

**MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS**

# **EXCELLENCE BY DESIGN**

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

**HOLY GUARDIAN  
ANGELS REGIONAL  
SCHOOL  
Reading, PA**

**November 15-18, 2016**



**HEAD OF SCHOOL  
Maureen Wallin, Principal**

**INTERNAL COORDINATORS  
Rebecca Kinyo  
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## DESCRIPTION OF THE SCHOOL

<b>Official Name of the School</b>	Holy Guardian Angels Regional School	
<b>Address of the Main Campus (street address, city, state, zip code)</b>	3125 Kutztown Road, Reading PA 19605	
<b>Telephone Number of Main Campus</b>	610-929-4124	
<b>Fax Number of Main Campus</b>	610-929-1623	
<b>Name and Title of Head of School</b>	Maureen Wallin, Principal	
<b>E-mail Address of Head of the School</b>	mauwal@hgaschool.org	
<b>Website Address for the School</b>	http://www.hgaschool.org	
<b>Type of Organization (check all that apply)</b>	<input type="checkbox"/>	<b>Public</b>
	<input type="checkbox"/>	<b>Independent</b>
	<input checked="" type="checkbox"/>	<b>Not for Profit</b>
	<input type="checkbox"/>	<b>Proprietary</b>
	<input checked="" type="checkbox"/>	<b>Religious</b>
	<input checked="" type="checkbox"/>	<b>Academic</b>
	<input type="checkbox"/>	<b>Career and Technical</b>
	<input type="checkbox"/>	<b>Secondary Students</b>
	<input type="checkbox"/>	<b>Postsecondary Students</b>
<b>Year School Began Operating</b>	1933	
<b>Grade Levels Currently Served</b>	PreK - Grade 8	
<b>Number of students</b>	460	
<b>Year of First Graduating Class</b>	1936	
<b>State/Agency/Country Granting License to Operate</b>	Pennsylvania	
<b>Diplomas/Certificates School is Licensed to Grant</b>	Eighth Grade	
<b>Calendar System (quarter, semester, trimester, 12-month, other)</b>	Quarters (Trimesters begin Fall 2016)	
<b>Currently Accredited by</b>	<b>Name of Agency</b>	<b>Accredited Until</b>
	Middle States Association	2016

# ORGANIZATION FOR SELF-STUDY

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

## Leadership

### A. Internal Coordinators

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

Name	Role in the School
Rebecca Kinyo	Instructional Technology Coordinator
Teresa Pietruch	Teacher

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

The Internal Coordinators volunteered for their positions.

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

The Internal Coordinators served as the driving force behind the Middle States reaccreditation process by:

- Monitoring all of the Excellence by Design phases, committees, and the timetable for the process
- Conducting meetings with the Planning Team, Head of School, and Faculty
- Heading Action Plan Teams
- Attending Middle States training and informational meetings
- Compiling the final Excellence by Design Report

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

Budget and time allotments were provided to accommodate the needs of the Middle States reaccreditation process and the work of the Internal Coordinators.

## **B. The Planning Team**

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

<b>Name</b>	<b>Role in the School</b>
Maureen Wallin	Principal
Rebecca Kinyo	Instructional Technology Coordinator
Teresa Pietruch	Teacher, Grade 1
Sondra Bard	Teacher, Grade 8
Theresa Bernardo	Teacher, Grade 5
Joseph Taimanglo	Parent
Maria Mogford	Parent
Ana De la Cruz	Parent
Lewis Quaglia	Former Board of Specified Jurisdiction Member
John Huemmrch	Current Board of Specified Jurisdiction Member

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

The Planning Team members served as the official decision-making body for the Middle States reaccreditation process. As the phases of the process were being completed, the Planning Team was consulted for feedback and approval before any of the phases were finalized and included in the final document.

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

The Planning Team is comprised of faculty members from a variety of grade levels, members of our Board of Specified Jurisdiction, as well as parents of both current students and alumni. These parents also represent both the Catholic, Non-Catholic, white, and Hispanic members of the school community.

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

Invitations were sent to a variety of individuals who represented various stakeholder groups.

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

The Planning Team met periodically in person to review the progress being made, to participate in discussion of future steps, and to approve or edit the completed portions of the report. Email communication was also used as a way to collaborate on and edit portions of the report.

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

The Planning Team met in person every few months and communicated via email in-between those face-to-face meetings.

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

The Team has a positive relationship and continues regular communication with groups of stakeholders within the school community because they are involved as members of other stakeholder groups. The Team includes faculty members, school administration, members of our Board of Specified Jurisdiction, and parents of both current students and alumni.

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

Although some member rotation may occur through natural attrition, as a Team, it would be important for members to remain active through at least one Middle States Visit. Therefore, staggering the introduction of new members and allowing for a 1 year overlap of outgoing members working with incoming members would best ensure the continuity of the Implementation Process. New members, who represent our many stakeholder groups, would be invited to join the Team beginning in 2019/2020, or as needed.

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

The Planning Team will meet 2-3 times a year to monitor the progress of the Action Plan implementation. Reports from the Implementation Team presented at each meeting will assist in keeping the Planning Team abreast of the school's progress.

### **C. Role of the School's Leadership and Governance**

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

The Head of School participated in the self-study process as a member of the Planning Team, some of the Standards Committees, as well as the Leader of the Mathematics Action Plan Team. She also met with the Internal Coordinators to review the timeline and process. Members of our Specified Board of Jurisdiction served as members of the Middle States Planning Team. The Board, as a whole, which included the pastors of both HGA and St. Joseph's, was also included in updates of the process during their regular meetings.

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

The school's leadership provided feedback and information whenever requested and participated in meetings.

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

The Diocese of Allentown staff has been available as a resource and for guidance with any questions about the re-accreditation process, curriculum, assessment, etc.

**D. Implementing a Planning Ethic**

As we progress through the implementation of the Action Plans over the next seven years, the current Action Plan Teams will become the Implementation Teams for each objective. We will continue to communicate to our community of stakeholders via newsletters, school website, parent meetings, Board of Specified Jurisdiction meetings, and faculty meetings. Regular Planning Team meetings will continue, and an annual review will take place, with reports given by the Implementation Teams.

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

The school's action toward Middle States reaccreditation was communicated to the community of stakeholders throughout the entire process through the school newsletter and website. These modes of communication will continue to be utilized as we progress through our Action Plans after the Middle States reaccreditation is completed. In addition, in the Fall of 2015, students, parents, and staff were asked to complete the initial survey and representatives from a variety of stakeholder groups were invited to participate as members of the Planning Team.

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

Updates by the Implementation Team will be given at monthly faculty meetings and at Planning Team meetings. Feedback from those meetings will result in revisions to the plans, if necessary.



# THE SCHOOL'S MISSION, BELIEFS, AND PROFILE OF GRADUATES

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

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

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

## A. MISSION

### **What is the school's Mission?**

We, the community of Holy Guardian Angels Regional School, recognize that our mission, embodied in Catholic tradition, is to develop a Christian student focused on loving, respecting, and serving God, self, and others. We strive to achieve high academic standards in an environment which celebrates diversity and creativity in order to nurture open-minded, faith-filled individuals who positively and responsibly contribute to the global community.

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

Copies of the 2008 Mission Statement were given to the entire HGA staff for comment and revision. Once those changes were made to the Mission Statement, a draft was sent to the Planning Team for additional comment and revision. A second draft was created and approved by the Planning Team.

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

The Mission Statement is included in our handbook, which is read and signed by our families each year. The statement also appears on all of our marketing materials for prospective families and is discussed in admittance interviews with our Advancement Director and Principal.

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

Our most recent revision of the school mission statement was completed on November 24, 2015. It was approved by the Planning Team.

**Where is the mission formally published?**

Copies of the revised Mission Statement have now been included on all publications, the school website, marketing materials, and printed and hung in all rooms at the school.

## **B. BELIEFS**

**What are the school's Beliefs?**

### **WE BELIEVE THAT:**

- ... Jesus Christ is at the heart of our school and our Catholic tradition; He serves as our model and inspiration.
- ... spirituality and a deeper knowledge of Jesus Christ strengthen Christian values, enhances a community of faith, and is at the heart of all forms of growth and success.
- ... the educating and developing of caring and cooperative young leaders as active loving Christians will foster global awareness and responsibility.
- ... all children deserve to be embraced in a safe, respectful, loving and nurturing environment.
- ... our school strives to develop the total self of each student – spiritually, intellectually, emotionally, socially, and physically.
- ... we are called to recognize and meet the unique needs of each student and guide them to make reflective choices as self-directed individuals.
- ... understanding and appreciation of diversity are critical to maintaining peace and justice, and to recognizing the value and self-worth of the individual.
- ... a strong academic program empowers life-long learning, which is essential for success in an ever-changing society.
- ... fostering partnerships produces an atmosphere of trust and respect, which allows open communication among students, faculty, parents, and community.

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

Copies of the 2008 Belief Statements were given to the entire HGA staff for comment and revision. Once those changes were made to the Belief Statements, a draft was sent to the Planning Team for additional comment and revision. A second draft was created and approved by the Planning Team.

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

Our Beliefs Statement is available on the school website to review at any time and is discussed with all incoming and inquiring families. In addition, the Beliefs are modeled by our faculty and staff and encouraged to be lived by our students.

## **C. PROFILE OF GRADUATES**

### **What is the school's Profile of Graduates?**

**It is our intention that, as a result of an education at Holy Guardian Angels Regional School**

**... a graduate will embody Christian values by**

- recognizing that each person is a unique creation of God
- answering the call to be a prayerful, moral, and faithful member of society
- using God-given gifts and talents to serve and benefit his family, Church, and global community

**... a graduate will demonstrate the quality of his education by**

- thinking critically and creatively, communicating effectively, and problem-solving efficiently
- developing a disciplined work ethic, as well as time management and organizational skills
- applying gained knowledge to an ever evolving world

**... a graduate will contribute to society by**

- showing compassion for and serving those less fortunate through word and action
- demonstrating servant leadership while exhibiting moral integrity
- living a life focused on environmental stewardship, civic responsibility, and respect for all of God's creation

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

The following questions were posed to our faculty, staff, and Planning Team:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

The comments, suggestions, and answers given were compiled and used to create a draft of the Profile of the Graduates. This draft was sent out for additional comment and revision. A second draft was created and approved by the Planning Team.

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

Our Profile of the Graduate was newly developed as a part of the Excellence By Design protocol, so it is new to all stakeholders as a formal statement. It is available on the school website to review at any time and will be discussed with all incoming and inquiring families.

