator.*

Long Term:

- *More fully integrate the Minersville community.*
- *Re-establish the Advisory Board.*

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.= Not Applicable

The Middle States Standard on Governance and Leadership

The Standard: The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Governance</u>
<u>4</u> 3 2 1 na	The governance works cooperatively to establish and maintain clearly formulated written policies and procedures that are consistent with the school’s philosophy/mission. The policies and procedures are implemented and reviewed regularly.
<u>4</u> 3 2 1 na	No legal or proprietary ambiguities in ownership, control, or responsibility exist. Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.
4 3 <u>2</u> 1 na	The governance provides appropriate opportunities for education of the trustees/board, including orientation and training sessions so that all members understand their responsibilities and roles.
4 <u>3</u> 2 1 na	The governance appropriately recognizes the accomplishments of the staff and students.

<u>4</u> 3 2 1 na	The governance provides the school with effective leadership, support, and continuity, including succession planning to ensure stability of the school leadership.
<u>4</u> 3 2 1 na	The governance thinks and acts strategically, reflecting on its decisions and the consequences of its actions.
4 <u>3</u> 2 1 na	The governance implements a system for evaluating its own effectiveness in performing its duties.
4 <u>3</u> 2 1 na	The governance focuses its activities on selecting, evaluating, and supporting the head of the school system, policy development, planning, assessing the organization's performance, and ensuring adequate resources to accomplish the organization's philosophy/mission.
<u>4</u> 3 2 1 na	Governance refrains from undermining the authority of the leadership to conduct the daily operation of the school system.
<u>4</u> 3 2 1 na	The governance utilizes a clearly defined performance appraisal system for the head of the school system. The appraisal is conducted with the knowledge and participation of the head of the organization.
	<u>Central Office Leadership</u>
4 <u>3</u> 2 1 na	The head of the school system is accountable to the governance and is responsible for ensuring expected levels of student performance.
<u>4</u> 3 2 1 na	The central office leadership ensures that all school system programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 <u>3</u> 2 1 na	The central office leadership stays well informed of educational developments.
<u>4</u> 3 2 1 na	The central office leadership adheres to appropriate guidelines concerning confidentiality in communications.
	<u>School Leadership</u>
<u>4</u> 3 2 1 na	The school leadership maintains appropriate and constructive relations with families, students, staff, the community, and with each other in the interest of serving the needs of the students.
4 <u>3</u> 2 1 na	The school leadership undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.
4 <u>3</u> 2 1 na	The head of the school is accountable to the governance and is responsible for ensuring expected levels of student performance.
<u>4</u> 3 2 1 na	The school leadership ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.
4 <u>3</u> 2 1 na	The school leadership ensures that members of the professional and support staff stay well informed of educational developments.
<u>4</u> 3 2 1 na	The school leadership adheres to appropriate guidelines concerning confidentiality in communications.

SCHOOL CLIMATE AND ORGANIZATION

7.8 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. To continue to incorporate differentiated instruction across the curriculum in all classrooms to better educate all students.	<u>a</u> b c d e	a <u>b</u> c d e
2. To maintain constant communication with parents through use of progress reports, report cards, weekly communication folders, and technology including websites, text messaging, and e-mail.	<u>a</u> b c d e	a b c d e
3. To continue to encourage faculty to avail themselves of the opportunities and resources available through the school, diocese, and state.	<u>a</u> b c d e	a <u>b</u> c d e
4. To integrate the Minersville community with the All Saints family.	a <u>b</u> c d e	a <u>b</u> c d e
5. To re-establish and train the advisory board in order to increase its effectiveness.	a <u>b</u> c d e	a <u>b</u> c d e

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

7.9 Description of Organization for Learning

7.9.1 How is the school organized for the conduct of its educational program (e.g. self-contained, graded classrooms, departmental offerings, continuous programs, etc.)?

Grades kindergarten through fourth are self-contained classrooms. Grades five through eight are departmentalized for mathematics, Science, Social Studies, and Religion.

7.9.2 Describe how instructional groupings are determined. On what basis are students placed in groups (e.g. interest, ability, age, etc.)?

Students are heterogeneously grouped. For instructional purposes, students may be placed in small groups according to interest, needs, or ability.

7.9.3 Describe how special teachers are scheduled for their work (e.g. music, arts, physical education).

Our physical education, computer, and music teachers are scheduled based on the diocesan time allotments.

7.10 Organization for Student Progress

7.10.1 How is student performance and growth assessed? What system is in place for reporting progress to the students, the parents, and the community?

Student performance and growth is assessed through progress reports, report cards, portfolios, and ITBS results.

Progress is reported to students and parents via test folders, mid-quarter progress reports, report cards, and first quarter parent-teacher conferences. The names of students who have achieved academic honors are sent to local newspapers.

7.10.2 What provisions are made to respond to significant differences between what the student is expected to accomplish and what the student actually accomplishes?

- *Analysis of text books and other materials*
- *Remediation*
- *Modification of curriculum based on IU testing and service plan*

7.10.3 Describe and analyze the school's policies for promotion, retention, remediation and advancement of students.

Students are promoted based on completion of grade level curriculum.

Students who are not performing at grade level meet with teachers, parents, an administration to determine where remediation intervention or retention is necessary. Each situation is unique, and the intervention or retention strategy is handled on an individual basis.

7.11 Curriculum Development

7.11.1 Describe the process used for curriculum development and review.

Curriculum development is based on diocesan guidelines and teacher evaluation of current instructional materials. The curriculum is modified based on review of the diocesan guidelines and the needs of our student population.

7.11.2 How are teachers and specialists involved in forming and revising curriculum?

Teachers follow the curriculum prescribed by the Diocese of Allentown. Teachers frequently enrich and develop curriculum to meet the needs of their students.

7.12 Teaching/Learning Styles

7.12.1 Describe and analyze procedures used to determine students' learning styles. How are teaching styles altered to meet these needs?

Students' learning styles are determined based on teacher observation and analysis of student success in varying assessments. We teach to all learning styles to meet the needs of our students.

7.13 Professional Development

7.13.1 Describe and analyze current provisions for continuing professional development and name the person/s responsible.

The principal makes recommendations to individual teachers based on subject area, grade level, skill development, and the needs of our school and our students. Teachers are informed of opportunities available through the diocese, local IU, and state by the principal and one another. The pastors and principal actively encourage and support professional development. Teachers choose opportunities based on recommendations, resources available, individual interest, and need.

7.13.2 Describe and analyze current policies for continuing professional development.

Teachers are required to maintain their Act 48 status. Teachers are encouraged to avail themselves of as many opportunities as personal and school resources will allow.

7.14 School Climate

7.14.1 Describe and analyze the efforts by the school leadership and staff to work cooperatively to create a climate for teaching and learning that fosters the attainment of the school's philosophy/mission and beliefs.

"At All Saints Catholic School, each child's individual ability is celebrated and affirmed."

We believe we are Catholic first and a school second. We reflect on our program to ensure we are authentically Catholic, and it affects all the choices we make. Our mission dictates our hiring practices, staff development, choices of instructional materials and techniques, scheduling, acceptance policy, and interaction with one another, parents, parishioners, and members of the community. We treat each child as a unique gift from God. We, sadly, can not educate every child because of our limited resources, but we give every child, every opportunity we can.

7.15 Evaluation

7.15.1 Analyze and describe the strengths of the school's organization (e.g. learning, student progress, curriculum development, learning/teaching styles, and professional development).

