



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Saint Vincent de Paul

1720 E. Wallen Road Fort Wayne, Indiana 46825

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review (QAR). The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) Indicators rubric; 2) Indicators evidence; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The Indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and Indicators. For each Indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The focus questions allow the school to expand on and think more deeply about the responses to the Indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the Indicators. The section asks, "How are the

practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

Demographics

Public/Non-public:	Non-public
School Type:	Elementary
Charter School:	
Enrollment:	751
Gender at School:	Co-Ed
Grade(s):	K,1,2,3,4,5,6,7,8
Location Type:	Suburban
Religious Denomination:	Christian - Catholic

Standard 1. Vision and Purpose

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Operational

Evidence Provided:

School improvement plan includes vision, mission

Strategic planning incorporates vision, mission

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Operational

Evidence Provided:

Newsletters, articles

Publications, brochures, handbooks

Stakeholders demonstrate knowledge of school/district profile

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Highly Functional

Evidence Provided:

Instructional practices demonstrate alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Evidence Provided:

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

The vision for our school was established through the collaborative effort of staff and faculty. It is related to our mission that guides everything that happens at our school. We began communicating the vision and mission through our Character Development program adopted ten years ago. We used the terminology in organized lessons, during discipline situations and in parent communications. We solicited the design of a logo to accompany our vision statement through art students at the University of St. Francis and are in the process of assuring that all communication from our school features the logo and the vision statement. School community members include verbiage from our vision and mission statements in newsletters, church bulletins, and on our website. A parent came to us with an idea for a banner to be carried in procession before every All-school Mass with our vision statement. We have taken the time with faculty and school board members to break down the mission statement into parts to specifically identify its meaning and how it relates to all that we do at St. Vincent's. Our development director acts as our liaison to community media to spread the news of our school throughout the county. Everything that happens in our school, our parish and among our stakeholders directly relates to Building a Community in Christ for today and tomorrow.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The principal updates the profile and community information every spring using statistics from school enrollment figures, parish registration information and outside sources such as public school feasibility reports. The development director monitors the school brochure so that new families receive the most timely updates on programs and services. The administration has offered a mid-year progress report to parents for evaluation, and this year survey questions from our original SIP in 2003 were updated. All testing data is analyzed by the data committee and given to teacher collaborative teams for processing into strategies for school improvement. Each teacher has access to standardized testing results such as ISTEP and NWEA on the internet. The Talent Development teacher produces a binder that includes all assessments for students in each teacher's classes. School Board members are directly responsible for gathering data from a number of school committees and placing that data in our school's Strategic Plan. It is a living document based on our vision and mission that guides all committees and all that happens in our school community. There is a yearly timeline for updating the plan. The school website is frequently updated as a means of keeping our stakeholders informed.

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

The school principal is ultimately responsible for insuring that all committees and those activities related to the school and all academics are guided by the vision, purpose and mission. Many school initiatives and procedures support this. On the individual level, teachers complete personal and professional goal sheets every year in the fall followed by a reflection sheet that is completed in the spring. These forms are returned in a cyclical manner. There are 8 members of our school Steering Committee who oversee the individual SIP committees formed to monitor our three interventions for our school goal. Every teacher is a member of at least one committee and may be designated as the chair. Other members are designated as reporters so that in this way, we have provided a checks and balance system for ensuring the plan is a living plan. Leadership is more broad-based to assure involvement and ownership. The School Board guides the community advisory committees made up of school personnel, parishioners, business leaders and parents. These committees present their own portions of the Strategic Plan to the board including a mission statement that relates to the school mission statement, committee goals and strategies. The board maintains a timeline for updates on a yearly basis. On the parish level, the priests include the vision, character development language and lessons through their homilies. A parish newsletter called "Visions" is sent to parishioners detailing school programs and events. Leadership through the administrative team coordinates and serves as liaisons with all previously described groups.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the

school's expectations for student learning and school effectiveness?