# THE PROFILE OF THE SCHOOL

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

## A. THE COMMUNITY

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

Located in Muhlenberg Township, just outside of the city of Reading, Pennsylvania, Holy Guardian Angels Regional School enrolls students from throughout Berks County, primarily from the Reading and Muhlenberg School Districts.

Berks County has evolved over time through varied economic and cultural influences. Thomas Penn worked to create Reading; and Conrad Weiser, an important colonial leader, led a Pennsylvania German element that has always prevailed in the county. Reading, the county seat, was incorporated as a city on March 16, 1847. The fertile Lebanon and Oley Valleys and the presence of iron ore attracted settlers by the 1730s. Having begun as an iron industry early, Reading grew to be Pennsylvania's third largest manufacturing city by 1900. It boasted steel mills and turned out heavy metal products such as locomotives and autos. Many small factory workers' homes gradually enlarged Reading until a period of extreme deindustrialization began in the 1960s.

As of 2011, the City of Reading was the fifth largest city in the state; however, it has remained one of the poorest (over 40% living in poverty) and one of the most ethnically diverse. By contrast, the families of Muhlenberg are less diverse and enjoy a median income that is more than twice that of the families of the city of Reading. In addition, agriculture throughout Berks County has always been strong and today farms cover 44% of the county's area.

Holy Guardian Angels Regional School's population is as diverse as the county itself.

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

**Last Five Years:**

Over the past five years there have been many changes in the greater Reading area that have impacted our community. Overall loss of major manufacturers and the jobs they provided have presented challenges to the economic stability of our area. Throughout this time period, a shift has been taking place toward retail hubs, service industries, and restaurants. Changes in health care facilities have occurred as well. Specifically, St. Joseph Medical Center has been absorbed into the Penn State Health Care System and the Reading Hospital and Medical Center, along with other medical offices in the area, have expanded to become the Reading Health Care System. These developments have brought about job opportunities in the healthcare field. Revitalization efforts in the city of Reading include a new Double Tree Hotel in the downtown district, as well as road and bridge improvements. The Muhlenberg Township 5th Street Highway/Allentown Pike Corridor Revitalization Project has included a new mini strip retail mall and also a new Aldi grocery store. While these retail stores have opened, the Fairgrounds Square Mall has lost numerous stores and job loss has occurred.

Even with the efforts made by the city of Reading, the quality of education and the safety of the Reading School District have remained unsatisfactory. As a result, many families from the city have been pursuing options to provide their children with a better education and learning environment. In the last few years, Holy Guardian Angels Regional School has become a place that an increasing number of these families have chosen to provide that safe, secure, and educationally sound environment for their children.

**Next Five Years:**

Muhlenberg Township will continue infrastructure projects to major roadways, as well as the evaluation of industrial, business, and community development. The focus will be on matching new opportunities for job creation to the areas of industry and business that have a minimal impact on the environment in an effort to have a positive effect on its economy.

The city of Reading's current revitalization efforts are expected to continue under the newly elected mayor's administration. It is projected that health care services will bring economic growth to the area as manufacturing is expected to scale back operations during the next five year period. However, if the Reading School District continues to perform and operate as it does currently, the expectation is that families from the city will continue to look for better options, including the enrollment of their children at HGA.

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

Manufacturing in the Reading area accounts for one in five jobs. Carpenter Technology, a manufacturer of steel and alloys, is expected to cut jobs as the need for equipment for the oil industry decreases due to the decrease in drilling. Transient families are a concern as they seek affordable housing and employment opportunities which impact their ability to remain within the Reading and Muhlenberg school district areas. Cultural/language barriers are changing as an increasing number of Hispanic immigrants are settling in Reading and Muhlenberg. This change impacts the educational systems where it presents challenges to meet the needs of the new students in the community.

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

Program/Facility
<ul style="list-style-type: none"> <li>• Albright College</li> <li>• Alvernia University</li> <li>• Kutztown University</li> <li>• Reading Area Community College</li> <li>• Penn State University - Berks Campus</li> <li>• The Reading Health System</li> <li>• Penn State Health St. Joseph</li> <li>• The Goggleworks Center for the Arts</li> <li>• Miller Center for the Arts</li> <li>• Santander Performing Arts/Santander Arena</li> <li>• Gring's Mill Recreation Center</li> <li>• Historical Society of Berks County</li> <li>• Reading Symphony and Youth Orchestra</li> <li>• Brenntag North America, Inc.</li> <li>• Carpenter Technology</li> <li>• Reading Public Museum and Planetarium</li> <li>• Middle Creek Wildlife Management Area</li> <li>• Sight and Sound Theater</li> <li>• Genesius Theater</li> <li>• Reading Musical Foundation</li> <li>• Crystal Cave</li> <li>• Reading Fightin' Phils</li> <li>• Harrisburg Farm Show</li> <li>• Whitaker Center for Science and Art</li> <li>• Trexler Preserve</li> <li>• Reading Public Library/Berks County Library System</li> <li>• Hawk Mountain Sanctuary</li> </ul>

## B. SCHOOL INFORMATION

### B.1. History of the School:

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

Teaching began in 1931 at 3100 Kutztown Road. Using four classrooms on the second floor in a building serving as a church, parish hall, and rectory, the Missionary Sisters of the Most Sacred Heart of Jesus gave the children of the parish weekly catechetical instruction.

In 1933, with 70 students in grades 1-5 and three sisters from St. Michael's Convent, Holy Guardian Angels School officially opened its doors. A new grade level was added each year, and in 1936 the school proudly graduated its first class of ten students. The construction of the new church in 1963 allowed room for additional classrooms and offices. By 1964 the school had reached its peak enrollment of 437 students in grades 1-8. Kindergarten classes began in 1981 in conjunction with St. Margaret's School, and in 1983 our own kindergarten was established. An addition to the original church building occurred in 1986 providing a kindergarten classroom, a preschool classroom, library, and administrative offices.

Groundbreaking for our current education center was held in 2000 and the building was completed in 2001. This new facility was named Holy Guardian Angels Regional School - a new school entity that successfully merged the communities of St. Joseph School and Holy Guardian Angels School. It housed a social hall, gymnasium, library, preschool, art and music rooms, a computer lab, and two classrooms for each grade from prekindergarten through eight.

For over 75 years, the faculty and staff have dedicated themselves to providing young people with the gifts of leadership, commitment and passion, and have taught the gospel message of Jesus Christ.

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

	This section is not applicable to our school.
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Is the school incorporated?		Yes
	X	No
If yes, Name of Corporation:		

Is the school licensed to operate as an educational school?	X	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Pennsylvania	



<b>In what country(ies) is the school licensed to operate?</b>	United States of America
<b>If no, explain the school's authority to operate:</b>	

<b>Is the school licensed to grant diplomas or certificates?</b>	<b>X</b>	<b>Yes</b>
		<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to grant diplomas or certificates?</b>	Pennsylvania	
<b>Type(s) of diplomas or certificates offered</b>	Eighth Grade	
<b>If no, explain the school's authority to grant diplomas or certificates:</b>		

<b>Religious Affiliation:</b>	Roman Catholic
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## B.4. SCHOOL INFORMATION: ALL SCHOOLS

### B.4.a. Enrollment Trends

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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<b>Grades Included in This School</b>	<b>PAST</b>				<b>PRESENT</b>		<b>PROJECTED</b>	
	<b>BOYS/GIRLS Two Years Ago</b>		<b>BOYS/GIRLS One Year Ago</b>		<b>BOYS/GIRLS This Year</b>		<b>BOYS/GIRLS Next Year</b>	
<b>PK3</b>	2	4	7	8	2	3	2	3
<b>PK4</b>	23	23	18	22	22	22	23	22
<b>Kindergarten</b>	21	26	25	23	21	31	26	26
<b>Grade 1</b>	26	17	28	19	25	21	25	25
<b>Grade 2</b>	19	35	28	20	31	23	25	21
<b>Grade 3</b>	21	22	12	32	28	20	26	26
<b>Grade 4</b>	17	24	21	21	11	29	28	21
<b>Grade 5</b>	23	23	16	23	22	21	20	20
<b>Grade 6</b>	15	20	21	22	21	21	21	20
<b>Grade 7</b>	24	30	14	21	24	21	20	21
<b>Grade 8</b>	20	25	22	34	20	20	23	22
<b>TOTALS</b>	<b>211</b>	<b>249</b>	<b>212</b>	<b>245</b>	<b>227</b>	<b>232</b>	<b>239</b>	<b>227</b>

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

Lack of retention remains a concern as many families fail to return to Holy Guardian Angels Regional School for several reasons from year to year. For those students in preschool and kindergarten, a major reason for leaving HGA is because their parents only intended to send them for early education and planned to enroll them elsewhere for elementary school. A large reason for students not returning is that the families simply never intended to stay through eighth grade. Our Preschool program does have a 5-day option, which is more cost effective than most day care centers. With respect to Kindergarten, our cutoff date for admission is later than most public schools, so parents enrolled only for that year. Overall, families with students in all grade levels leave due to lack of necessary resources, finances, homeschooling, and relocation. The data below illustrates the number/percentage of students that did not return to Holy Guardian Angels Regional School.

***2013-2014 Non-Returning: 48 students***

- Preschool - 15            31.3%
- Resources - 5            10.4%
- Finances - 10            20.8%
- Moved - 5            10.4%
- Other - 13            27.1%

***2014-2015 Non-Returning: 61 students***

- Preschool - 12            19.7%
- Resources - 2            3.3%
- Finances - 12            19.7%
- Homeschooling - 8    13.1%
- Moved - 13            21.3%
- Other - 14            22.9%

***2015-2016 Non-Returning: 43 students***

- Preschool - 11            25.6%
- Resources - 2            4.7%
- Finances - 8            18.6%
- Moved - 15            34.9%
- Other - 7            16.2%

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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<b>Student Characteristic: ETHNICITY</b>	<b>Percent of Student Body Now</b>	<b>Percent of Student Body Two Years Ago</b>
<b>African-American</b>	5%	5%
<b>Asian</b>	3%	3%
<b>Caucasian/White</b>	57%	61%
<b>Hispanic</b>	30%	26%
<b>Multiracial</b>	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

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<b>Student Characteristic: EDUCATIONAL NEEDS</b>	<b>Percent of Student Body Now</b>	<b>Percent of Student Body Two Years Ago</b>
<b>Learning Support/Act 89</b>	23%	15%
<b>Enrichment/Gifted</b>	3%	5%
<b>On Instructional Level</b>	74%	80%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

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<b>Student Characteristic: FINANCIAL ASSISTANCE</b>	<b>Percent of Student Body Now</b>	<b>Percent of Student Body Two Years Ago</b>
<b>Transfer Grant</b>	11.7%	11.9%
<b>OSTC/EITC</b>	18.3%	6.5%
<b>Kremer</b>	3.2%	3.9%
<b>HGA Scholarship Fund</b>	3.2%	14.1%
<b>AAA Scholarship/BCCF</b>	1.5%	N/A
<b>No assistance</b>	61.1%	63.6%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

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

As the families from Berks County, especially the city of Reading, look for a safe and educationally sound alternative to public school, we find that our Hispanic students and those in need of Learning Support have increased. This presents an emerging need to reach struggling and ESL learners. In addition, those families in need of financial assistance have increased as well. This creates, at times, a more transient population as the availability of funds fluctuates from year to year.