The strengths of All Saints Catholic School include professionalism of administration, faculty, and staff, the positive climate, family atmosphere, collegiality, veteran faculty willing to mentor novice teachers, continuing education and staff development, willingness of all faculty to learn and integrate the latest instructional techniques and technology, and dedication to the self-actualization of every student.

7.15.2 Analyze and describe improvements needed in the school's organization (e.g. learning, student progress, curriculum development, learning/teaching styles, and professional development).

Our current challenges include providing more rigorous academics and increasing our students' critical thinking skills.

7.15.3 Analyze and describe the strengths of the school's climate.

Our greatest strength of our school is the family atmosphere. Everyone, students, faculty, and staff, feel safe physically and emotionally. Sharing with peers and those in authority is encouraged.

7.15.4 Analyze and describe improvements needed in the school's climate.

Our greatest weakness can be the same as our greatest strength, family atmosphere. Sometimes that closeness and feeling of security blurs the boundaries of professionalism.

7.15.5 Prioritize the short and long-term improvements that are needed in relation to *School's Climate and Organization*.

Short Term:

- *Navigating the challenges of parish and school mergers and consolidations while maintaining a positive climate and hope.*

Long Term:

- *Navigating the challenges of parish and school mergers and consolidations while maintaining a positive climate and hope.*

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4=Strongly Implemented 1=Not Implemented n.a.= Not Applicable

The Middle States Standard on School Climate and Organization

The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	The school’s design, organization, climate, and leadership support attainment of the school’s philosophy/mission.
<u>4</u> 3 2 1 na	Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.
4 <u>3</u> 2 1 na	A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.
4 <u>3</u> 2 1 na	Administrative, instructional, and support staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.
<u>4</u> 3 2 1 na	Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school’s success.
<u>4</u> 3 2 1 na	The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.

4 <u>3</u> 2 1 na	The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.
4 <u>3</u> 2 1 na	The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.
<u>4</u> 3 2 1 na	Staff members are provided opportunities to offer input into the content of their professional development programs.
<u>4</u> 3 2 1 na	The school implements written policies and procedures for handling complaints/grievances by members of the staff.
<u>4</u> 3 2 1 na	The school implements written policies and procedures for orienting and mentoring new staff members.
4 <u>3</u> 2 1 na	The school implements written policies and procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.
<u>4</u> 3 2 1 na	The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.
4 <u>3</u> 2 1 na	Professional satisfaction and good general morale characterize the school's staff.
<u>4</u> 3 2 1 na	Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.
4 <u>3</u> 2 1 na	The leadership encourages staff members' affiliation with professional organizations.
4 <u>3</u> 2 1 na	The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.
<u>4</u> 3 2 1 na	Members of the staff, students, and their families feel safe in the school.
<u>4</u> 3 2 1 na	A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.

Indicators for schools in public school districts, archdiocesan/diocesan systems, and other school organizations with a central office staff:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	A logical and clearly understood table of organization exists for the system of schools with written job descriptions that specify levels of responsibility and reporting relationships.
4 3 <u>2</u> 1 na	The design, organization, and climate of the system of schools support attainment of the school's philosophy/mission.
4 <u>3</u> 2 1 na	Administrative, instructional, and support staffs of the central office are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.
4 <u>3</u> 2 1 na	Central office staff members possess the qualifications of education, preparation, experience, and commitment that contribute to the school's success. Staff members are assigned to work by reason of their training and expertise.
4 <u>3</u> 2 1 na	The central office's leadership and staff work cooperatively to create a climate for teaching and learning that fosters the attainment of the school's philosophy/mission.
<u>4</u> 3 2 1 na	The organization implements written personnel policies and procedures for the operation of the system of schools and makes them available to all employees.
4 <u>3</u> 2 1 na	The organization implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment.
4 <u>3</u> 2 1 na	Central office leadership supports a comprehensive program of professional development for all members of the staff that addresses system-wide learning expectations and specific student needs by allocating appropriate time and resources.
4 <u>3</u> 2 1 na	Central office leadership encourages the school staff members' affiliation with professional organizations.

THE RESOURCES STUDY

8.1 Members of the Committee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Member</i>	
<i>Mrs. Aimee Benulis</i>	<i>Chairperson</i>	
<i>Mrs. Teresa Keating</i>	<i>Member</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Member</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	<i>2009-2010</i>
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Chairperson</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Chairperson</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	<i>2008-2009</i>

INFORMATION RESOURCE AND TECHNOLOGY STUDY

8.3 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. Students should be aware of the use of technology in society and how it affects their everyday lives.	A	B
2. Students should exhibit a familiarity with the use of computers, including associated vocabulary.	A	B
3. Students should gain a proficiency in using various software across the curriculum.	A	B
4. Students should be able to utilize the internet to enhance learning in other curriculum areas.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

8.4 Description of Information Resources and Technology

8.4.1 Describe and evaluate the quantity, adequacy and quality of information resources.

All students attend Technology class in which there is a one to one student to computer ratio. Computer programs and technology are continuously updated. In addition, technology programs are evaluated by faculty and administration to ensure they can be incorporated into the curriculum.

8.4.2 Describe and evaluate the quantity, adequacy and quality of technology resources. Indicate the current computer to student ratio.

All technology resources are updated regularly. Every classroom has at least one computer for instructional purposes. Throughout the school, there is one computer for every four students.

8.4.3 Describe and evaluate any patterns and trends related to the frequency or type of information resource usage.

As more information resource programs become available (i.e. web quests, e-missions), information resource usage has increased.

8.4.4 Describe and evaluate any patterns and trends related to the frequency or type of technology usage.

As more technology programs become available (i.e. Compass Learning Odyssey, Rosetta Stone, First in Math), technology usage has increased.

8.4.5 Describe how information resources and technology support the total education program and how such resources encourage students and staff to broaden and extend learning.

Information resources and technology are used across the curriculum to enhance instruction. Teachers utilize technology and information resources through Discovery Education, Rosetta Stone for foreign language instruction, online resources with text books, First in Math, and Compass Learning--Odyssey. All projects and tools used for instruction are coordinated between classroom teachers and the technology department.

8.4.6 Describe and evaluate how opportunities are provided in the curriculum for students to develop research and information literacy skills.

The students have several resources available to them to develop research and information literacy skills. These include creating research papers, the use of power library, and technology related projects.

8.4.7 Describe and evaluate how opportunities are provided for students to develop appropriate attitudes and habits related to the use of technology and information resources.

All students and parents read and sign an Acceptable Use Policy before being allowed to use technology. In addition, students are taught acceptable use in technology class, internet safety, tech manners, as well as the correct usage of technology programs both in school and in their everyday life. Parents are educated about the latest news in technology concerning their students via the family communication envelope, for example texting abbreviations.

8.4.8 Describe and evaluate the identification and selection process for obtaining information resources and technology. Indicate how staff and students provide input into the types, quality, and format of information resources and technology provided.

Faculty and staff select information resources and technology based on Diocesan recommendations and from workshops and classes they have attended.

8.4.9 Describe and evaluate procedures to ensure that information resources and technology are accessible to students and staff.

Faculty and staff create a schedule for resources to ensure all students and classes have equal opportunity to utilize resources.