The two most important processes used to ensure that the vision and purpose of the school system remain current would be the continual review and evaluation of the School Improvement Plan and the Strategic Plan. Both documents are updated through the collaborative efforts of the faculty, parents, school board members and administrators. Teachers collaborate regularly in grade level teams with a member of the administrative team present. They document the purpose and goals for their students on a monthly basis. Administrators do walk-about as well as formal and informal observations. School board members visit the school annually and provide liaisons between all school committees and the board. The Parish Finance committee, parish business administrator and school board collaborate with the principal to discern the budget for each year making sure tuition is kept as low as possible to support the vision and mission of building a Community in Christ and enabling all students to live their Catholic faith while achieving academic success.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

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

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Highly Functional

Evidence Provided:

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Students and staff affirm their understanding of discipline policies and due process

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Highly Functional

Evidence Provided:

Policies demonstrate protocols for remediation and due process

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff demonstrate knowledge about due process

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Evidence Provided:

Documentation of resolutions of any complaints

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

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

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Operational

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

2.6 Provides teachers and students opportunities to lead:

Operational

Evidence Provided:

Accreditation team members are representative of staff and students

Agenda and minutes of meetings demonstrate shared leadership with staff

Staff affirm their involvement in shared leadership opportunities

Students are involved in student governance

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Stakeholders affirm their involvement on committees

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Highly Functional

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in co-curricular organizations and activities

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:

Operational

Evidence Provided:

Stakeholder survey data

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

Policies demonstrate evaluation criteria, timelines, and termination processes

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

Diocesan policies are written by principals and are reviewed according to a yearly schedule. Policies are ratified by the Bishop and sent to the schools for implementation on the local level. St. Vincent's School Board members and the administrative team check to assure the school is operating according to Diocesan policies. The School Board writes policies at the request of administration when a Diocesan policy does not cover a situation. The School Board policy committee writes the policy; it is reviewed by the principal and board members and voted on at two board meetings. It is communicated to the school community via newsletters, E-mails and the website. It is then ratified, and school administrators write procedures for implementing the policy. Faculty provides input and comments previous to the writing of procedures, then reviews to assure consistent support and follow-through. Information about policies and procedures is communicated through the Parent/Student Handbook which is published on the website. Parents and junior high students are required to sign a form that they have reviewed the handbook. Teachers and paraprofessionals receive a handbook that is updated yearly. New employees attend separate meetings with the administrators and administrative assistant to review the handbooks. New students meet every year during the first couple of weeks with the school social worker.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

Besides the mandatory ISTEP+ standardized testing, St. Vincent's uses NWEA for progressing monitoring of its students. We began with grades 3, 4 and 5 and have expanded gradually over the past three years with the goal of testing grades 1 through 8 by 2010. Testing takes place in the fall and spring as a measure of growth for each student. Parents, teachers and students establish goals for each student based on fall results during Parent/Teacher conferences. Success of the goals is measured again by the spring testing.

Catholic Identity is monitored through the NCEA ACRE test for grades 5 and 8. Reading skills are monitored for primary grades with AIMSweb at least three times during the year. Progress monitoring is more frequent for students at risk. We also use STAR testing for reading levels, research-based assessments, and research-based strategies to guide student-centered learning. PowerSchool is our administrative program that tracks grades, attendance and provides timely communication with students and parents. Teachers are required to update grades at least every two weeks. Striving for Excellence is a reward program established by the assistant principal to provide incentives for student achievement and regular attendance. The administrative team makes formal and informal observations including walk-about. (The administrative team is composed of the principal, assistant principal, social worker and dean of students.) The staff also includes a special needs director with four supportive personnel and a talent development teacher. All work closely with the rest of the faculty.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

Leadership among faculty and staff is broad-based, especially concerning the School Improvement Plan. The school has a steering committee that oversees the entire process. There is a second level of committees that work on each intervention for the goal. These committees have chairs leading the process, but other members of the committee are recognized as liaisons between the committee and the steering committee. This provides a checks and balance system, but also increases involvement and ownership. The School Board supports various parent committees that provide information for the Strategic Plan. These committees include faculty and staff members as well as liaisons from the board. The liaisons report monthly to the board. Each committee reviews the Strategic Plan according to a timeline set by the School Board to ensure its effectiveness and its implementation. Informal opportunities for stakeholder contributions come from various school activities such as HASA, Family Rosary, Family Service Day, 7th grade retreat, and 8th grade graduation activities, to name a few. Students are involved through Student Council, We Care Week, classroom service projects and Conflict Managers. Athletic coaches are parent and community volunteers.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