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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	<b>Full-Time</b>	<b>Part-time<sup>1</sup></b>	<b>Total Full-Time Equivalent</b>
<b>ADMINISTRATIVE STAFF:</b>			
<b>Administrators</b>	1	1	1
<b>INSTRUCTIONAL STAFF:</b>			
<b>Classroom teachers PreK-8</b>	20	4	22
<b>Learning support teachers</b>	0	2	1
<b>STUDENT SERVICES STAFF:</b>			
<b>Guidance/college/ career counselors</b>	0	1	0
<b>Specialists and consultants - IU contracted</b>	0	2	1
<b>Technology services personnel - contracted</b>	0	1	0
<b>Technology services personnel</b>	1	0	1
<b>Information resources/ library personnel</b>	1	0	1
<b>Health services personnel</b>	0	1	0
<b>SUPPORT STAFF:</b>			
<b>Paraprofessionals and aides</b>	4	8	8
<b>Secretaries and clerks</b>	1	0	1
<b>Custodial Personnel - contracted</b>	2	0	2
<b>Maintenance personnel</b>	0	2	1
<b>Food services personnel - contracted</b>	2	0	2
<b>Security personnel</b>	0	0	0
<b>Other: Advancement Director</b>	1	0	1
<b>Other: Fundraising Coordinator</b>	0	1	0

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

Over the last couple of years, we have added part time faculty to address the needs of our students. (For example, we have added an extra Math teacher for high or remedial level students and we have also added a Writing Support teacher.)

<sup>1</sup>Record using FTE. For example, if a staff member works one of five days, he/she would be considered 0.2.

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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<b>Years</b>	<b>0-1</b>	<b>2-5</b>	<b>6-10</b>	<b>11-20</b>	<b>over 20</b>
<b>Administrative Staff</b>					
• <b>Women</b>				1	
• <b>Men</b>		1			
<b>Instructional Staff</b>					
• <b>Women</b>	1	2	4	8	6
• <b>Men</b>	1	1	1	1	1
<b>Student Services Staff</b>					
• <b>Women</b>			2	2	
• <b>Men</b>					
<b>Support Staff</b>					
• <b>Women</b>	1	5	2	4	3
• <b>Men</b>		2			

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

Over the last few years, we have had a number of members of our faculty reach retirement age - a trend we expect to see continue in the next few years. As those members retire, new faculty members have been hired who range in age and experience. *Please note:* The numbers above do not include any contracted/outsourced members of our staff. Only school-financed employees have been counted.

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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	<b>Associate's or No Degree</b>	<b>Bachelor's Degree</b>	<b>Bachelor's Degree plus hours</b>	<b>Master's Degree</b>	<b>Master's Degree plus hours</b>	<b>Doctorate</b>
<b>Administrative Staff</b>						
• <b>Women</b>			1			
• <b>Men</b>		1				
<b>Instructional Staff</b>						
• <b>Women</b>		5	9	7		
• <b>Men</b>			4	1		
<b>Student Services Staff</b>						
• <b>Women</b>	1			3		
• <b>Men</b>						

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

Faculty participation in online courses and webinars has increased over the years. We expect that to continue to have a positive impact on the academic preparation of the staff. *Please note:* The numbers above do not include any contracted/outsourced members of our staff. Only school-financed employees have been counted.

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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	No Certificate	Emergency Certificate	ECE Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Admin Certificate
<b>Administrative Staff</b>							
• Women				1			
• Men				1			
<b>Instructional Staff</b>							
• Women		1		18	2		
• Men				4		1	
<b>Student Services Staff</b>							
• Women				2			
• Men							

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

As we continue to hire new teachers, the addition of Special Education training and certification will become more prevalent throughout the building, better serving the students with special needs. Our Guidance Counselor and our School Nurse are both certified in their areas of expertise; however, the chart only provides the ability to indicate teaching certificates. Therefore, those members of our staff are not included in the chart above. *Please note:* The numbers above do not include any contracted/outsourced members of our staff. Only school-financed employees have been counted.

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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<b>Race/Ethnicity</b>	<b>Percent of Staff in Current Year</b>	<b>Percent of Staff Two Years Ago</b>
<b>African-American</b>	0%	0%
<b>Asian</b>	0%	0%
<b>Caucasian/White</b>	96%	100%
<b>Hispanic</b>	4%	0%
<b>Native American Indian</b>	0%	0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

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

The addition of our Spanish teacher has also enabled us to utilize her as an interpreter when needed. This has greatly helped us to assist us in our communication with our ESL students and their families. *Please note:* The numbers above do not include any contracted/outsourced members of our staff. Only school-financed employees have been counted.

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

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

<b>FOR THE ACADEMIC YEAR:</b>	<b>20</b>	<b>15</b>	<b>–</b>	<b>20</b>	<b>16</b>
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	<b>Number New Hires Three Years Ago</b>	<b>Number New Hires Two Years Ago</b>	<b>Number New Hires One Year Ago</b>	<b>Current Year</b>
<b>Administrative Staff</b>	1	0	0	0
<b>Instructional Staff</b>	3	2	1	5
<b>Student Services Staff</b>	1	0	0	0
<b>Support Staff</b>	2	3	3	0
<b>TOTAL</b>	<b>7</b>	<b>5</b>	<b>4</b>	<b>5</b>

Indicate the percentage of each category below of staff turnover in the year indicated - those who left or changed positions.

	Percent Changeover Three Years Ago	Percent Changeover Two Years Ago	Percent Changeover One Year Ago	Current Year
Administrative Staff	50%	0%	0%	0%
Instructional Staff	4.5%	8%	0%	16%
Student Services Staff	25%	0%	0%	0%
Support Staff	7%	25%	12%	12%
<b>TOTAL</b>	<b>9.5%</b>	<b>13%</b>	<b>4%</b>	<b>12.5%</b>

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

We have tried, over the years, to creatively review our scheduling and faculty responsibilities to ascertain what would best benefit our students. Some of the mobility listed in the above charts reflects those initiatives. *Please note:* The numbers above do not include any contracted/outsourced members of our staff. Only school-financed employees have been counted.

## C. STUDENT PERFORMANCE

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

### C.1 ACADEMIC PERFORMANCE DATA—PUBLIC SCHOOLS

#### C.1.a. Student Performance Data

**Results of Assessments of Student Performance—All Schools**  
(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)



<b>FOR THE ACADEMIC YEAR</b>	<b>20</b>	<b>14</b>	<b>to</b>	<b>20</b>	<b>15</b>
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<b>Name of Assessment</b>	<b>Sub-Group of Students</b>	<b>Grade Level(s)</b>	<b>National Percentile Rank</b>
<b>IOWA Test of Basic Skills: ELA</b>	<b>All</b>	<b>2-7</b>	<b>68</b>
	Learning Support	2-7	37
	Financial Assistance	2-7	54
	Home Language non-English	2-7	46
<b>IOWA Test of Basic Skills: Mathematics</b>	<b>All</b>	<b>2-7</b>	<b>59</b>
	Learning Support	2-7	35
	Financial Assistance	2-7	52
	Home Language non-English	2-7	46

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

Currently, we have a Reading Specialist from the BCIU who works with our K-4 students in need of support in that area. Our students are leveled in Math beginning in grade 5 and in both Reading and Math in grades 6-8. In some cases, there are three groups per grade in order to accommodate the needs of those students who are below instructional level and benefit from the smaller class size. A Writing Support Teacher was also added to the staff to assist those who struggle with ELA. In addition, through the IST process, we implement adaptations and modifications when necessary. The Diocese of Allentown has also begun the ICE (Inclusive Catholic Education) initiative which is in the process of being implemented diocesan-wide.

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

<b>Name of Assessment</b>	<b>Grade Level(s) Administered</b>	<b>Curricular Area(s) Assessed</b>	<b>Evaluation of Most Recent Results</b>		
			<b>S</b>	<b>NI</b>	<b>U</b>
<b>Math Portfolios</b>	K-8	Mathematics	X		

<b>Name of Assessment</b>	<b>Grade Level(s) Administered</b>	<b>Curricular Area(s) Assessed</b>	<b>Evaluation of Most Recent Results</b>		
			<b>S</b>	<b>NI</b>	<b>U</b>
<b>Writing Portfolios</b>	K-8	Writing	X		

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

Not Applicable
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## C.2 ACADEMIC PERFORMANCE DATA—ALL SCHOOLS

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

FOR THE ACADEMIC YEAR	20	14	to	20	15
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No students were retained during the 2014-2015 school year.
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### C.2.b Honor Roll:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Earned Honor Roll	
	First Honors	Second Honors
3	53%	17%
4	59%	31%
5	56%	21%
6	42%	34%
7	47%	31%
8	57%	20%

### C.2.c Grade Point Average:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Cumulative Average
3	88%
4	90%
5	90%
6	87%
7	89%
8	89%

### C.3. ACADEMIC PERFORMANCE DATA: FOR ALL DIPLOMA GRANTING HIGH SCHOOLS

Not Applicable
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### C.4. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

#### C.4.a. Attendance:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Absent 10 or More Days <sup>2</sup>
PreK 3/4	26%
K	32%
1	24%
2	14%
3	25%
4	15%
5	26%
6	24%
7	31%
8	48%

#### C.4.b. Tardiness:

FOR THE ACADEMIC YEAR	20	14	to	20	15
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Grade Level	Percentage Late to School 10 or More Days
PreK 3/4	N/A
K	13%
1	7%
2	2%
3	0%
4	10%
5	3%
6	5%
7	3%
8	2%

<sup>2</sup> The school may change this standard to meet the generally accepted standard for the school.

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

<b>FOR THE ACADEMIC YEAR</b>	<b>20</b>	<b>14</b>	<b>to</b>	<b>20</b>	<b>15</b>
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<b>Grade Level</b>	<b>Percentage Suspended One or More Times</b>
No out-of-school suspensions accumulated during the 2014-2015 school year.	