8.4.10 Describe and evaluate information resources services space as follows:

- Large-group instructional areas: *The technology lab has seventeen computers allowing for one-to-one, student to computer ratio, for all but one class.*
- Small-group instructional areas: *Each class is equipped with a minimum of one computer for instruction.*
- Independent study and research areas: *Students have access to information resources in the classrooms and technology lab for independent study. Information resource availability is limited in the library due to limited proper supervision.*
- Shelving: *Teachers are responsible for shelving in individual classroom. The technology teacher is responsible for shelving in the technology lab and to assist teachers.*
- Storage of materials: *Classroom materials are stored in a safe place within classroom. Most materials are safely stored in the technology lab.*
- Production of materials: *All materials to be reproduced are done so following copyright guidelines. The technology instructor is responsible for material production. Printing is done via a network printer housed in the main office allowing for supervision of printed materials. An alternative printer is available in the computer lab and is supervised by the technology teacher and/or classroom teacher.*

8.4.11 Describe and evaluate technology space as follows:

- Large-group instructional areas: *The technology lab has seventeen computers allowing for one-to-one, student to computer ratio, for all but one class.*
- Small-group instructional areas: *Each class is equipped with a minimum of one computer for instruction.*
- Independent study and research areas: *Students have access to computers in the classrooms and technology lab for independent study. Computer availability is limited in the library due to limited proper supervision.*

- Shelving: *Teachers are responsible for shelving in individual classroom. The technology teacher is responsible for shelving in the technology lab and to assist teachers.*
- Storage of materials: *Classroom materials are stored in a safe place within classroom. Most materials are safely stored in the technology lab.*
- Production of materials: *All materials to be reproduced are done so following copyright guidelines. The technology instructor is responsible for material production. Printing is done via a network printer housed in the main office allowing for supervision of printed materials. An alternative printer is available in the computer lab and is supervised by the technology teacher and/or classroom teacher.*

8.4.12 Describe and evaluate how information resources and technology are:

- Catalogued and inventoried: *The Technology Coordinator is responsible for the cataloging, inventory, and storage of equipment.*
- Stored and housed: *The Technology Coordinator is responsible for the cataloging, inventory, and storage of equipment.*
- Reviewed for relevancy to the curriculum: *The Technology Coordinator, teachers, and administration continuously evaluate technology to align with curriculum.*
- Shared with students and faculty: *All Classes are given equal access to technology and information resources.*

8.4.13 Describe and evaluate any policies and procedures related to information resources and technology (e.g. acceptable use policy, use of the internet).

Diocesan Acceptable Use Policy must be signed by all students and parents. Guidelines concerning the use of technology are clearly outlined in the Parent-Student Handbook. Both the handbook and Acceptable Use Policy is promulgated at the beginning of each school year.

8.4.14 Describe the role and responsibilities of those who coordinate the information resource center and/or services.

Technology coordinator is responsible for updating and maintaining technology. He is also responsible for scheduling technology to allow equal access for all classes and students.

8.4.15 Describe the provisions made to systematically orient the staff and students to the use of the information resources and technology services, its resources and equipment.

Classroom instruction is given to students to orient and review technology resources. Monthly faculty in-service meetings are provided for faculty and staff. Individual instruction is provided as needed. The faculty attend multiple in-services throughout the year focused on Compass Learning—Odyssey, as we are part of the Diocesan pilot program aligning the program with ITBS scores.

8.4.16 Describe and evaluate improvements made to the information resources and technology services within the past five years.

Several improvements have been made within the school in terms of technology and information resources. These include e-announcements to keep parents informed, more classroom computers, more interactive whiteboards, and technology lab computers and software is continuously updated and expanded. There has been an increased use of interactive whiteboards, a Facebook page, as well as website improvements.

8.5 Evaluation: Information Resources and Technology

8.5.1 Analyze and describe the strengths of the school's information resources services and technology.

All technology and information resources are up-to-date. Current programs used by the school are Rosetta Stone, Compass Learning--Odyssey, and First in Math.

8.5.2 Analyze and describe the improvement needs of the school's information resources services and technology.

Improvements needed in the school are to increase the utilization of long distance learning, acquire more Smartboards for the classrooms, attain more laptops for a mobile lab, and to continue to update current school computers.

8.5.3 Prioritize the short and long-term improvements that are needed for the information resources services and technology.

Short term technology improvements include the use of long distance learning and increased Smartboard accessibility. Long term improvements include the continuous and on-going updating of technology lab and classroom computers.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.= Not Applicable

Middle States Standard on Information Services and Technology

The Standard: Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
	<u>Information Resources</u>
4 <u>3</u> 2 1 na	Information resources are properly catalogued, housed, and periodically reviewed for relevancy and currency.
4 <u>3</u> 2 1 na	Media center staff is sufficient and appropriately qualified to provide effective services to students and staff.
4 <u>3</u> 2 1 na	Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.
<u>4</u> 3 2 1 na	Information resources are appropriately supported annually with funding from the school’s budget.
<u>4</u> 3 2 1 na	Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.
4 <u>3</u> 2 1 na	Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.
	<u>Technology</u>
4 <u>3</u> 2 1 na	The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.
4 <u>3</u> 2 1 na	Technology resources are appropriately maintained and supported annually with funding from the school’s budget.

<u>4</u> 3 2 1 na	Adequate skills training on the use of technology resources and equipment is provided to the staff and students.
<u>4</u> 3 2 1 na	The school implements written policies and procedures for acceptable use of technology.
<u>4</u> 3 2 1 na	Long-range planning activities are in place to ensure that the school keeps pace with technological changes.

FACILITIES

8.6 Facilities

8.6.1 Instructions

8.7 Discrepancy Profile

Expectations	Degree of current acceptance	Degree of current practice
1. The classrooms and school should have necessary materials in case of an emergency.	A	A
2. The cafetorium should be handicap accessible.	B	E
3. The school should be appropriately decorated to offer a welcoming atmosphere.	A	A
4. The school should be updated in all areas, including security, bathrooms, classrooms, and lighting.	A	B

- a= Completely
- b= Generally
- c= Partially
- d= Minimally
- e= Not at All

8.8 Description of Facilities

8.8.1 When was the building constructed?

The building was constructed in 1928.

8.8.2 When and what was included in the most recent renovations?

Recent renovations include twenty replacement windows installed, new playground equipment, state of the art security system with four cameras, the painting of several classrooms, the addition of a bathroom in the pre-school classroom, and a refurbished gym floor. The water tank was removed from the roof, new gutter system installed, and regular maintenance to the roof, ventilation system, plumbing, electric, drop ceilings, phone system, and security system were completed this summer.

8.8.3 How many students is the building designed to serve?

The building can serve 350 students.

8.8.4 How many students are currently attending?

There are currently 143 students attending the school.

8.8.5 Describe the location of the school with reference to population areas, business, etc.

The school is located at 112 South 7th Street in Pottsville. We are located in close proximity to the business district. The neighborhood is mostly residential but also includes St. Patrick Church, St. John the Baptist Church, the Pottsville Republican newspaper, and the home of Yuengling Brewery, a tourist attraction and historic landmark.

8.8.6 Describe special features such as gymnasium, auditorium, cafeteria, etc.

The school features play equipment in the mulch play yard. Also, the cafetorium is equipped with speakers. The cafetorium serves as a gymnasium, cafeteria, and auditorium.

8.8.7 Describe the adequacy of the classrooms with reference to size, fixtures and efficiency.

All classrooms are adequate in terms of size, fixtures, and efficiency.

8.8.8 Describe the appropriateness of décor (attractive, student-oriented, etc.).

Hallways are decorated appropriately with student work, children's handprints, and Catholic Schools' Week themes inviting all who enter to serve. The classrooms are decorated appropriately to enhance instruction, display student's work, and remind everyone of the presence of Christ. Barbed wire has been removed and new lighting has been installed outside to create a more welcoming and safer entryway.