Our school supports the philosophy of providing differentiated instruction for each student based on individual needs as much as possible. To that end, professional development opportunities are offered frequently and align with the goals of our School Improvement Plan, the Technology Plan and the Character Development program. We provide a special needs program with a resource staff of five. We also have a talent development teacher for students who need additional challenge. The teacher supervises special programs such as Destination Imagination and Sunshine Math. Both programs support inclusion whenever possible as opposed to pull out. Our vision and mission statements specifically address providing Catholicity and academic achievement for all. We accomplish this through teacher assistants in every grade level, year end reflections and goal setting for every teacher, and the provision of fine arts classes, cross-curricular learning units and exploratory classes. We encourage extra and co-curricular activities by providing stipends to staff members who supervise. We also provide scholarships through the Development Committee, the Parish Finance Committee and priests, HASA, the music department, and athletic department. Every year we host an event called Celebrate St. Vincent's School organized by parents and the Development Director to celebrate the year and solicit support and funds through the Giving Tree for new technology and other materials that are not part of the regular school budget.

Overall Assessment:

Operational: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
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Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning: *Operational*

Evidence Provided:

Lesson plans that indicate learning objectives

Staff can articulate student learning expectations

Staff meetings highlight discussions of student learning expectations

Student Handbook outlines student learning expectations

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

learning:

Operational

Evidence Provided:

Lesson plans that show how students are involved in establishing their own learning goals

Samples of student work

Staff meet to share student work

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Operational

Evidence Provided:

Assessment data

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Surveys

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Operational

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional learning opportunities focus on best practice instruction

Student display of project-based learning opportunities

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

Master schedule

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Policies demonstrate that substitute teachers are responsible for delivery instruction

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

Evidence Provided:

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

Staff affirm that there are multiple opportunities for students to get support

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Operational

Evidence Provided:

Database of student behavioral incidents

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Students affirm that they are involved in promoting positive school climate

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for media services

Media services staff demonstrate the use media resources to support student achievement

Staff affirm the use of media services in their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate media staff

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

*Highly Functional*Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Calendar and schedule of technology services to students

Staff affirm that technology supports their curriculum and instructional programs

Students and staff affirm that technology is embedded within the teaching and learning process

Focus Questions:***1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?***

Teachers collaborate with their own grade level teams and across grade levels to evaluate the curriculum and assessments during faculty meetings and SIP meetings. When data is available from research-based assessments such as NWEA, AIMSweb, STAR and ISTEP+, the assistant principal schedules meetings with groups to evaluate student achievement. The school has a data committee that gathers and analyzes data, the results of which are presented to grade level teams during their weekly scheduled collaboration time.

Three years ago a reading program called Literacy by Design was adopted for the primary grades to provide a proven program of instruction that could be implemented with fidelity in all primary grades levels. This philosophy is gaining momentum as the special needs director and principal meet with the teams to guide their collaboration. The key objective is to provide a program of fidelity across all grade levels in both reading and mathematics within the next two years. A strategy being used to reach this objective is assisting teachers in planning across content areas and recognizing the essential questions to guide learning that is student centered. Teachers complete unit-planning forms for thematic units that articulate essential questions for lessons, identify links to previous learning, map the standards covered, and articulate key concepts, skills and vocabulary. The special needs director and talent development teacher work directly with teams to develop instructional strategies designed to meet individual needs. An in-house curriculum committee is formed every year across all grade levels to evaluate curriculum and to recommend textbooks for the state adoption schedule. Grade level teachers plan their lessons together to assure fidelity in instructional strategies and presentation of material.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

The School Improvement Plan is a vital guide for all that is achieved at St. Vincent de Paul School. Teachers research programs, textbooks and materials that are recommended to the administration for adoption or purchase. There has been a significant drive in the past 5 years to recommend textbooks and programs that are research-based, to provide technology such as SmartBoards, and to provide the professional development to make sure technology is utilized to enhance curriculum not just replace blackboards or whiteboards. Staff has been hired to provide Tier 3 interventions for the primary grades in accordance with RTI strategies. Faculty members receive support through coaching and mentoring sessions and their collaboration times to monitor fidelity for Tier 2 and Tier 1 delivery of instruction in the classroom. The teachers' bulletin includes suggestions for Best Practices and examples from teacher classrooms to support evidence-based instruction that is student-centered. The Parish Finance Committee, School Board, Development Committees, and the Technology Committees are composed of parents and parishioners as well as school staff members who monitor purchases of innovative technologies and programs as a method of ensuring their effectiveness and faithful presentation to improve student learning.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