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

<b>FOR THE ACADEMIC YEAR</b>	<b>20</b>	<b>14</b>	<b>to</b>	<b>20</b>	<b>15</b>
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<b>Grade Level</b>	<b>Percentage of School Population Expelled</b>
<b>6</b>	0.2%

## **ADDENDUM - *PROFILE OF THE SCHOOL***

### **B.4.c**

- With the creation of the Learning Commons and the retirement of our school librarian, the Technology and Information Resources staff responsibilities have been combined to one full time position.
- The Fundraising Coordinator's duties have been assumed by our Advancement Director.
- We have added an additional part time office staff member.

### **B.4.d/B.4.h**

- We have had the turnover of two faculty positions, one to retirement and the other to relocation to another Catholic school. Each of the new teachers has fewer than 5 years of teaching experience.

### **B.4.g**

- Our Spanish Teacher/Interpreter had to leave to address some family issues and we are actively looking for a replacement. With that change, we are now without any Hispanic faculty members and the interpretation needs are being served by family volunteers.

# THE PROFILE OF ORGANIZATIONAL CAPACITY

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

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

### A. By Standards Surveys

X	YES		NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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Total Number of Surveys Returned	279
The results represent surveys completed by:	
▪ Students	124
▪ Parents	112
▪ Faculty and Staff	42
▪ Administrators	1

### B. By a Committee

X	YES		NO	The self-assessment was conducted by a committee for all the Standards.
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Committee Member's Name	Committees on which the Person Served (list each subcommittee)	Role in the School's Community (e.g. teacher, parent, student, etc.)
Teresa Pietruch	Mission, Student Services, Educational Program	Teacher
Andrew Angstadt	Mission, Information Resources	Coordinator of Religious Education
Kate Kasperowicz	Mission	Teacher
Rose Dismuke	Mission, Assessment and Evidence of Student Learning	Teacher
Heidi Wilson	Mission	Teacher's Aide, Parishioner
Pat Atkinson	Governance and Leadership, Student Life and Student Activities	Teacher
Melinda Burkman	Governance and Leadership	Teacher

Maureen Wallin	Governance and Leadership, Finances, Health and Safety, Educational Program	Principal, Teacher
Sondra Bard	Governance and Leadership, Student Life and Student Activities	Teacher
Anne Malinowski	Governance and Leadership	Fundraising Coordinator, Parent, Parishioner, Home & School Association Board Member
Tony Lucchese	Governance and Leadership, Health and Safety	Teacher
Caroline Reber	School Improvement Planning, Student Services	Advancement Director, Parishioner
Allison Hoffa	School Improvement Planning, Student Services	Teacher
Karen Baney	School Improvement Planning, Student Life and Student Activities	Teacher, Parent, CYO Coach
Barbara Meares	School Improvement Planning	Teacher's Aide, Parishioner
Bellina Morris	School Improvement Planning, Assessment and Evidence of Student Learning	Teacher
Sharon Gombar	School Improvement Planning, Health and Safety	Teacher
Rebecca Kinyo	Finances, Information Resources, Educational Program	Teacher, Instructional Technology Coordinator, Parishioner
Sue Sweigart	Finances, Information Resources	School Secretary, Parishioner
Albina Hall	Finances, Assessment and Evidence of Student Learning	Teacher, Parent, Parishioner
Theresa Bernardo	Finances, Student Services	Teacher
Skip Jagielski	Facilities	Director of Facilities, Parishioner
Rita Amadio	Facilities	Teacher's Aide, Parishioner
Kathy Krawczyk	Facilities	Teacher's Aide
Linda Lee	Facilities, Information Resources	Teacher
Stacey Zatorski	Facilities, Assessment and Evidence of Student Learning	Teacher, Parent, Parishioner, CYO Coach
Karen Bauer	Facilities	Teacher
Tina Katella	School Organization and Staff, Health and Safety	Teacher, Parishioner
Desiree Siatkowski	School Organization and Staff	Teacher, Parent
Kelli Emrich	School Organization and Staff	Teacher's Aide, Parent, Home & School Board Member, Lunchroom & Recess Supervisor, Parishioner

Carolyn Santoro	School Organization and Staff, Student Services	Teacher, Librarian, Enrichment Teacher
Kerry Stuckert	School Organization and Staff, Health and Safety	Teacher, Parent
Patty Kollar	School Organization and Staff, Student Life and Student Activities	Teacher
Dorothy Bechtel	School Organization and Staff	Teacher's Aide, Parishioner
Sue DeSantis	Health and Safety	Teacher's Aide, Parishioner
Kate Readinger	Health and Safety	School Nurse, Parent
Colleen Blatt	Health and Safety	Teacher's Aide, Parishioner
Courtney Lucarelli	Assessment and Evidence of Student Learning	Teacher
Thomas Dowd	Assessment and Evidence of Student Learning	Teacher
Sean O'Brien	Student Services	Writing Support Teacher
Nancy Weiss	Student Services	Guidance Counselor
Joseph Oros	Student Life and Student Activities	Teacher
Mary Lozada	Student Life and Student Activities	Spanish Teacher, Interpreter
Mary Lucchese	Student Life and Student Activities	Teacher's Aide
Beverly Coveleski	Information Resources	Teacher's Aide
Kelli Glembocki	Information Resources	Teacher's Aide, Parent, Parishioner

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

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



## THE MISSION STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

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

### B. Self-Assessment of Adherence to the Indicators of Quality

## THE MISSION STANDARD FOR ACCREDITATION

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

### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The school's statement of mission:</i>						
1.1	Is communicated widely to the school's community of stakeholders by inclusion in the school's publications and website and by being displayed prominently throughout the school.			X		
1.2	Is reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			X		
1.3	Is understood and supported by the students, their families (if appropriate), and the school's community of stakeholders.			X		
1.4	Was developed using a process that considered input by appropriate stakeholders of the school.			X		

## Indicators of Quality for faith-based schools<sup>3</sup>

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's religious identity is:</i></b>						
1.5	Articulated clearly in the school's mission and beliefs.				X	
1.6	Integrated into its school-wide goals and objectives.				X	
1.7	Visible in symbols and artifacts throughout the school.				X	

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Students</b>	<ul style="list-style-type: none"> <li>Overall, I believe the school does a very good job in teaching us about God and other important subjects. Although nothing is perfect, my school doesn't need much improvement.</li> <li>Great and faith-based. Accepts everyone and acknowledges achievement.</li> <li>A major deal is respect. We need to work on how students treat each other, and how to follow the rules and goals set for us in order to achieve everything. Our main thing is education, and right now it's hard to focus when others disrupt.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>The faith, mission, and overall philosophy of HGA have remained steadfast over the years, and is at the top of the list each year when we decide to continue in Catholic Education.</li> <li>HGA is a wonderful school! We love the community that this school fosters. Older students are taught and expected to be role models for younger students. The staff (administration and teachers) makes school families feel welcome and involved. All students feel safe and loved. There is an overall atmosphere of respect and love that underlies every aspect of the school. The academic program is great, however, we chose HGA because of the school community and the importance placed upon personal responsibility and discipline.</li> </ul>

### Explanation of Any Ratings of 1: Not applicable

<sup>3</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

### C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

### D. Implications for Planning

**List the school's significant strengths in meeting the Philosophy/Mission Standard.**

Regarding our mission embodied in the Catholic tradition: <ul style="list-style-type: none"><li>• Weekly faculty prayer, led by individual staff members on a rotating schedule.</li><li>• Daily prayer intentions that are shared schoolwide over the PA system each morning.</li><li>• Responding in a faith-based way to issues in the community, through participation in service projects that benefit the school/parish community, as well as local and statewide agencies and organizations. This is accomplished through both individual classroom involvement and those projects in which the entire school community participates.</li><li>• Schoolwide prayer services for the liturgical seasons of Advent, Christmas, and Lent.</li><li>• Altar servers for weekly school Masses.</li><li>• Individual classroom Masses (a minimum of two per year per homeroom) which include cantors, readers of the Word, commentators, students who present the offertory gifts, and the ability to perform communion meditation songs performed by an entire class.</li><li>• Biweekly opportunities for individual homerooms to attend adoration.</li><li>• The opportunity to share our faith with non-Catholic members of the student body in all liturgical and paraliturgical services.</li></ul>
Regarding our high academic standards: <ul style="list-style-type: none"><li>• Open communication between Mrs. Wallin and the teachers and staff.</li><li>• Communication between grade partners and subject area teachers to ensure that academic goals are met and that our pacing meets state and Diocesan standards.</li><li>• Enrichment opportunities are available, from first grade upward.</li><li>• Learning support is available at all grade levels, through curricular modification and adaptations, as well as individual tutoring after school and in the summer, offered by individual teachers.</li><li>• Additional academic support is supplied by the Berks County Intermediate Unit teacher, as well as other outside resources.</li><li>• The HGA After Care program also offers daily homework assistance to the students who utilize this program.</li></ul>

**List the school's significant areas in need of improvement in meeting the Philosophy/Mission Standard.**

The administration and staff will:

- Continue to assess academic practices to conform more closely to state standards.
- Continue to communicate with parents regarding the assessment of specific content area skills.
- Continue to acknowledge and respect the beliefs of students of other faiths and cultural backgrounds, while maintaining our Catholic identity, based on the Catechism of the Catholic Church.
- Continue to seek out and evaluate further service opportunities, in order to serve God, self, and others.

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

- Continue to maintain open lines of communication between the faculty, staff, parents, and students in order to embrace the mission as a whole school community.
- Create a classroom environment and establish positive discipline practices that promote respect, appreciation of diversity, and self-regulating behaviors.