8.8.9 Describe the provisions and adequacy of services (custodial, maintenance, utilities, etc.).

Our maintenance man provides above adequate services as needed. Repair men are contracted as needed.

8.8.10 Describe the adequacy of provisions for fire prevention, detection and control.

The school holds monthly fire drills and a yearly hurricane/tornado drill. Each classroom is equipped with Emergency Crisis Manuals. The school also has an updated security system. The fire chief visits yearly and surveys the building before offering a fire prevention program to grades kindergarten through four.

8.8.11 Describe the adequacy of procedures for emergency evacuation. Provide specific evaluative commentary on:

- Fire safety: *There are emergency exit signs as well as evacuation plans posted throughout the building. Timed fire drills occur monthly.*
- Adequate and Open Passageways: *There are five exit ways in the building. Hallways and steps are open and unblocked.*
- Pollutants: *The building has asbestos which is contained to kitchen flooring and the boiler room. This is inspected by a Diocesan Official every 6 months. The maintenance man is responsible for storing all chemicals in locked spaces.*
- Warning Devices: *The school has a weather radio. We also send e-mail, text messages, TV/Radio announcements for warning as well as have a phone chain in place.*
- Inspections: *All inspections are up-to-date. Inspections are done for asbestos, pests, insurance purposes, boiler safety/maintenance, underground fuel storage, personnel files, and volunteer files. We also have fire extinguisher and fire drill inspections.*
- Provisions for the Handicapped: *No current provisions exist for the handicapped.*

8.8.12 Describe provisions for safe arrival and departure of students.

To ensure the safety of the students as they arrive and depart school, we have a crossing guard and faculty monitors. We also have security systems in place and a log book for visitors as well as student sign out. Finally, there are designated locations for car riders and a separate location for bus riders.

8.8.13 Describe the adequacy of the faculty work area.

The faculty room has tools and equipment such as a laminator, paper cutter, and CriCut. The faculty also has access to a photocopier and duplicator.

8.8.14 Describe the adequacy of the administration and guidance areas.

The administrative offices are adequate in meeting the needs of the school. The main office and the principal's office are located in a central location and are accessible. Areas are designated as needed to provide for guidance or counseling services.

8.8.15 Describe the adequacy of the storage area.

There is an adequate amount of storage both in the school building and in the building adjacent to the school.

8.9 Evaluation

8.9.1 Analyze and describe the strengths of the facilities for instructional purposes (e.g. classroom fixtures, space, storage, lighting, temperature control, sound control, ventilation, etc.).

All classrooms are spacious and have sufficient lighting. Sound is contained in classrooms when doors are closed.

8.9.2 Analyze and describe the strengths of the indoor and outdoor play areas and support areas (e.g. administrative, reception, conference, workroom, custodial, etc.).

There is new play equipment in the fenced in mulch yard. There are also basketball nets in the fenced in macadam yard. There is a variety of gym and play equipment available to students.

8.9.3 Analyze and describe the external and internal security and safety of the school.

The school has a brand new security system at main and secondary entrances as well as the main hallway. There is also a door buzzer with camera at main door for admittance to the building.

8.9.4 Analyze and describe what needs to be improved in the facilities.

Improvements needed are more energy efficient windows, improved temperature control, and handicap accessibility.

8.9.5 Prioritize the short and long-term improvements that are needed for the facilities.

The first improvement needed is more energy efficient windows. A long term goal is to provide handicap accessibility.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.= Not Applicable

The Middle States Standard on Facilities

The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

Indicators for all schools

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	The school’s facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.
4 <u>3</u> 2 1 na	The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.
<u>4</u> 3 2 1 na	The facilities offer a variety of spaces for providing quality programs and services for all segments of the school’s population and include appropriate accommodation for: <ul style="list-style-type: none"> a. instruction b. administration c. conferences d. student activities e. student services f. storage of school property g. storage for student belongings
4 <u>3</u> 2 1 na	Sufficient systems are in place to monitor and adjust air quality to appropriate levels.
<u>4</u> 3 2 1 na	Lighting is adequate and appropriate in student and staff areas.
<u>4</u> 3 2 1 na	Sufficient space is available for ingress, egress, and traffic flow within the facilities.

The Middle States Standard on Health and Safety

The Standard: A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

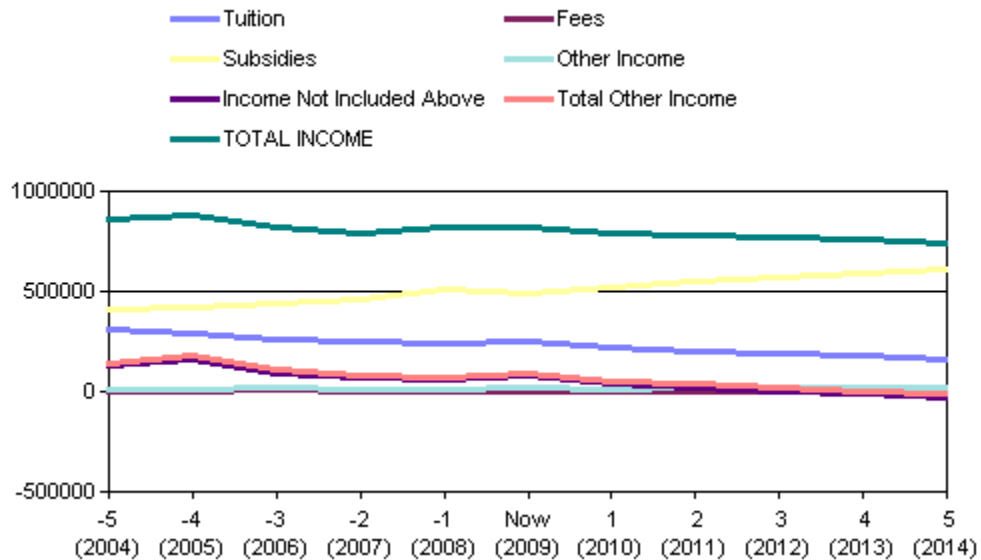
Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.
<u>4</u> 3 2 1 na	The school provides adequate health care at school functions that take place away from the school's premises.
<u>4</u> 3 2 1 na	Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.
<u>4</u> 3 2 1 na	The school appropriately manages the storage and administration of student medications.
<u>4</u> 3 2 1 na	The school safely stores equipment and supplies.
<u>4</u> 3 2 1 na	A system exists to account for the whereabouts of students at all times.
<u>4</u> 3 2 1 na	The school maintains comprehensive, current health records for all students and staff.
<u>4</u> 3 2 1 na	The school conducts and maintains written records of regular emergency drills.
<u>4</u> 3 2 1 na	Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.
<u>4</u> 3 2 1 na	The school ensures that the staff is kept up-to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.
<u>4</u> 3 2 1 na	Working relationships with local authorities and health service providers are positive and ongoing.
<u>4</u> 3 2 1 na	The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.
<u>4</u> 3 2 1 na	The school has an effective system to control access to the school by visitors and other non-school personnel.
<u>4</u> 3 2 1 na	Staff members model positive health and safety practices.
<u>4</u> 3 2 1 na	Safe drinking water is available throughout the day for the staff and students.