Teachers are encouraged to take advantage of professional development opportunities that relate to our SIP reading goal and differentiation of instruction in the classroom. We provide training for the use of technology in our building and for proper implementation of our Character Development program. We pay teachers a stipend for spending summer time in professional development, and we have an extra professional development day prior to our opening staff meeting in which teachers are paid a stipend to attend. We have found it more effective if we bring speakers to the school and give teachers time to collaborate. For the past three years though, various teachers have attended the NWEA conference for our district. We also send teachers every summer to the Midwest Conference for Differentiation. Teachers participate in district-wide Curriculum Day and ICF Day. The school has a special needs department with 5 employees and a talent development teacher. These staff members work with students in Tier 3 and Tier 2 interventions, and they provide coaching and mentoring support for teachers. Administrators observe and evaluate informally, formally and through walk abouts. We have a data team to gather and analyze testing information that is given to teams for development of strategies for direct classroom instruction. We have a data-base and video archives of best practices.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

The weekly schedule includes computer classes and library instruction for all students. We have three computer labs, and teachers may schedule extra time in the labs for classroom projects. We have a talent development room and a special needs area to meet specific needs of students. Our specials teachers work closely to provide instruction across curriculum related to content presented in the core classes. Teachers have SmartBoards with access to United Streaming, Criterion On-line, Reading A to Z, I-excel and other web-based programs to enhance instruction. Extra-curricular and co-curricular activities include On-line Math League, Morning Show, various athletics and Journalism among others. We also provide Individual Learning Opportunities such as on-line Algebra and Geometry for those who need more challenging classes. We have audio technology in rooms for Foreign Languages and for students who have hearing disabilities which has contributed to improved focus for all students. We have data storage on our server for student and teacher work. Parents have access to PowerSchool, our website has links to other learning sites, and we have a database of parent E-mail addresses to directly contact parents.

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

Assessment system that records multiple assessments

Policies that outline targets for behavioral standards: attendance, discipline

Staff affirm the use of multiple measures for student performance

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Highly Functional

Evidence Provided:

Calendar of assessment activities

Examples of student work are prominently displayed

Staff meet regularly to discuss student work

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders are knowledgeable about the assessment schedule

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Staff utilize business and community data to guide program planning

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Highly Functional

Evidence Provided:

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Highly Functional

Evidence Provided:

Reports that outline comparable data analysis - across schools, districts, states, nationally

Staff affirm their involvement in meetings in which comparative data were highlighted

4.7 Demonstrates verifiable growth in student performance:

Operational

Evidence Provided:

Data reports include behavioral and environmental data

Data reports verify growth in student performance

Staff can identify strategies for increasing student performance

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Evidence Provided:

Reports that satisfy local, state, and national requirements

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

Standardized assessments such as NWEA, AIMSweb, and STAR reading assessments are given to students in the fall and spring. Other tests, ISTEP+ and ACRE, are administered in the spring. Standardized assessments are research-based as are interventions provided. The Data Committee analyzes scores and gives the information to grade level teachers and administrators. The special needs team members and general education teachers identify students who need Tier 3 and Tier 2 interventions and arrange scheduling for direct services or classroom support. These students are progress monitored for more timely growth analysis. Parents, students and teachers work together during parent/teacher conferences to identify individual goals for students from fall to spring.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Standardized assessment results are reviewed and analyzed by the data team. Overall assessment results for the school and grade levels are charted and given to grade level teams, parents and pastor. Results are also provided to the Catholic Schools Office and AdvancEd. They are also included in the school's Strategic Plan. Parents are provided with internet access to their individual student's reports and scores. They are given an opportunity at Parent/Teacher conferences to participate in goal setting with their child and their child's teacher in the fall. Teachers are provided with binders that include all testing data for each of their students. The data is updated as more assessments are completed. Parents receive weekly information on student progress through weekly folders and newsletters. PowerSchool is available to students and parents for grade checking and is updated no

later than every two weeks. The school website provides links to added learning opportunities and Des Cartes which is the NWEA document for suggesting learning strategies based on a student's RIT scores. We have a stringent eligibility policy that requires timely up to date information so students can monitor their academic progress. At the middle and end of quarters, parents, students and/or teachers can request a parent/student conference with the special needs director, homeroom teacher and administration to realign and reset goals for improvement.