**E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
The school's philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school's website ( <a href="http://www.hgaschool.org">http://www.hgaschool.org</a> )	X
Policies related to the philosophy/mission	X

# GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

## A. Issues Related To This Standard

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

<b>1. Is the school incorporated?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input checked="" type="checkbox"/>	<b>No</b>
<b>If yes, Name of Corporation:</b>		

<b>2. Is the school licensed to operate as an educational school?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to operate?</b>	Pennsylvania	
<b>In what country(ies) is the school licensed to operate?</b>	United States	
<b>If no, explain the school's authority to operate:</b>		

<b>3. Is the school licensed to grant diplomas or certificates?</b>	<input checked="" type="checkbox"/>	<b>Yes</b>
	<input type="checkbox"/>	<b>No</b>
<b>If yes,</b>		
<b>In what state(s) is the school licensed to grant diplomas or certificates?</b>	Pennsylvania	
<b>Type(s) of diplomas or certificates offered</b>	Eighth Grade	
<b>If no, explain the school's authority to grant diplomas or certificates:</b>		

**For religious schools:**

<b>Religious Affiliation:</b>	Roman Catholic
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## B. Self-Assessment of Adherence to the Indicators of Quality

### GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

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

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

#### Indicators of Quality for all schools not part of a larger system of schools, diocese, or archdiocese

X	These Indicators do not apply to our school.
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#### Indicators of Quality for schools that are part of a larger system of schools, diocese, or archdiocese

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and the school system's/diocesan leadership ensure that the school:</i></b>						
2.30	Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction in which the school are located.				X	
2.31	Has no legal or proprietary ambiguities in ownership, control, or responsibility.				X	
2.32	Documents partnerships and any corporate linkages in ownership/governance as enforceable agreements.					X
2.33	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.				X	
2.34	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.35	Is provided with the sufficient qualified personnel to deliver its educational program, services, and activities.			X		

<b><i>The governing body ensures that it:</i></b>					
2.36	Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.			X	
2.37	Thinks and acts strategically, reflecting on their decisions and the consequences of their actions.			X	
2.38	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			X	
2.39	Works cooperatively with the leadership of the school system/diocese and school to establish and implement clear, written policies and procedures that are consistent with the mission of the school.			X	
2.40	Has and implements written policies and procedures that define for the governing body: <ul style="list-style-type: none"> <li>• Its proper roles and responsibilities</li> <li>• Qualifications for its members;</li> <li>• The body's composition, organization, and operation;</li> <li>• Terms of office for its members; and</li> <li>• Provisions for identifying and selecting new board members when vacancies occur.</li> </ul>		X		
2.41	Implements a process for reviewing/revising its policies regularly			X	
2.42	Evaluates systematically and regularly its own effectiveness in performing its duties.			X	
2.43	Provides appropriate opportunities for education of the members of the governing body, including orientation and training sessions so that all members understand their responsibilities and roles.		X		
2.44	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.	X			
2.45	Includes members that represent constituencies served by the school.			X	
2.46	Maintains appropriate and constructive relations with the school's leadership, staff, and students, families, the community, and with each other in the interest of serving the needs of the students.	X			
2.47	Adheres to appropriate guidelines concerning confidentiality in communications.			X	
2.48	Recognizes the accomplishments of staff members and students.			X	
<b><i>The school system's/diocese's leadership:</i></b>					
2.49	Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.			X	
2.50	Maintains a relationship with the school's leadership that evidences mutual trust and cooperation.			X	

2.51	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.					X
2.52	Provides a program of professional development based on the needs of the school/school system and staff as identified in the school growth and improvement process.				X	
2.53	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.				X	
2.54	Stays well informed of and implements best practices identified in educational research and literature.				X	
2.55	Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.		X			
2.56	Adheres to appropriate guidelines concerning confidentiality in communications.				X	

### Indicators of Quality for faith-based schools<sup>4</sup>

Indicator of Quality		1	2	3	4	N/A
<b><i>The school's governing body and leadership:</i></b>						
2.57	Articulate and model the religious tenets of the school.				X	
2.58	Maintain the religious identity of the school as a priority.				X	
2.59	Use the school's religious values and identity to inform its policies, procedures and decisions.				X	
2.60	Accept the authority of the sponsoring religious institution.				X	
2.61	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			X		
2.62	Include an assessment of candidates' understanding and commitment to the religious beliefs and mission of the school when hiring the school's leadership and members of the staff.				X	
2.63	Promote respect and collaboration among all members of the school's "faith" community.			X		
2.64	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.				X	

<sup>4</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.



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

X	This Indicator does not apply to our school.
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**Indicators of Quality for proprietary schools**

X	These Indicators do not apply to our school.
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**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>We need to work on respect and how to treat each other and how to follow rules and set goals.</li> <li>The school does a very good job teaching us about God and other important subjects.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Mrs. Wallin is amazing. She knows every child and parent's name.</li> <li>The communication between school administration and new families needs improvement.</li> <li>An addition of a vice principal is needed because of the school's growth</li> </ul>

**Explanation of Any Ratings of 1: Not Applicable**

**C. Self-Assessment of Adherence to the Standard for Accreditation**

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

**D. Implications for Planning**

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

<ul style="list-style-type: none"> <li>The school maintains a strong Catholic identity.</li> <li>The school provides the opportunity for students to attend weekly Mass, receive the Sacrament of Penance periodically, and participate in various prayer services.</li> <li>The Catholic faith is integrated in various subjects as demonstrated in the plans and teachers' presentations of material to the students.</li> <li>The faculty demonstrates dedication to Catholic education and serves as role models of the faith.</li> </ul>
---

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

- The school needs to strive to assimilate new families into the HGA community and its traditions.
- There is a need to integrate pastoral staff and board into the school.
- School board meeting minutes should be published as well as financial information.

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

- Publish and summarize board minutes
- Continue to provide opportunities for participation in school community

### **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X

## **ADDENDUM - *GOVERNANCE AND LEADERSHIP***

### **D.**

- With the addition of our new Associate Pastor, Fr. Allen Hoffa, we have seen an increase of the Pastoral Staff into the daily lives of the students. He is present at both morning arrival and the afternoon dismissal. He is currently teaching part of the eighth grade religion classes and he participates in school community activities.

## SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

#### SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan/Budget	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Facility Plan/Updates	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan		X			Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	N/A				Satisfactory
					Needs Improvement
					Unsatisfactory
Student Enrollment Plan	X		2015	X	Satisfactory
					Needs Improvement
					Unsatisfactory

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

Not Applicable
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## **B. Self-Assessment of Adherence to the Indicators of Quality**

### **SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION**

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

#### **Indicators of Quality for all schools**

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

3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			X		
3.8	Submits its strategic plan for periodic internal and external reviews to validate the plan and its goals and planning process used to develop the plan.		X			

### Indicator of Quality for faith-based schools<sup>5</sup>

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

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>The school has very specific goals but some kids can't achieve them when others disrupt them.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>We hear about the goals for the year at orientation and meet-the-teacher nights, but I think there is room for improvement for communicating the status of these goals throughout the school year.</li> <li>I feel the school needs to screen new student applicants to ensure they meet the necessary academic levels. It should be about quality not quantity.</li> <li>Great school! Teachers are well qualified. Excellent learning and safe environment.</li> </ul>

### Explanation of Any Ratings of 1: Not Applicable

## C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

<sup>5</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school such as a Diocesan/Archdiocesan or a similar school of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

## **D. Implications for Planning**

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

- Faith-based school environment
- Guarantees that its action plans address all areas of the school's programs, services, operations, and resources that are relevant to the strategic plan's goals.

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

- Communicates regularly to its community of stakeholders information about the school's planning process, strategic plan, and reviews to the results being achieved by implementing the plan.
- Submits its strategic plan for periodic internal and external reviews to validate the plan and its goals and planning process used to develop the plan.

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

- Execute a plan to review the school's action plan to ensure the goals of the strategic plan are being implemented.
- Consistently communicate, verbally and written, that the religious identity of the school is of highest priority to the administration, governing body, teachers, support staff, students, and parents. The religious foundation and spiritual life of our school and its community will continue to be first priority when planning and making decisions.
- Strategic plan updates and annual reviews could be presented as part of a faculty meeting.

## **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	X

## FINANCES STANDARD FOR ACCREDITATION

### A. Issues Related to this Standard

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

##### FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from tuition	63.4%	63.2%
% from fees	2.3%	2.2%
% from fund-raising and other special Activities	7.0%	8.5%
% from annual giving	1.7%	1.4%
% from grants	22.0%	21.3%
% from interest/investments/rental income	0%	0%
Other (describe): Endowment	1.2%	0%
Other (describe): Food Service	1.2%	1.3%
Other (describe): Sales	1.2%	2.1%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

##### ANNUAL PER PUPIL COSTS:

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	\$2844	\$2727
Grades K-8	\$4950	\$4800

##### INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability	X			
Property Insurance	X			
Business Interruption	X			
Theft/fraud/deceit	X			
Travel and field trip insurance	X			
School owned vehicle insurance				X



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

Not Applicable
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**Indicate any anticipated major capital expenditures within the next three years.**

There are no anticipated major capital expenditures within the next three years.
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### **A.3. For All Schools—Financial Assurances**

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

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

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

Signed electronically by:

Printed Name of the Head of the School:
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<b>Mrs. Maureen Wallin, Principal</b>
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Signed electronically by:

Printed Name of the Head of the Governing Body:
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<b>Rev. Msgr. Dennis Hartgen, Pastor</b>
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Signed electronically by:

Printed Name of the Head of the Governing Body:
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<b>Mrs. Marge Collins, Head of the Board of Specified Jurisdiction</b>
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## B. Self-Assessment of Adherence to the Indicators of Quality

### FINANCES STANDARD FOR ACCREDITATION

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

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
4.1	Is free of any contingent financial liabilities or on-going litigations that could affect the school's ability to continue operation.				X	
4.2	Maintains levels of income and expenditures that are in appropriate balance.				X	
4.3	Has and implements written policies and procedures that require the governing body and leadership to exercise prudent control over the school's finances and all financial operations.				X	
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.				X	
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			X		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.				X	
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.				X	
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			X		
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.				X	
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.				X	
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.				X	

4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.				X	
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner).				X	
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			X		

### Indicators of Quality for faith-based schools<sup>6</sup>

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body and leadership ensure that the school:</i>						
4.15	Has the financial resources necessary to support and enhance the religious nature of the school.				X	
4.16	Considers the religious values of the school when making decisions regarding the use of its financial resources.				X	
4.17	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.				X	

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Students</b>	<ul style="list-style-type: none"> <li>Teachers don't tell you if you paid your fee.</li> <li>We do have an annual fundraiser.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>HGA makes judicious use of money, but uses money as a reason to accept students and fill classrooms.</li> <li>No parent involvement in financial planning.</li> <li>Parents are not given information about school's finances (where and how money will be used) only on what the tuition hike will be.</li> </ul>

### Explanation of Any Ratings of 1: Not Applicable

<sup>6</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

### C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

### D. Implications for Planning

List the school's significant strengths in meeting the Finances Standard.

- Our policies, resources, and financial audits are all up to date.
- Our financial resources are able to support our religious advancement.

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

- The development of enough long and short term plans to ensure financial resources will always be available.
- Stakeholders should be given more opportunity for input into financial planning.

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

- Stakeholders could be included in financial communications.