8.10 Finances

8.11 School Income Chart.

Sources	Years Ago					09/10 now	Years Ahead				
	04/05	05/06	06/07	07/08	08/09		10/11	11/12	12/13	13/14	14/15
	5	4	3	2	1		1	2	3	4	5
Tuition	313,757	285,367	258,640	250,123	240,106	245,190	216,817	202,899	188,918	175,063	161,144
Fees	930	1,258	1,424	3,185	4,012	1,223	4,009	3,971	3,933	3,895	3,857
Subsidies	406,139	416,285	438,103	461,109	505,319	491,785	524,957	545,481	566,005	586,529	607,053
Other income	8,964	14,322	20,376	7,956	13,595	15,009	14,933	15,379	15,826	16,272	16,718
Income Not Included Above	130,646	163,817	88,267	70,214	58,670	76,548	37,629	20,372	3,115	14,141	31,398
Total Other Income	139,610	178,139	108,643	78,170	73,365	91,557	52,561	35,751	18,941	2,130	14,680
TOTAL INCOME	860,436	881,049	819,629	792,587	821,702	819,755	791,678	780,006	768,335	756,664	744,993
TOTAL	1,860,482	1,940,237	1,747,901	1,663,344	1,715,669	1,741,067	1,642,584	1,603,859	1,565,136	1,526,412	1,487,687



8.12.1 Analyze and describe the trends and projections of income.

During the time period the projections were based on, All Saints Catholic School saw a significant decrease in enrollment and therefore decrease in income from tuition. This deficit was addressed by increasing subsidy. During the last two school years, enrollment has increased. This increase in enrollment has increased tuition income. The increase in enrollment has also affected the attitude and practices of families. Approximately 25% of families pre-paid their tuition both last year and this year. Tuition collection has also improved. Fundraising or development income has increased significantly over the last two years. This has allowed income from subsidy to remain about the same. The percent of subsidy income of the total income has decreased slightly. We hope this trend of increasing tuition income, increasing other income, and decreasing subsidy continues.

Please note the projections are based on the last fiscal year completed when the Middle States Study began. The projections may not be accurate as All Saints Catholic School is in a state of change.

8.12.2 What impact could the projections have on the school's strategic planning?

The All Saints Catholic School community is aware that the current level of subsidy is not sustainable. Our future is dependent on increasing income through development activities as well as increasing tuition income by increasing enrollment and cost of living adjustments. Our strategic plan includes this pressing issue.

8.12.3 What efforts are being made to enhance the school's financial situation (e.g. endowment fund, development program, cultivating resources outside the school)?

Many development programs have been initiated over the last few years including a memorial fund, annual fund, Annual Race for Education, and Basket Auction. On-line rebate programs through Lands' End, Target, Good Search/ Good Shop, etcetera have been established whereby percentages of customer sales are returned to the school. An alumni database is being established and more funding has been made available for development purposes. Income from the gift card and Scrip programs continue to increase.

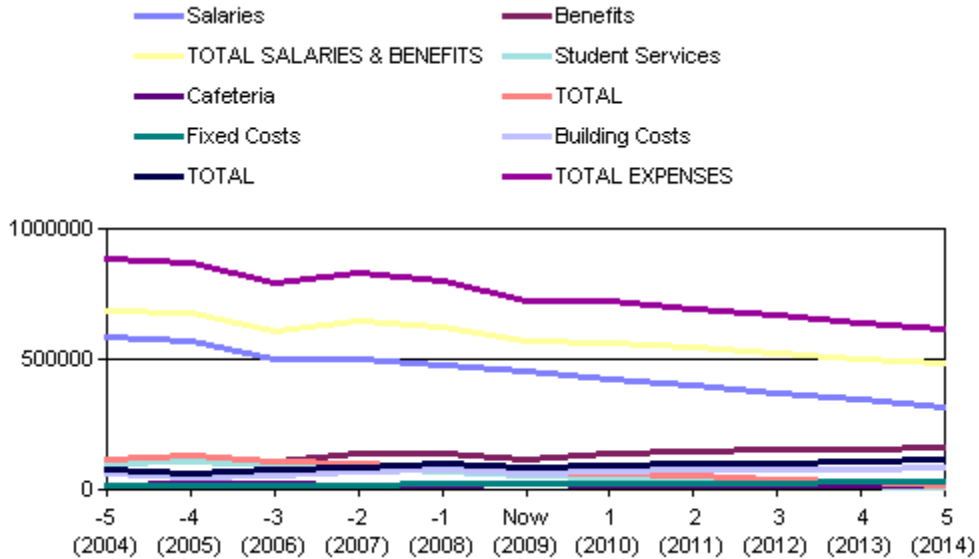
8.12.4 What, if any, intervention is indicated by the income projections?

The school's enrollment and development income must increase annually to support rising costs of operation.

8.13 Using the format provided, record the expenditures in various categories for the most recently completed year and the five prior years. Then project the trends for the next five years.

8.13.1 School Expenditure Chart

Sources	Years Ago					09/10 now	Years Ahead				
	04/05	05/06	06/07	07/08	08/09		10/11	11/12	12/13	13/14	14/15
	5	4	3	2	1		1	2	3	4	5
Salaries	582,017	566,943	500,314	502,450	477,869	452,788	422,607	396,572	370,537	344,502	318,466
Benefits	105,519	109,014	109,564	140,222	142,119	118,745	140,474	146,077	151,680	157,283	162,886
Total Salaries and Benefits	687,536	675,957	609,878	642,672	619,988	571,533	563,081	542,649	522,217	501,785	481,352
Student Services	99,007	111,156	90,662	80,790	65,517	53,385	45,930	35,218	24,507	13,795	3,084
Cafeteria	18,755	20,902	19,413	16,286	16,379	19,677	17,360	17,015	16,669	16,324	15,979
TOTAL	117,762	132,058	110,075	97,076	81,896	73,062	63,290	52,233	41,176	30,120	19,063
Fixed Costs	12,788	15,238	18,002	18,821	19,416	20,851	22,886	24,420	25,953	27,486	29,020
Building Costs	62,818	46,705	56,320	69,083	77,358	60,893	71,706	74,423	77,140	79,857	82,574
Total	75,606	61,943	74,322	87,904	96,774	81,744	94,592	98,842	103,093	107,343	111,594
Total Expenses	880,904	869,958	794,275	827,652	798,658	726,339	720,963	693,724	666,486	639,247	612,009



8.13.2 Analyze and describe the trends and projections of the school’s expenditures.

Unless there is a substantial increase in energy costs or health care costs, the school’s expenditures should remain relatively stable. The projections demonstrate significant declines in expenses. This data does not take into consideration the recent changes in enrollment. We project our expenses to be more stable.

8.13.3 What impact will the projected expenditures have on the school's strategic planning?

The All Saints Catholic School community is aware that expenses must be met or significant cuts must be made. Our future is dependent on increasing income through development activities as well as increasing tuition income by increasing enrollment and cost of living adjustments. Our strategic plan includes this pressing issue.

8.13.4 What, if any, intervention is indicated by the projections of expenditures?

The school's enrollment and development income must increase annually to support rising costs sufficiently.

8.14 Evaluation

8.14.1 Analyze and describe the strengths of the school's financial status.

The school has adjusted staff when necessary, eliminated non-essential expenses, and increased its fundraising/development efforts to maintain its financial status. Dedicated parish support has been a key factor in the school's financial viability.

8.14.2 Analyze and describe the improvements needed in the school's financial status.

The school must become less dependent on parish subsidy and more dependent on its tuition collections and development efforts.

8.14.3 Prioritize the short and long-term improvements that are needed for the school's financial status

The school must retain its current body and increase enrollment long-term at a level sufficient to support rising costs. Income from development activities must reduce the current level of subsidy.