3. How are data used to understand and improve overall school effectiveness?

The Data Committee presents its information to the faculty. It is presented to the faculty through graphs and charts to identify strengths and weaknesses in program implementation and student learning. The School Improvement Plan is updated with testing data, and strategies for interventions are realigned. Teachers meet during collaboration time or during faculty meetings to use data to set instructional strategies across all curricular levels and on the individual levels. The data along with teacher observation and knowledge of students drives the plan for our school in line with our vision and mission for student-centered learning.

4. How are teachers trained to understand and use data in the classroom?

We have a staff made up of experts in supporting, coaching and mentoring teachers. They work directly in the classrooms and during scheduled collaboration time. We bring in other experts such as those informed in SmartBoard technology to present to the faculty in the building. The administrators observe teachers and make suggestions. Professional development is continuous with certain types of activities targeted such as NWEA conferences and the Midwest Conference on Differentiation. However conferences are not limited to just these. Teachers receive stipends for work outside the regular school year. The assistant principal meets with new teachers at the beginning of the year for an overview of the teacher handbook and professional expectations for teaching and learning. Observations and walk abouts by the administrative team monitor lesson presentations and provide suggestions for promoting a valuable learning environment. The Data Committee works to make data understandable, valuable and reliable through data binders, charts and graphs

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

Evidence Provided:

Agendas, minutes, decisions for IEP meetings

Appropriate space is provided for special need support programs

IEP: Individualized Education Plans

Personnel policies ensuring certification, licensure, evaluation, training

Staff can affirm that special needs students receive needed support

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

Evidence Provided:

Personnel policies ensuring certification, licensure, evaluation, training

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staffing of both administrative and teaching positions is appropriate and adequate

5.3 Ensures that all staff participate in a continuous program of professional development:

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff can affirm their involvement in professional learning opportunities

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Personnel policies and practices

Other: Para-professionals are assigned in each classroom to facilitate student learning.

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

Evidence Provided:

Annual budget

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Space is adequate and appropriate to support student learning

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

Evidence Provided:

Audit reports

Practices that support appropriate use of fiscal resources

Secure management of all fiscal processes

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Operational

Evidence Provided:

Calendar of safety drills: fire, tornado, emergency crisis

Policies and processes regarding safety

Policies regarding dispensing prescription medications

Staff are involved in developing and implementing safety policies

Support staff are knowledgeable about safety policies

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Operational

Evidence Provided:

Crisis intervention committee

Health support staff are available

Staff and students are knowledgeable about emergency procedures

Staff Handbook

Student Handbook

Wellness policy

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Operational

Evidence Provided:

Community based programs

Enrollment data

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

5.10 Provides appropriate support for students with special needs:

Highly Functional

Evidence Provided:

IEP: committee, minutes, calendar, agenda, sign-in sheets

Policies and procedures that are ADA and IDEA compliant

Response To Intervention program is demonstrated in the classroom

Staff affirm their use of instructional strategies that support special needs inclusion