### E. Evidence to Support the Assessment of This Standard

Evidence	School
Current operating budget (for main campus and each branch campus)	X
Long-range financial plan/Budget	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or on-going litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X
Policies related to finances, financial aid, and refunds	X

## **ADDENDUM – *FINANCES***

### **A.2.**

- 2016-2017 per pupil cost: \$5187
- New major expenditures anticipated:
  - Recarpeting of the school office
  - Replacement of the master clock system

## FACILITIES STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

#### A.1. PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
Holy Guardian Angels Regional School	3125 Kutztown Rd. Reading, PA 19605	2000		X	Owned
					Leased

#### A.2. ADEQUACY OF FACILITIES.

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

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

- As our school grows, we have found ourselves finding creative ways to maximize our available space. Storage is also in need of expansion in addition to the sheds that have been installed outside of the school building.
- With the expansive use of the building by both parish and school organizations, security cameras were installed about 4-5 years ago. The need for additional/replacement cameras is something that will need to be budgeted for, including outdoor cameras.

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

Type of Facilities Personnel	Number	Adequacy of Type and Number	
<b>Maintenance</b>	2 Part-time		Satisfactory
		X	Needs Improvement
			Unsatisfactory
<b>Cleaning</b>	Outsourced	X	Satisfactory
			Needs Improvement
			Unsatisfactory
<b>Grounds</b>	Outsourced	X	Satisfactory
			Needs Improvement
			Unsatisfactory

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

Maintenance person needs to be on site the entire school day

## **B. Self-Assessment of Adherence to the Indicators of Quality**

### **FACILITIES STANDARD FOR ACCREDITATION**

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

## Indicators of Quality for all schools

Indicator of Quality			1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school:</i></b>							
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:				X		
	5.1.a.	Instructional areas/classrooms			X		
	5.1.b.	Administrative offices			X		
	5.1.c.	Conference rooms			X		
	5.1.d.	Student activities			X		
	5.1.e.	Student services			X		
	5.1.f.	Safe and secure storage of school property, equipment, and materials (e.g., cleaning supplies and chemicals).			X		
	5.1.g.	Safe and secure storage of student belongings			X		
5.2	Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.				X		
5.3	Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.				X		
5.4	Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.				X		
5.5	Includes considerations regarding the appropriateness and adequacy of its facilities in its strategic planning.					X	
5.6	Considers the capacities of its facilities and equipment before adopting new programs.				X		
5.7	Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.				X		
5.8	Has adequate and appropriate lighting throughout its facilities.				X		
5.9	Has sufficient space for entering, exiting, and traffic flow within its facilities.				X		

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

Indicator of Quality			1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the learning environment:</i></b>							
5.10	Provides an effective learning environment which supports the education goals for students and effective teaching for faculty.				X		
5.11	Is aesthetically pleasing with predominantly child-produced items on display				X		
5.12	Includes interest centers that have materials in an orderly, accessible arrangement with sufficient space for the number of children and activities intended.			X			
5.13	Includes appropriately sized furniture designed to assure accessibility to children.				X		



**Stakeholders' comments to support the ratings:**

<b>Source of Comments</b>	<b>Comments</b>
<b>Teachers/Staff</b>	<ul style="list-style-type: none"> <li>• Need more handicapped parking spaces. One is not enough for the size of the school.</li> <li>• The social hall is not a classroom but is sometimes used as one.</li> <li>• At times there is not enough space for all the activities of the school.</li> </ul>
<b>Students</b>	<ul style="list-style-type: none"> <li>• Hallways can be cramped at times and cubbies for older grades might not give adequate space for our textbooks.</li> <li>• Safety is a big thing here and I feel like the school is very successful when it comes to safety. All repairs are fixed and we have great lighting, etc.</li> <li>• The 7th and 8th grade students need a better system for changing classes.</li> <li>• Need more drinking fountains and cooler water.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>• We would benefit from a designated science lab.</li> <li>• There should be a playground for students.</li> <li>• Events held in the cafeteria often seem tight and overcrowded whereas the gym would be a better choice for these large events.</li> <li>• The safety in HGA is very good.</li> <li>• We are definitely running out of space, which is a good thing and a challenge.</li> <li>• I believe the restrooms should be cleaner.</li> </ul>

**Explanation of Any Ratings of 1:** Not Applicable

**C. Self-Assessment of Adherence to the Standard for Accreditation**

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

## **D. Implications for Planning**

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

- We are looking into cost saving methods for lighting (switching slowly over to LED). Art/Music room was the first to make the switch.
- We have added new coats of paint to the walls and rooms.
- Regular upgrades and maintenance on heating/cooling systems, etc.

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

- We are limited in the amount of storage area that we have for supplies, extra furniture, and equipment.
- At times there are a lot of events happening at one time where groups have to get moved to another space or share space with another group.
- In need of making the water fountains have colder water.
- In need of a few more handicapped parking spaces.

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

- Look into solutions to the limited amount of storage space that is currently available, such as cleaning out existing storage spaces or adding more storage sheds.
- Make more parking spaces closer to the school marked for handicapped.

## **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Floor plan of facilities	X
Facilities plan/updates/improvements	X
Maintenance/repair schedules	X
Policies related to facilities	X

## **ADDENDUM – *FACILITIES***

### **B.**

- The beginning stages of the Learning Commons Project have been completed, transforming our traditional library into a more dynamic learning space for our students.
  - The re-purposing of this space will allow our students to take a more active role in their education. Some of the features/enhancements of the space, when fully completed, will include: flexible seating that will allow for individual work spaces as well as collaborative meeting areas, a hands-on “maker-space” area for STEM exploration; and technology in place for research, global communication, and project creation.
  - The Learning Commons environment, once established, will benefit students by providing them (and their teachers) with a space designed with the teacher’s role as a guide for student learning. Learning can be achieved in more depth, STEM concepts can be better integrated into the curriculum, and students will have a greater opportunity to create, collaborate, and communicate throughout the learning process.
- A Resource Room has been designated for small groups of student will need more attention in certain subject areas, specifically math and ELA.
- Two new drinking fountains have been installed.
- We are in the planning stages of a security camera update, both interior and exterior.
- In addition to the transition to LED lighting, additional cost-saving resources are currently being pursued.

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

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

### B. Self-Assessment of Adherence to the Indicators of Quality

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

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

### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school's organization promotes in its students:</i></b>						
6.1	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
6.2	A sense of being trusted, supported, and recognized for their accomplishments and contributions.				X	
6.3	Pride in their school.				X	
<b><i>The governing body and leadership ensure that the school's organization promotes in its staff:</i></b>						
6.4	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		
6.5	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.				X	
6.6	Professional satisfaction and good general morale.			X		

<b><i>The governing body and leadership ensure that the school's organization:</i></b>					
6.7	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			X	
6.8	Defines clearly in writing roles, responsibilities, expectations, and reporting relationships of its staff that support a high quality educational program and experiences for the school's students.			X	
<b><i>The governing body and leadership ensure that the school has and implements written policies and/or procedural guidelines for ensuring a positive work environment, including:</i></b>					
6.9	The day-to-day operation of the school.			X	
6.10	Determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all members of its staff.			X	
6.11	Evaluating staff members' performance.			X	
6.12	Handling complaints/ grievances by members of the staff.			X	
6.13	Orienting and mentoring of new staff members.			X	
6.14	Appropriate orientation and supervision for service providers not employed by the school.			X	
<b><i>The governing body and leadership ensure that:</i></b>					
6.15	Due diligence is conducted in the hiring process to ensure that all members of the staff are eligible and continue to be eligible to work with children.			X	
6.16	Due diligence is conducted to ensure that employees of providers of contracted services are eligible and continue to be eligible to work with children.			X	
<b><i>The governing body and leadership ensure that the school's staff:</i></b>					
6.17	Is led by designated and qualified leaders who provide coordination, supervision, support, and direction for the school's educational program, services, and activities.			X	
6.18	Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.			X	
6.19	Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.			X	
6.20	Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.			X	
6.21	Is provided with an opportunity to discuss performance evaluations with the evaluator(s) and the ability to appeal evaluations to a designated level of leadership above the evaluator(s).			X	
6.22	Is provided opportunities to offer input into the content of professional development experiences.			X	
6.23	Is encouraged by the leadership to affiliate with professional organizations.			X	

6.24	Feels safe in the school.			X		
6.25	Enforces the student code of conduct fairly and uniformly.			X		
<b><i>The governing body and leadership ensure that the school's students:</i></b>						
6.26	Understand and abide by the school's code of conduct.			X		
6.27	Feel safe in the school.			X		
<b><i>The governing body and leadership ensure that school's families and community of stakeholders:</i></b>						
6.28	Understand and support the school's code of student behavior.			X		
6.29	Feel safe in the school.				X	
6.30	Demonstrate a commitment to, pride in, and support for the school by participating in its activities, promoting its mission, and ensuring the school has needed financial resources.			X		

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

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the early childhood program:</i></b>						
6.31	Promotes development of children's positive peer relationships.			X		
6.32	Has and implements personnel policies that include an appraisal system and professional development programs that focus explicitly on staff behaviors that are to be encouraged in the classroom such as teacher interactions with children, acknowledgement of age-appropriate development, and developmentally appropriate instructional practices.			X		
6.33	Seeks to achieve applicable teacher and/or staff-to-children ratios.			X		

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

X	These Indicators do not apply to our school.
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### Indicators of Quality for faith-based schools<sup>7</sup>

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure the school:</i></b>						
6.37	Portrays an identifiable integration of faith, life, and culture.			X		

<sup>7</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

<i>The governing body and leadership ensure that:</i>					
6.38	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			X	
6.39	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.			X	
6.40	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundational documents of the school.			X	
6.41	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			X	
6.42	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			X	
6.43	The religious studies program for students is consistent with the mission of the school and the sponsoring institution.			X	
6.44	Opportunities for prayer and/or expressions of faith are integrated into its curriculums and daily activities.			X	

**Indicators of Quality for All Pennsylvania Public Schools, Private Schools and Their Contractors' Employees Who Work in Direct Contact with Children, and Student Teacher Candidates.**

<b>Indicator of Quality</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>N/A</b>
<i>The governing body and leadership ensure that the school has and implements written policies and procedures that:</i>						
6.45	In accordance with <a href="#">Act 24 of 2011</a> and <a href="#">Section 111 of the Pennsylvania School Code</a> , require all applicants for employment with the institution, including employees of independent contractors but excluding employees who do not have direct contact with students, and student teacher candidates to undergo the following background checks prior to being hired or contracted: a. Pennsylvania State Police Request for Criminal Records Check. Applies to individuals hired as of January 1, 1986; b. PA Department of Public Welfare Child Abuse History Clearance; and c. Federal Criminal History Record Information (CHRI) in a manner required by the Department of Education.				X	

6.46	In accordance with <a href="#">Act 24 of 2011</a> , require all employees as of September 29, 2011 who have not been subject to a previous background check to: a. provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or b. if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.				X	
6.47	Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.				X	
6.48	Require the institution to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007.				X	

**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>I feel that some teachers could be a little more involved with the education of students.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>There are some teachers who seem "burnt out" while others consistently, year after year, demonstrate their dedication and love for the job and the age of the teacher is not a predictable indicator for attitudes and morale.</li> <li>The code of conduct is clearly written and stated, but not uniformly enforced or carried out. There is much needed improvement in this area.</li> </ul>

**Explanation of Any Ratings of 1: Not Applicable**

**C. Self-Assessment of Adherence to the Standard for Accreditation**

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

**D. Implications for Planning**

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

<ul style="list-style-type: none"> <li>The school is strong in completing background checks, ensuring a safe learning environment, and promoting pride in our school and our staff.</li> </ul>
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**List the school's significant areas in need of improvement in meeting the School Organization and Staff Standard.**

- Our school's significant area in need of improvement is in communicating, implementing, and applying the school code of conduct in a uniform and consistent manner by all staff members.