Middle States Accreditation Standards Review

Middle States Association Accreditation Standards must be met in order for a school to be accredited by MSA. In addition to the standard, MSA has identified key indicators of quality that exemplify how the MSA standard can be met. While it is expected that nearly all schools will endorse and strive to meet most, if not all, of the individual indicators, a school may find that some indicators are more applicable and important than others.

For each indicator below indicate the extent to which each indicator is being met on a scale of 4 to 1 with 4 being “strongly implemented” and 1 being “not implemented.” Indicate “n.a.” for “not applicable.”

4= Strongly Implemented 1= Not Implemented n.a.= Not Applicable

The Middle States Standard on Finances

The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
<u>4</u> 3 2 1 na	The school implements written financial policies and procedures that are in accordance with accepted business practices.
<u>4</u> 3 2 1 na	The governance and leadership exercise prudent control over all financial operations.
4 <u>3</u> 2 1 na	Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.
4 <u>3</u> 2 1 na	Finances are currently stable and projections indicate continuing stability.
4 <u>3</u> 2 1 na	The school develops short- and long-range financial plans to ensure resources are available to deliver its educational program and services.
4 <u>3</u> 2 1 na	Stakeholders have opportunities to provide input into financial plans. The staff is involved in determining priorities for curriculum and instructional needs.
<u>4</u> 3 2 1 na	Families enrolling students in the school are informed in advance of all financial obligations for attending the school.
<u>4</u> 3 2 1 na	Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.
<u>4</u> 3 2 1 na	Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.
<u>4</u> 3 2 1 na	The school has written, reasonable, and equitable tuition, collection, and refund policies.

4 <u>3</u> 2 1 na	The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.
4 <u>3</u> 2 1 na	The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

SCHOOL IMPROVEMENT PLANNING

STRATEGIC PLAN

9.1 Members of the Committee

Name	Role	
<i>Miss Kimberly Fetter</i>	<i>Chairperson</i>	
<i>Board of Pastors</i>	<i>Chairperson</i>	
<i>Mrs. Aimee Benulis</i>	<i>Member</i>	
<i>Mrs. Teresa Keating</i>	<i>Member</i>	
<i>Mr. Leonard Tarris</i>	<i>Member</i>	
<i>Mrs. Geraldine Schwartz</i>	<i>Member</i>	
<i>Miss Mary Hahner</i>	<i>Member</i>	
<i>Mrs. Teresa Murray</i>	<i>Member</i>	
<i>Mrs. Jacqueline Urban</i>	<i>Member</i>	
<i>Mrs. Rosalie Schwartz</i>	<i>Member</i>	2009-2010
<i>Mrs. Bridget Quick</i>	<i>Member</i>	
<i>Mrs. Natalie Winter</i>	<i>Member</i>	
<i>Mr. David Bolich</i>	<i>Member</i>	
<i>Mrs. Tara Bahm</i>	<i>Member</i>	
<i>Mrs. Suemary Zimmerman</i>	<i>Member</i>	
<i>Mrs. Tina Zanis</i>	<i>Member</i>	
<i>Miss Jessica Albon</i>	<i>Member</i>	2008-2009

9.2 Description of the Planning Activity

9.2.1 Describe how the planning process was organized and managed.

The governance, administration, faculty, staff, and members of the community examined and discussed prospective goals. After detailed discussion and examination of data a quorum was reached and goals established.

9.2.2 Describe the groups that were involved and indicate what the groups did.

When the goals were established, faculty broke into groups to develop strategies for achievement.

9.2.3 Describe the techniques/procedures used in identifying the school-wide strategic goals.

The governance, administration, faculty, staff, and members of the community examined and discussed prospective goals. After detailed discussion and examination of data a quorum was reached and goals established.

9.2.4 Describe the strategic merits of the plan, i.e., in what ways will this plan result in school-wide development that is believed desirable.

The development goal will ensure the long term financial viability of the school and offer security. The achievement goal will improve the educational program offered by the school and help each student find success across the curriculum.

9.2.5 Indicate what official or agency, if any, approved the plan on behalf of the school.

The plan was approved by the Board of Pastors and submitted to the Superintendent of the Diocese of Allentown.

9.3 **Strategic Goals** (2-4 goals, one of which must address improved student performance)

To increase student performance on ITBS core total by 5% by 2015.

To increase the long term viability of All Saints Catholic School by establishing a development program that will finance one third of the total operating budget of All Saints Catholic School by 2020.

9.4 Events

Goal Statement

To increase student performance on ITBS core total by 5% by 2015.

List the major (or critical) events which must occur if the goal is to be attained.

- A. Maximize use of mathematics maintenance sheets
- B. Use sentence analysis to maintain grammar and punctuation
- C. Align individual student ITBS scores with Compass Learning
- D. Maintain updated texts and instructional materials
- E. Map curriculum to maximize instruction of content
- F. Require grade appropriate research paper in grades K- 8
- G. Expand foreign language instruction to improve language acquisition
- H. Institute peer coaching to improve and parallel instruction
- I. Increase opportunities for performance based learning
- J. Incorporate drill activities to master basic facts
- K. Institute computerized grading system

State the critical event and list any collateral events that are associated with the critical event. This is to be completed for each critical event previously listed.

A. Maximize use of mathematics maintenance sheets

- 1. Train teachers on the use, purpose, and value of maintenance sheets**
- 2. Order maintenance sheets from the IHM community**
- 3. Acclimate students to the use of maintenance sheets**
- 4. Begin using below grade level maintenance sheets with the goal of moving toward on grade level maintenance sheets**
- 5. Educate parents on the importance of mathematics maintenance**

B. Use sentence analysis to maintain grammar and punctuation

- 1. Train teachers on the use, purpose, and value of sentence analysis**
- 2. Offer ongoing support, training, and assistance to teachers as they integrate sentence analysis**
- 3. Order instructional support materials to enhance sentence analysis**
- 4. Use sentence analysis to enhance all aspects of language arts instruction**

C. Maximize use of Compass Learning--Odyssey

- 1. Align individual student ITBS scores with Compass Learning**
- 2. Review, in detail, individual and class wide ITBS scores**
- 3. Increase use of Compass Learning--Odyssey**
- 4. Strategic use of Compass Learning--Odyssey to address student's strengths and weaknesses**
- 5. Publicize continued participation in the diocesan pilot program**
- 6. Use program to provide for differentiated instruction**
- 7. Update Compass Learning program**
- 8. Update technology to continue use of Compass Learning**
- 9. Require teachers to use program for large group, small group, and individuals**
- 10. Provide yearly in-services to increase efficiency and effectiveness of use**
- 11. Use Compass reports as assessment tool--educate parents about Compass reports**
- 12. Add firewall to server to allow off site faculty and student access**

D. Maintain updated texts and instructional materials

- 1. Check copyright dates annually**
- 2. Prioritize texts most in need of replacement**
- 3. Monitor state funding**
- 4. Monitor closures, mergers, and consolidations for available materials**

E. Map curriculum to maximize instruction of content

- 1. Schedule time for teachers to meet to identify gaps and overlaps**
- 2. Allow faculty teams to develop a plan to address gaps and overlaps**
- 3. Map curriculum on paper using a color-coded system**
- 4. Integrate curriculum mapping software by 2015**

F. Require grade appropriate research paper in grades K- 8

- 1. Increase instruction in research skills--computer, library, and language arts**
- 2. Focus instruction in computer class to integrate the use of technology for research purposes**