Student referral process and procedures

Teacher certification, licensure, etc. supporting special needs

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

On the Diocesan level, policies and procedures are documented in appropriate binders for the recruitment and hiring of qualified personnel including administrators, teachers, substitute teachers and para-professionals. There are also guidelines for hiring non-certified personnel such as kitchen, custodial and after school care staff. When a position is open, the information is given to the current school staff first for opportunities to hire within. It is then given to the Catholic Schools Office and the parish office for posting on the web and in the church bulletin. The position is also advertised on the school website. Staff members are given ample opportunities for professional development beyond the suggested days from the Diocese. Teachers are given chances to observe each other as well as colleagues in other school systems. Administrators observe and evaluate teachers formally and informally. The administrators maintain an open door policy so teachers feel free to conference, converse and make suggestions. A Snaps and Kudos letter is sent around periodically, and teacher bulletins congratulate teachers on Best Practices observed. HASA provides special appreciation luncheons for school staff members. The pastor meets yearly with teachers and administrators. School Board principal's evaluation committee provides formative and summative evaluations for the principal. Teachers provide evaluations of their para-professionals. The direct supervisors evaluate their staff members appropriate to the requirements in their areas.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The budgeting process supports the vision and mission for the school by the number of church and school community members who are involved. Budget procedures begin in December with the School Board Finance Committee and the principal. Salaries and wages are figured first. In January teachers are given budget forms to identify needs for the following year. Other departments meet with their advisory committees to build their own budgets. Much of the budgetary information is extrapolated for the next five years in the Strategic Plan that guides the budgeting process. HASA also begins gathering requests from grade level teams. In February the finance committee gathers data from all stakeholders and begins entering numbers for materials, textbooks and supplies. A capital budget is also prepared. Pre-registration takes place so we can begin projecting numbers for enrollment. By March the budget is introduced to the School Board for review, and tuition numbers are investigated and set for recommendation. The principal and school board members present the School Board approved budget to the Pastor and Parish Finance Committee for scrutiny. The Pastor and Parish Finance Committee approve the budget. To ensure that all students are enabled to live their Catholic faith and achieve academic success, the

principal and parish business administrator keep the budget true and authentic, and tuition adjustments each year are kept to a minimum.

3. How does the leadership ensure a safe and orderly environment for students and staff?

The parish has a Buildings and Grounds Committee that meets monthly. School Board members meet with that committee through a Facilities Committee. The facilities manager works on a daily basis with administrators and teachers to assure cleanliness and safety measures are supported throughout the building. The school has a full time nurse who works with the assistant principal and the kitchen director on a health and wellness plan. The school has a Crisis Response Plan and team. Administrators, first responders identified among the teaching staff, and coaches are required to be certified in CPR and AED training. After School Care personnel and playground assistants also have First Aid Certification. Paid supervision on the playground assures consistency in behavior expectations and safety procedures. Most teacher assistants have substitute teaching licenses so they can take over the classroom with little interruption of expected procedures and educational activities. The Dean of Students works closely with the school Social Worker on student behavior according to highly organized and articulated discipline expectations. Parents are consulted and aware of consequences via telephone, E-mail and handbook communication. Each classroom has a phone, and administrators are in constant communication via walkie talkies that are also maintained in the office and the clinic. The school Social Worker trains students to be conflict managers. The school uses research-based bullying programs: R-Time and Olweus that is taught and monitored by the Social Worker and teachers. Procedures are written for emergencies, weather related hazards, and lock downs. All personnel are trained in the procedures. Visitors are monitored at door 2.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Personnel is key to meeting student needs. Besides the work of teachers to meet our vision and mission, we have special needs support, a talent development teacher, Dean of Students, social worker and Facilities Manager. Our adult to student ratio is reasonable and appropriate to meet the needs of our large student body. The social worker provides forms outside the counseling office for students to request appointments. Teachers also make recommendations for services, and parents are able to call the social worker directly. The Character Development and bullying programs are research-based and monitored by the social worker. Students are recognized and recommended for academic services through our universal screenings. The RTI program monitored by the special needs director identifies students who need speech, OT or other services provided by Fort Wayne Community Schools or other St. Vincent's interventionists. Teachers work collaboratively with parents, consultants, interventionists and Title 1 tutors through meetings held by the special needs director. Other students who do not have IEPs receive academic assistance through Academic Goal Setting Meetings offered twice a quarter and/or by request of parents.

Overall Assessment:

Operational: The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Internship/partnership agreements with community-based business and agencies

Parents and community members regularly volunteer time in school/district

Staff affirm that stakeholders are involved in many aspects of school/district

Stakeholder survey data

6.2 Has formal channels to listen to and communicate with stakeholders:

Operational

Evidence Provided:

Newsletters, brochures, letters, memos

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Highly Functional

Evidence Provided:

Calendar, agendas, minutes, committee membership

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Operational

Evidence Provided:

Newsletters about student performance

Parent Handbook

Parents and students are involved in developing individualized learning plans for students

Regularly published newsletters to community

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Operational

Evidence Provided:

Parent - Teacher Conferences

Report cards

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

Our vision statement assures that we include our stakeholders in our community and respond to their needs. We survey our stakeholders through the website to update information gathered for our School Improvement Plan. We also solicit information informally whenever we send letters, notices, E-mails or newsletters. It is mandatory for teachers to respond to parent communication within 24 hours, and we publish telephone numbers relating to

appropriate personnel to deal with specific questions. Teachers and administrators document communication with stakeholders. We include the community in family activities to build our Catholic Identity such as Family Rosary, Family Service Day, Forty Days of Life, the St. Vincent de Paul Food Drive and classroom activities such as the Fourth Grade Saints, May Crowning and Sacramental preparation. Parents are relied on heavily to chaperone field trips, work with centers, and other volunteer opportunities. The school communicates with Bishop Dwenger High School to align academic expectations that are then communicated to parents through Junior High Orientation meetings. Parents complete forms every year with information about their children to aid in classroom placement for the following year. The School Board solicits information from the school community as it evaluates the principal and reviews the board constitution, by-laws, policies and school handbooks. Each group supports a specific procedure for communicating parent concerns through the proper channels. The school has a significant number of committees contributing to the Strategic Plan composed of various parents and parishioners.

2. How does the school's leadership foster a learning community?

According to the vision and mission, every member is a part of the learning community as we work together to enable our students to live their faith and achieve academic success. The administrative team meets frequently to reflect on procedures, practices and situations relevant to day-to-day management. The principal meets with the collaboration teams regularly. Teachers are encouraged to take college classes, professional development seminars and participate in programs to further their career objectives. Four teachers have taken advantage of the Diocesan Prospective Principals program. Para-professionals are also encouraged to continue their education resulting in a number of them becoming certified educators. Parents are invited to participate in religious events and activities. Teachers and staff model programs such as DEAR and R-Time. HASA provides learning opportunities such as Missoula Theatre and the Mission to Mars. The principal fosters a learning community through stakeholder participation in an open door policy to generate ideas and encourage all to serve.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

Information is provided to stakeholders through the school website, PowerSchool, classroom newsletters, and the school menu (newsletter.) The principal publishes a school page in the church bulletin. A Development Director communicates with outside media sources to provide information about school activities, awards and events. Every piece of printed material from the school office carries the logo with the vision statement. Children carry a banner to Mass with the vision statement displayed. The lunchroom and gym both have large banners communicating the vision. The school has a brochure and CD available for prospective families. Tours are available as well as opportunities for incoming students to shadow current students. Students produce a live program called the Morning Show. We pray in the morning and at other times when appropriate to the season or the needs of families. We have yard signs, bumper stickers, and window stickers advertising our school. Magazines carry advertisements along with Today's Catholic. We have Orientation Day, Open House during Catholic Schools Week, Celebrate St. Vincent's at the end of the year and the usual communication forums such as Back to School Night, Parent/Teacher Conferences and Grandparents Day.

Overall Assessment:

Operational: The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

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

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

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Record of student performance improvement efforts

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

Stakeholders affirm their involvement in continuous improvement process

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Highly Functional

Evidence Provided:

Evaluation data demonstrating impact of plan and actions taken to remediate

Staff affirm their understanding of the impact of programs that support student learning

Staff, students affirm their understanding of student performance targets

Vision, purpose posted in school/district facility

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Operational

Evidence Provided:

Personnel Policies that outline staff evaluation process

Staff affirm their involvement in professional learning

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Operational

Evidence Provided:

Newsletters, brochures

Staffing assignments support monitoring and reporting of continuous improvement efforts

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Operational

Evidence Provided:

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

The formal process used for continuous school improvement is in accordance with the framework of AdvancED and the guidelines of the seven standards. The faculty reviews the plan throughout the year, monitoring interventions and strategies, and reviewing data gathered through standardized and local assessments. Though we are no longer able to use half days and early dismissal days for School Improvement, we are continuing to use collaboration time and faculty meetings to assure that everyone is a part of the process in accordance with our vision and mission. We are student-centered, and our school effectiveness is driven by the adoption of research-based educational programs and assessments. The result is employing data more effectively to create new strategies, continuing those that are working and implementing best practices to make learning more student-centered and more relevant to the needs of 21st century learners.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