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

- Our school needs to ensure that the code of conduct is understood by all staff members with the knowledge of what is and what is not acceptable according to our school code. All staff members then must work to uniformly implement and uphold the code of conduct.

### **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Instruments used for evaluating the performance of the staff	X
Policies related to school climate and organization	X

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

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

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Drill	X		
Tornado Drill	X		
Internal Lockdown		X	
External Lockdown	X		
Bomb Threat	X		
Medical Emergency	X		

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

Our lockdown plan is currently being updated to include responses to new regulations presented to us by local law enforcement.

#### A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
<b>Fire</b>		Semi-Monthly			
		Monthly			
	Semi	Annually	X		
<b>Natural Disaster (Severe Weather, Flooding, etc.)</b>		Semi-Monthly			
		Monthly			
	X	Annually	X		
<b>Bomb Threat</b>		Semi-Monthly			
		Monthly			
		Annually		X	
<b>External Threat</b>		Semi-Monthly			
		Monthly			
	Semi	Annually	X		

<b>Internal Threat</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	Semi	<b>Annually</b>		X	
<b>Bus Evacuation</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		

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

Due to new regulations regarding school safety plans, the Holy Guardian Angels Regional School Emergency Procedures are being revised and updated, which would include how to respond to a bomb, internal, or external threat. In addition, we need to be more consistent by conducting drills on a regular basis (a minimum of twice a year).

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

<b>Type of Inspection</b>	<b>Frequency</b>		<b>Results of Inspections</b>		
			<b>S</b>	<b>NI</b>	<b>U</b>
<b>Fire Alarm System</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	Semi	<b>Annually</b>	X		
<b>Food Services</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	Semi	<b>Annually</b>	X		
<b>Elevator(s)</b>	X	<b>Semi-Monthly</b>	X		
		<b>Monthly</b>			
		<b>Annually</b>			
<b>Internal Communications System</b>	X	<b>Daily &amp; as needed</b>	X		
		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
		<b>Annually</b>			
<b>Athletic Equipment - (conducted by the Booster Association/CYO)</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		
<b>Playground Equipment - (conducted by the Home and School Association)</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		

<b>Water Supply</b>		<b>Semi-Monthly</b>			
	X	<b>Monthly</b>	X		
		<b>Annually</b>			
<b>Other: Asbestos</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	X	<b>Annually</b>	X		
<b>Other: Sprinkler System</b>		<b>Semi-Monthly</b>			
		<b>Monthly</b>			
	Semi	<b>Annually</b>	X		
<b>Other: Pest Inspection</b>		<b>Semi-Monthly</b>			
	X	<b>Monthly</b>	X		
		<b>Annually</b>			

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

There are no improvement and/or corrective actions that need to be taken in the school’s health and safety inspection schedules.

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

<b>Screening For</b>	<b>Conducted By</b>	<b>Frequency</b>	
<b>Vision for Kindergarten to Grade 6</b>	HGA Registered Nurse		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Hearing for Kindergarten to Grade 8</b>	HGA Registered Nurse		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Dental- Kindergarten, Grade 1 Entrance into school, Grade 3 and Grade 7</b>	Private Physician or Public School Consultation		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Physical - Kindergarten, Grade 1 and Grade 6</b>	Private Physician or Public Assistance (clinic) required by Muhlenberg		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>
<b>Other: Scoliosis for Grades 6-7-8</b>	HGA Registered Nurse		<b>Semi-Monthly</b>
			<b>Monthly</b>
		X	<b>Annually</b>

<b>Other: Lice</b>	HGA Registered Nurse, Principal		<b>Semi-Monthly</b>
			<b>Monthly</b>
			<b>Annually</b>
		X	<b>As Needed</b>

#### **A.5. SUMMARY OF INNOCULATIONS:**

<b>Inoculation For</b>	<b>In Grade Level</b>
Tetanus - 4 doses	After the student's 4th birthday
Diphtheria - 4 doses	Same
Polio - 3 doses	Same
Measles - 2 doses	Same
Mumps - 2 doses	Same
Rubella	Same
Hepatitis - 3 doses	Same
Varivax (or history of Chicken Pox disease)	On or after the student's 1st birthday
TDAP - Tetanus, Diphtheria, Pertussis	Entering Grade 7

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

<b>Health and Safety Issue</b>	<b>Quality and Adequacy</b>		
	<b>S</b>	<b>NI</b>	<b>U</b>
Adequate health care services at all times.	X		
Health care at school functions that take place away from the school's premises.	X		
Means to communicate internally in event of power failure of evacuation of building.	X		
Means to communicate externally in event of power failure of evacuation of building.	X		
Place(s) to assemble during an evacuation	X		
Proper and safe storage of dangerous substances.	X		
Fire blankets and/or eye wash stations in required areas.		X	
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.	N/A		
Provisions for preventing the spread of infectious substances and diseases.	X		

Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		

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

Fire blankets have been purchased and are located in the nurse’s room.
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#### **A.7. HEALTH AND SAFETY STAFF:**

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	1	X		
Director of Facilities	1	X		

### **B. Self-Assessment of Adherence to the Indicators of Quality**

#### **HEALTH AND SAFETY STANDARD FOR ACCREDITATION**

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

#### **Indicators of Quality for all schools**

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that the school:</i>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school’s provisions for the health and safety of its students, staff, and visitors.				X	
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			X		

7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.				X	
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.				X	
7.5	Provides appropriate and adequate health care for its students during the school day and makes provisions for appropriate health care at school functions that take place away from the school's premises.				X	
7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, handling accidents and illnesses, and universal precautions for preventing the spread of infectious diseases.			X		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.				X	
7.8	Has and implements a system to account for the whereabouts of its students at all times.				X	
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.				X	
7.10	Provides to its staff up-to-date on relevant health, wellness, and safety information and practices pertaining to the school's students and staff.				X	
7.11	Maintains positive working relationships with local health and safety authorities and health service providers.				X	
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.				X	
7.14	Has and implements expectations for members of the staff to model positive health and safety practices.				X	
7.15	Makes safe drinking water available for the students, the staff, and visitors to the school.				X	
7.16	Implements practices and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well being of the students.			X		

## Indicators of Quality for schools with early childhood programs

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

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
<b>Students</b>	<ul style="list-style-type: none"> <li>There is not always a nurse at school.</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>Students need more time to eat and drink at lunch.</li> <li>Thank you for continuing the DARE and Child Lures Program</li> <li>Drop off rules for car riders in the morning need to be better enforced. People still drive too fast in the parking lot and disobey rules/regulations.</li> </ul>

**Explanation of Any Ratings of 1: Not Applicable**

### C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

### D. Implications for Planning

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

<ul style="list-style-type: none"> <li>All school personnel have been adequately trained in most safety and health issues including use of defibrillators, proper disposal and clean-up of various substances, and disease.</li> <li>Every room has evacuation notices and directions clearly posted.</li> <li>All staff have awareness of what to do in the event of internal/external threats.</li> </ul>
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**List the school's significant areas in need of improvement in meeting the Health and Safety Standard.**

- Need to implement a student plan to help educate students in the area of personal wellness and a healthy lifestyle.
- To be more aware of our students' social and emotional well-being.

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

- Plan to purchase a panic button device and supply an eye wash station.
- Implement more opportunities to practice various scenarios of threats to school to either evacuate or lock into classrooms.

#### **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X

# EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

## A. Issues Related To This Standard

### A.1. SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR								
Curriculum Area	1	2	3	4	5	6	7	8
English/LA	453	453	393	393	318	318	318	318
Math	123	123	123	123	153	153	153	153
Science	27	27	54	54	120	120	120	120
Social Studies	27	27	54	54	120	120	120	120
Art	27	27	30	30	27	27	27	27
Music	27	27	36	36	27	27	27	27
Health/P.E.	27	27	36	36	36	36	36	36
Spanish	N/A	N/A	N/A	N/A	N/A	27	27	27
Library Skills	27	27	27	27	27	N/A	N/A	N/A
Technology	27	27	27	27	27	27	27	27
Religion	120	120	120	120	120	120	120	120

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

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

The school receives curriculum guidelines from the Diocese, which are aligned with PA state standards - periodically, diocesan committees are formed to review/revise curriculum.

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

- Locally, curriculum coordinator meetings take place quarterly; annually, grade level articulation meetings take place to discuss vertical alignment.
- Diocesan subject area articulation meetings are held periodically.

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

- The school receives curriculum guidelines from the Diocese, which are aligned with PA state standards - periodically, diocesan committees are formed to review/revise curriculum.
- Locally, curriculum coordinator meetings take place quarterly; annually, grade level articulation meetings take place to discuss vertical alignment.
- Diocesan subject area articulation meetings are held periodically.

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

These skills are integrated throughout the curriculum and all grade levels through differentiated instruction, projects, group work, activities, and direct instruction.

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

Computer classes are held weekly for students in grades K-8. Lessons are cross-curricular and developed with communication between the classroom teachers and the technology coordinator. In addition, computers are available for classroom use both in desktop and laptop form.

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

These skills are integrated throughout the curriculum and all grade levels through differentiated instruction, projects, group work, activities, and direct instruction.

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

- Teachers are consulted concerning the need to update curricular materials.
- Once the decision has been made to focus on one area, sample materials from a variety of publishers are provided to the faculty and evaluated. Feedback from faculty in the form of questionnaires and discussion are taken into account when deciding to purchase a particular series.
- Once purchased, publisher representatives are brought in to provide professional development.

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

Student learning styles are identified through teacher observation and differentiated instruction. Customization of lessons, assessments, and projects takes place according to the various learning styles of the students.