3. *Improve organization in writing with use of schematic webs, outlining, etc.*
4. *Instruct in discrimination of reliable sources and important facts*
- G. *Expand foreign language instruction to improve language acquisition*
 1. *Introduce students to Rosetta Stone Spanish*
 2. *Introduce students to Rosetta Stone French*
 3. *Introduce distance learning with diocesan high school's foreign language teachers*
 4. *Use reports to assess foreign language acquisition*
 5. *Investigate funding sources to upgrade distance learning equipment*
 6. *Integrate purposeful instruction in etymology*
- H. *Institute peer coaching to improve and coordinate instruction*
 1. *Train teachers on the peer coaching concept*
 2. *Request teachers to invite one peer into a peer coaching activity annually*
 3. *Address instructional weaknesses, self-directed supervision based on self-reflection*
 4. *Standardize and dovetail instruction to ease student transition*
- I. *Increase opportunities for performance based learning*
 1. *Train teachers on writing and using rubrics in the classroom*
 2. *Continue integrating differentiated instruction to improve learning for all students*
 3. *Schedule more performance activities such as the Explorer's Convention, Christmas Show, Caterpillar and the Cross, ...*
 4. *Bolster and expand the E-mission virtual learning activity in the middle grades.*
 5. *Train teachers on the use of alternative assessment*
- J. *Incorporate drill activities to master basic facts*
 1. *Train teachers on the use, purpose, and value of drill*
 2. *Monitor improvement of student performance due to mastery of basic facts*
 3. *Integrate motivational drill activities into daily mathematics instruction*
 4. *Integrate drill assessment*
- K. *Institute computerized grading system*
 1. *Seek approval and support from the Diocese as this is a diocesan wide goal*
 2. *Upgrade technology as needed to support program*
 3. *Train teachers to use the computerized grading system*
 4. *Educate parents on the new system*
 5. *Publicize program*

9.6 Time/Event Diagram to increase student performance on ITBS core total by 5% by 2015.

	July-August-September	October-November-December	January-February-March	April-May-June
Year 1 2009-2010	Acclimate students to maintenance sheets/Develop ITBS plan to discuss strengths and weaknesses/Drill	Development plan to address strengths and weaknesses on individual student/DIBLES K-2/Certify Math Teacher 5-8/Integrate new Reading series K-3	Departmental 5-8 Math/ITBS/Research Paper/Author Visit/Hampstead Players/Compass In-Service	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning with Marian (Foreign Language)
Year 2 2010-2011	Maintenance below grade level/Maintenance sentences/Drill/Compass Inservice	Development plan to address strengths and weaknesses on individual student/Peer Coaching/Reading Coordinator mentor new teachers/DIBLES K-6/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper/Portfolio Assessment/Author Visit/Hampstead Players	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning with Marian (Foreign Language)/Install Firewall
Year 3 2011-2012	Maintenance below grade level/Maintenance sentences/Drill	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate Compass Learning with ITBS Scores/Integrate new reading	Departmental 5-8 Math/ITBS/Research Paper/Portfolio Assessment/author Visit/Hampstead Players/Compass In-Service	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning with Marian (Foreign Language)/Compass Access from home for Teachers and Students
Year 4 2012-2013	Maintenance on grade level/Maintenance Sentences/Drill/Compass Inservice	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper/Portfolio Assessment/Author Visit/Hampstead Players	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning with Marian (Foreign Language)/Standardize teaching of Vocab 6-8
Year 5 2013-2014	Maintenance on grade level/Maintenance Sentences/Drill	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players/Compass In-Service	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Teaching Vocab in context
Year 6 2014-2015	Maintenance on grade level/Maintenance Sentences/Drill/Compass In-Service	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning/Integrate new Math	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Cross Curricular Vocab
Year 7 2015-2016	Maintenance on grade level/Maintenance Sentences/Drill	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning/Integrate new Math	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players/Compass In-Service	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Curriculum Mapping
Year 8 2016-2017	Maintenance on grade level/Maintenance Sentences/drill/Compass In-Service	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Curriculum Mapping/ New Curriculum Mapping Software
Year 9 2017-2018	Maintenance on grade level/Maintenance Sentences/Drill	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players/Compass In-Service	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Curriculum Mapping/Continuing Education/Reading Certificates/Middle School Language Arts
Year 10 2018-2019	Maintenance on grade level/Maintenance Sentences/Drill Compass In-Service	Development plan to address strengths and weaknesses of individual student/Peer Coaching/DIBLES K-6/Good Writer's Club/Integrate ITBS Scores with Compass Learning	Departmental 5-8 Math/ITBS/Research Paper-on Grade Level/Portfolio Assessment/Author Visit/Hampstead Players	Analyze ITBS Results/Rosetta Stone Spanish and French/Distance Learning (Foreign Language)/Curriculum Mapping

9.5 Resources to increase student performance on ITBS core total by 5% by 2015

9.5.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Although our resources are limited, achieving this goal is not dependent on large financial resources. The resources that will help us achieve this goal are time and cooperation. Our faculty is dedicated, open to change, and has a wealth of experience. Most of the critical events can be achieved internally with the faculty, administration, and resources in place. State funding is available for the majority of critical events that require significant financial support, such as replacing texts. We foresee being able to budget the funds required for purchasing the needed software and updating the technology needed to achieve the goal.

9.5.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

State funding can be used to update texts and Rosetta Stone programs. Various sources to update and expand our technology will be explored, including the State and diocese. Our aide will provide classroom coverage to allow for peer coaching and mentoring. Grant writing will be expanded as well as a reliance on development funds such as the Race for Education.

9.5.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Grant writing will be expanded. Technology updates will depend on development funds such as the Race for Education, Annual Fund, and endowment.

9.6 Monitoring to increase student performance on ITBS core total by 5% by 2015

9.6.1 Describe how and when progress toward this strategic goal is monitored.

Progress will be monitored annually when analyzing ITBS results. Individual student progress will be monitored quarterly through progress in Compass Learning activities and classroom performance.

9.6.2 State specifically by title or positions who is responsible for the monitoring.

The faculty is responsible for monitoring student and classroom progress quarterly. The faculty and administration is responsible for monitoring progress annually.

9.6.3 Indicate the criteria the school will use to evaluate the attainment of the goal.

The criteria the school will use to evaluate the progress toward attainment of the goal are the ITBS results and classroom performance.

9.7 Events (Duplicate for each goal).

Goal Statement

To increase the long term viability of All Saints Catholic School by establishing a development program that will finance one third of the total operating budget of All Saints Catholic School by 2020.

List the major (or critical) events which must occur if the goal is to be attained.

- K.** *Expand the use of technology in marketing and development*
- L.** *Increase presence and communication within the community*
- M.** *Institute an annual fund*
- N.** *Expand the Race for Education drive*
- O.** *Institute planned giving*
- P.** *Establish a development committee*
- Q.** *Bolster Scrip and gift card programs*
- R.** *Continue with EITC efforts to provide scholarship money through EPSF*

State the critical event and list any collateral events that are associated with the critical event. This is to be completed for each critical event previously listed.