The steps are guided by AdvancEd and the collaborative efforts of our total school community. We analyze the data, review answers from surveys, triangulate all information and create goals. We continuously reflect on our roles as models, learners and teachers with the vocation of creating a community of believers who will be successful as they answer their own callings in the future.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

The school budget combined with state and federal money give ample opportunity for our staff members to further their own professional development. The administrative team gives suggestions, but teachers seek their own opportunities for growth. They form learning and service communities such as the Teacher's Book Club and Staff Morale Committee. The administrative team personally participates with the faculty in implementing interventions and achieving improvement goals. When teachers have participated in professional development, they communicate what they have learned to other faculty members. They set goals for personal and professional development at the beginning of the year and reflect on what they have accomplished at the end of the year. It is a cyclical process. The school provides training for programs such as Olweus and R-Time and for the use of technology and SmartBoards. Teachers receive monetary compensation when training takes place outside the regular school day.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The School Improvement Plan is monitored and checked by the set up of the committees. There are eight members on our school steering committee who oversee the individual SIP committees formed to monitor our three interventions for our school goal. Every teacher is a member of at least one committee and may be designated as the chair. Other members are designated as reporters so that in this way we have provided a checks and balance system for ensuring the plan is a living plan. Leadership is more broad-based to assure involvement and ownership. The School Board guides the community-based committees made up of school personnel and parents. These committees present their own portions of the Strategic Plan to the board including a mission statement that relates to the school mission statement, committee goals and strategies. The board maintains a

timeline for updates on a yearly basis. All of this is then shared with our stakeholders through the numerous methods of communication

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Conclusion

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

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

As we reviewed the responses, we came to the conclusion that learning is student-centered with a great deal of community involvement which is as it should be to support our vision and mission for St. Vincent de Paul School. The trend in our teaching models is to use best practices, research-based strategies, interventions for individual improvement that are guided by research-based assessment and progress monitoring. We are a collaborative community growing in our ability to reflect and document accountability for what is happening in the classroom.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Our greatest strengths would be our identification of the vision and mission of the school. We live it through all that we do, and we communicate it through expectations from students, teachers, staff members and parents. Our pastor and parish community affectively support our school. We are a collaborative community with all stakeholders more than willing to assist in any capacity necessary to keep the school on the right path. We foster the growth of all students based on individualized needs and goals. We are innovative and dedicated to using our gifts to their highest level whether through human endeavors or monetary means.

What would you consider to be your school's greatest challenges?

Now that we have identified the data that will be most helpful in providing information to guide our decisions, the challenge will be in appropriately analyzing the data and presenting it in a manner providing the greatest effectiveness. Citing the fact that we no longer have professional development days built into our schedule, it will take more creative scheduling to give teachers abundant opportunities to analyze the data. The key is to formalize information gathering and document it for future use. We have a good start with the binders provided by our talent development teacher so each of the other faculty members can find the data easily for students. Our next step will be to identify strengths and weakness in each student, reflect on strategies for improving basic skills, and implementing best practices collaboratively so student growth crosses all areas of curriculum.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The insights gained from this self-assessment will guide our methods for continuing to engage our stakeholders in working towards our vision and mission. We will continue to seek out formal and research-based assessments, build on a strong base of student-centered learning that includes innovative and creative practices, and look for more and better ways to guide our students in living their faith and serving their community. We will use this self-assessment to recognize when we are not providing an equitable learning opportunity for all students and work to better support differentiated instruction. We want to continually improve what we do and how we do it so our

students will be able to send their own children to our school in the future as we build a Community in Christ for today and tomorrow.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders				✓
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the school, its students, and the community			✓	
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school				✓
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school				✓
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness			✓	
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead			✓	
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership			✓	
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction			✓	
2.10 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning			✓	
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			✓	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice			✓	
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning				✓
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning				✓
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning			✓	
3.10 Provides comprehensive information and media services that support the curricular and instructional programs				✓
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				✓
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			✓	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning				✓
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			✓	
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders				✓

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				✓
4.7 Demonstrates verifiable growth in student performance			✓	
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development			✓	
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school				✓
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement			✓	
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants			✓	
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders			✓	
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			✓	
5.10 Provides appropriate support for students with special needs				✓
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders			✓	
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school				✓
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders			✓	
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			✓	
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	