- K.** *Expand the use of technology in marketing and development*
 - 1.** *Create Facebook page*
 - 2.** *Mail annual Christmas cards*
 - 3.** *Continue and expand Little Lambs program*
 - 4.** *Continue to update databases for different purposes*
 - 5.** *Utilize Constant Contact for marketing purposes*
 - 6.** *Upgrade website*
 - 7.** *Update and upgrade technology to address current and future needs*
 - 8.** *Train staff to manage the needs created by the development program*
- L.** *Increase presence and communication within the community*
 - 1.** *Increase community involvement*
 - 2.** *Increase participation in parish based activities*
 - 3.** *Better utilize website*
 - 4.** *Continue to add and utilize e-announcement group and text messaging*

5. *Host public service seminars*
- M. *Institute an annual fund***
1. *Increase communication and community education*
 2. *Publish of annual proof*
 3. *Publish annual report*
 4. *Create and update database*
- N. *Expand the Race for Education drive***
1. *Establish community presence*
 2. *Improve communication and educate parents about the purpose and participation*
 3. *Create a sense of ownership*
 4. *Explore matching grants*
- O. *Institute planned giving***
1. *Establish endowment*
 2. *Establish on-line giving*
 3. *Offer estate planning seminars*
 4. *Increase major gifts annually*
 5. *Institute legacy group*
 6. *Recruit lawyers and accountants to support estate planning within our community*
- P. *Establish a development committee***
1. *Create ownership and a shared responsibility*
 2. *Increase marketing and development efforts*
 3. *Increase effectiveness of program*
 4. *Expand marketing area*
- Q. *Bolster Scrip and gift card program***
1. *Maintain regular schedule for Scrip cards*
 2. *Educate all families about the importance of everyone's participation*
 3. *Stay abreast of the latest tax laws and be sure to operate within the system*
 4. *Work with local businesses to maintain support and participation in gift card program*
 5. *Maintain stock and monitor sales of gift cards to ensure availability*
 6. *Link use of Scrip and gift card programs to scholarship money, with need always being the first consideration*
 7. *Publicize bonuses and seasonal promotions*
- R. *Continue with EITC efforts to provide scholarship money through EPSF***
1. *Maintain positive relationships with local businesses*
 2. *Demonstrate appreciation of continued support*
 3. *Actively promote participation in EPSF*
 4. *Educate families about the program and provide support in filling out required forms*
 5. *Maintain positive relationships with local accounting firms*
 6. *Monitor and be able to clearly state need*
 7. *Maintain positive working relationship with Diocesan personnel*

9.8 Time/Event Diagram to increase the long term viability of All Saints Catholic School by establishing a development program that will finance one third of the total operating budget of All Saints Catholic School by 2020.

	July-August-September	October-November-December	January-February-March	April-May-June
Year 1 2009-2010 Cost: .80	Little Lambs/Facebook/4pg Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund Drive 10K, 1 Major Gift	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education	Planned Giving Brochure/Proof/Annual Report
Year 2 2010-2011 Cost: .70	Little Lambs/Create Development Committee/Update Website/6pg Annual Fund Publication	State of the School Letter/Christmas Cards/Create Case statement for basis of all development/Annual Fund Drive 15K, 2 Major Gift	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Grant	Brunch to discuss estate planning/Planned Giving Brochures to Grandparents/Proof/Annual Report
Year 3 2011-2012 Cost .60	Little Lambs/Update Tech Available for Dev/8pg Annual Fund Publication/Planned Giving Brochure	State of the School Letter/Christmas Cards/Annual Fund Drive 20K, 3 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Grant/Prepare for Online Giving	Info Night on Planned Giving (wine & cheese) for Grandparents/Proof/Annual Report
Year 4 2012-2013 Cost: .55	Little Lambs/10pg Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund 25K, 4 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Grant/Online Giving/Capitol Campaign for Feasibility study	Mail Planned Giving Brochure to Pottsville Catholic Alumni and Grandparents
Year 5 2013-2014 Cost: .50	Little Lambs/Proof Printed/Annual Fund Publication(Include???)	State of the School Letter/Christmas Cards/Annual Fund Drive 30K, 5 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Capitol Campaign (14-20 months)	Alumni Picnic/Proof/Annual Report
Year 6 2014-2015 Cost: .45	Little Lambs/Annual Fund Publicaiton	State of the School Letter/Christmas Cards/Annual Fund Drive 40K, 6 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Capitol Campaign	Proof/Annual Report
Year 7 2015-2016 Cost: .40	Little Lambs/Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund Drive 50K, 7 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education/Capitol Campaign	Proof/Annual Report

Year 8	Little Lambs/Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund Drive 60K, 8 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education	Proof/Annual Report
2016-2017				
Cost: .35				
Year 9	Little Lambs/Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund Drive 75K, 9 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education	Proof/Annual Report
2017-2018				
Cost: .30				
Year 10	Little Lambs/Annual Fund Publication	State of the School Letter/Christmas Cards/Annual Fund Drive 100K, 10 Major Gifts	CSW/Planned Giving Brochures/Enrollment/Open House/Annual Fund Thank You Cards/Race for Education	Proof/Annual Report
2018-2019				
Cost: .25				

9.9 Resources to increase the long term viability of All Saints Catholic School by establishing a development program that will finance one third of the total operating budget of All Saints Catholic School by 2020.

9.9.1 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) available for the attainment of the goal.

Our financial resources are limited. We are well aware that as we establish a development program most of the funds will need to be reinvested in the program. We hope to decrease the funds reinvested in development and increase the funds available for the operation of the school. We have access to equipment in the school and parish for some of the programs. Other needs, such as printing in large quantities, will need to be outsourced. The administration and staff are aware of the need for training in development and advancement and pursue opportunities as they arise. Our school family includes a number of people with specific talents to development, marketing, and fundraising.

9.9.2 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that can be redeployed from other programs and services to attain this goal.

As the development program is established, the finances must be included in the school budget. Initially, parish subsidy and tuition will need to finance efforts. Within two years, the development program must be self-sustaining and profitable.

9.9.3 Describe the resources (time, finances, staff, facilities, equipment, materials, etc.) that must be acquired or developed in order to attain this goal.

Diocesan resources and funding must be sought.

9.10 Monitoring Progress of Development Program

9.10.1 Describe how and when progress toward this strategic goal is monitored.

Progress will be monitored monthly by the principal and bookkeeper when reviewing financial status. Progress will be monitored quarterly by the administration and pastors at the regularly scheduled Pastors' Meetings. Progress will be monitored annually by the administration, Board of Pastors, and the Diocese of Allentown while reviewing the financial report and budget in July.

9.10.2 State specifically by title or positions who is responsible for the monitoring.

The principal and Board of Pastors is responsible for monitoring progress.

9.10.3 Indicate the criteria the school will use to evaluate the attainment of the goal.

The school will use the profit to cost ratio to monitor and evaluate the attainment of the goal. The ratio of funds raised through development to the overall cost of funding the program will contribute to the evaluation of the development program.

The Middle States Standard on School Improvement Planning

The Standard: The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school’s philosophy/mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

Indicators for all schools:

<i>Degree of Implementation</i>	<i>MSA Indicator</i>
4 <u>3</u> 2 1 na	The school’s improvement plans are developed with broad-based school community participation and input.
4 <u>3</u> 2 1 na	Information about the school’s planning processes, its improvement plans and goals, and the results of implementing the improvement plans are communicated to stakeholders and the public.
4 <u>3</u> 2 1 na	Improvement plans are supported by the school community and approved by the governance where appropriate.
4 <u>3</u> 2 1 na	Periodic external reviews validate the school’s processes for strategic or long-range planning and school improvement.
4 <u>3</u> 2 1 na	The school can document its long-range planning for finances, facilities, and technology enhancement.
4 <u>3</u> 2 1 na	Improvement plans are based on an analysis of historical data, baseline performance information, trend data, and projections.
4 <u>3</u> 2 1 na	The school’s improvement plans are reviewed periodically to determine the extent to which outcomes meet expectations so that corrective actions can be taken as needed.
4 <u>3</u> 2 1 na	Planners consider the capacities of its facilities, equipment, and staff before adopting new programs.