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

- Students with special needs are identified via teacher observation, parent feedback, and standardized testing. The IST process is started once an observed need is identified. The IST team consists of parents, teachers, guidance counselor, psychologist, principal, and other specialists as deemed appropriate. A instructional plan with modifications and accommodations is developed and shared amongst all involved.
- Gifted students are placed in classes appropriate to their ability level. For example, a student who shows high aptitude in mathematics can be placed in the math class of the grade level above. Additionally, an Enrichment Program is offered for students who qualify in grades 3-6. Qualifications are based on standardized test scores, teacher recommendations, and parental approval.
- Additionally, the diocese has implemented the Inclusive Catholic Education (ICE) guidelines which outlines new policies and procedures for identifying students with unique learning needs and meeting those needs.

**B. Self-Assessment of Adherence to the Indicators of Quality**

**EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION**

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

## Indicators of Quality for all schools

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

8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			X		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.			X		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

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

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school:</i></b>						
8.15	Provides families with appropriate opportunities to offer input regarding the school's curriculum.			X		
8.16	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.			X		
<b><i>The governing body and leadership ensure that the school's early childhood educational program:</i></b>						
8.17	Supports language development.			X		
8.18	Provides a balance of opportunities for mastery and challenge.			X		
8.19	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.			X		
8.20	Includes age- and content-appropriate interest activities in all classrooms.			X		
8.21	Treats all spaces in the school in which students may be present as part of the learning environment.			X		
8.22	Supports development positive interactions between peers.				X	
<b><i>The governing body and leadership ensure that the school's early childhood educational program provides:</i></b>						
8.23	An integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.24	A good balance of child-initiated and teacher-initiated activities in the daily plan.			X		
8.25	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.					X
8.26	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.			X		
8.27	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.28	Development of early language and literacy skills through such activities as conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.			X		

8.29	Opportunities for increasing independence in use of materials and equipment and in self care.			X		
8.30	Structured and unstructured opportunities for children's active involvement with people and materials.				X	
8.31	Spontaneous learning and activities that build on children's repertoires and curiosity.			X		
8.32	Learning areas designed for individual and group exploration and growth and that support challenge and consolidation in the relevant domains of development.			X		
8.33	Experiences that prepare students for a successful transition to elementary school settings.			X		
8.34	Materials for gross and fine motor activities.			X		
8.35	Developmentally appropriate learning resources for outdoor activities.			X		
8.36	Daily opportunities for dramatic play, art, and other creative expression for toddlers and older children,			X		
8.37	A variety of books that are accessible to all age groups every day.				X	

### Indicators of Quality for schools with elementary school programs.

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

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

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

## Indicators of Quality for schools with secondary school programs

X	These Indicators do not apply to our school.
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## Indicators of Quality for schools that deliver all or part of their educational program by a distance modality

X	These Indicators do not apply to our school.
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## Indicators of Quality for faith-based schools<sup>8</sup>

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

<sup>8</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.



**Stakeholders' comments to support the ratings:**

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>Great and faith-based. Accepts everyone. Acknowledges achievement.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Avoid Common Core</li> <li>Update teaching methods and bring more special ed methodology</li> <li>Health/wellness and sex-ed need to be improved at the middle school level.</li> <li>School is advanced in all academic areas in comparison to public schools.</li> <li>Being a member of another parish with its own school, I just feel that the quality of expertise of the teachers and staff exceeds all other schools.</li> <li>Music, arts, and language programs need strengthening.</li> </ul>

**Explanation of Any Ratings of 1:** Not Applicable

**C. Self-Assessment of Adherence to the Standard for Accreditation**

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

**D. Implications for Planning**

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

<ul style="list-style-type: none"> <li>Methodical and regular evaluation of curriculum and teaching materials.</li> <li>Technology skills integrated into curriculum areas.</li> <li>Accommodations made for advanced, remedial, and special needs students.</li> <li>Academic standards and achievement above public school counterparts.</li> </ul>
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**List the school's significant areas in need of improvement in meeting the Educational Program Standard.**

<ul style="list-style-type: none"> <li>As an increasing number of students enroll for the first time in the middle and upper grades, continued accommodation processes will need to be implemented in order to close learning gaps.</li> </ul>
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**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Educational Program that should be included in the action plan in the Plan for Growth and Improvement.**

Beginning in the Fall of 2015, the Diocese has implemented the Inclusive Catholic Education (ICE) guidelines which outline new policies and procedures for identifying students with unique learning needs, as well as the procedure for meeting those needs. Continuing professional development will be implemented regarding these new guidelines.

**E. Evidence to Support the Assessment of this Standard**

<b>Evidence</b>	<b>School</b>
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

## **ADDENDUM - *EDUCATIONAL PROGRAM***

### **A.1.**

- Traditional computer classes have ended and technology skills are now fully integrated and taught in the context of all curriculum areas.
  - Three mobile carts (two laptop and one Chromebook) as well as computers installed in each classroom have been provided to accomplish more flexible scheduling of technology and better integration of technology use.
- The Enrichment Program will now be updated as an after school STEAM initiative starting in the second trimester of the 2016-2017 school year.
- All of the elementary schools in the Diocese of Allentown have changed to a Trimester system with an updated report card.

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

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

### B. Self-Assessment to Adherence to the Indicators Of Quality

## ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

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

### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that the school:</i></b>						
9.1	Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.			X		
9.2	Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.				X	
9.3	Has leadership and a staff that are committed to and participate and share in accountability for student learning and performance.			X		
<b><i>The governing body and leadership ensure that the staff analyzes the results of assessing student learning with appropriate frequency and rigor for:</i></b>						
9.4	Evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services..			X		
9.5	Monitoring learning by individual students as well as cohorts of students as they move through the school.				X	

9.6	Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.			X		
<b><i>The governing body and leadership ensure that the school:</i></b>						
9.7	Maintains appropriate records of students' learning and performance.				X	
9.8	Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.			X		
9.9	Communicates its assessment policies and program to the school's community of stakeholders.			X		
9.10	Communicates regularly and meaningfully with families regarding students' progress in learning.				X	
9.11	Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.				X	
<b><i>The governing body and leadership ensure that the school uses assessments to measure student learning that:</i></b>						
9.12	Are based on current and reliable research on child development and growth.			X		
9.13	Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.			X		
9.14	Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.			X		
9.15	Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.			X		
9.16	Reflect understanding of different styles of learning.			X		
9.17	Enable the staff to identify students that might have special needs for learning and performing at the expected levels as early as possible.			X		
9.18	Are augmented by information and insights about students' learning and performance from students' families.			X		

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

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

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

X	These Indicators do not apply to our school.
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## Indicators of Quality for faith-based schools<sup>9</sup>

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

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>My teacher just had a meeting with my parent.</li> <li>There are so many open book tests.</li> </ul>
Parents	<ul style="list-style-type: none"> <li>Thanks for the online grades! Keeps my son motivated to get better grades.</li> </ul>

### Explanation of Any Ratings of 1: Not Applicable

## C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

<sup>9</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

## **D. Implications for Planning**

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

- Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.
- Monitors learning of individual students as they move through the school.
- Maintains appropriate records of students' learning and performance.
- Communicates regularly and meaningfully with families regarding students' progress in learning.
- Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.
- Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.

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

- There is room for growth in the areas of assessing student learning and performance, participating and sharing in accountability for student learning and performance, and evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services.
- Uses generally accepted standards for the control, use of, and access to records of student learning and performance that meet the requirements of laws governing confidentiality of student records.
- Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.

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

- Implementation of benchmarks for key subject areas.
- Differentiation of instruction
- Professional development in the areas of formal/informal assessments

**E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X
Math Word Problem Portfolio	X
Writing Portfolio	X



## STUDENT SERVICES STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

#### A.1. STUDENT SERVICES STAFF:

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

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

Through the new Diocesan Inclusive Education Council we will be transitioning to the new guidelines.

#### A.2. Student Services

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

The counselor will meet with individual students at the request of students, parents or school staff. Small groups of students may meet to address improving developmental social interaction.

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

The Child Study Team includes parents, school personnel and Intermediate Unit personnel. Meetings sometimes result in a request for psychological educational evaluations which are done by the Berks County Intermediate Unit psychologist. Referrals for speech, physical, or occupational therapy are initiated through the student's public school district or may be met through private resources. Modifications and accommodations for an individual student may be recommended and put in place within the regular classroom.

Holy Guardian Angels Regional School does not have a self-contained program or resource center. We do, however, provide information about the Aquinas Program for students with identified Specific Learning Disabilities.

**Describe the special education services provided.**

Act 89 Reading remediation for grades Kindergarten through 4 is provided by the Berks County Intermediate Unit.

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

Classroom aides are an extension of the classroom teacher. Their responsibility of handling the routine classroom activities such as lunch, copying, and knowledge of end-of-day transportation, allows the time needed by the teacher to teach. Also, working cohesively with the teacher, the aides assist with the implementation of strategies for students in need of learning/testing accommodations.

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

Holy Guardian Angels Regional School contracts Maschio Food Services lunch program. Lunches are prepared in-house daily. The cost per lunch provides students the choice of a hot or cold entree, vegetable, fruit and a drink. Alternative a la carte choices provided daily include: salad, peanut butter and jelly sandwich, or hot dog on a roll. Students in grades 3-8 are given the opportunity to purchase snack items (chips, ice cream, cookies). A month-at-a-glance menu is distributed to all families for their review.

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

Holy Guardian Angels Regional School is provided transportation to and from school for students in grades Kindergarten through eight living in 14 surrounding local school districts. After school transportation is provided by five day care centers.

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

Through invited guests to Holy Guardian Angels Regional School, all students are exposed to career opportunities. From an author reading to students, Veteran's sharing their stories, priests and nuns discussing their vocations, to local professionals, tradesmen, and emergency and medical personnel educating our middle school aged students about career choices, our faculty and staff provide career awareness throughout the school year.

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

Prior to registering, prospective students are offered a Shadow Day and provided with Placement Testing in order to ensure that our school is the right fit for the students. Once a new student has registered at Holy Guardian Angels Regional School, the Advancement Director works closely with the student and parents establishing a friendly rapport and a smooth transition. Providing the necessary information pertaining to tuition, uniform requirements, supplies, and transportation, the Advancement Director makes herself available for any additional questions or concerns that may arise.

Students entering HGA at the start of a new school year are afforded the opportunity to attend our Back-to-School Picnic (a casual social event providing families a chance to meet and catch up from the summer) and a New Family Orientation. This structured orientation joins administration, faculty and staff with all new families. Parents and students are given a chance to meet teachers, tour the facility and discuss any policy and procedure questions with the principal. Students also spend time in their new classroom acclimating themselves and dialoguing with their teacher and other new classmates, if any. Transitioning into HGA during the school year can be a bit overwhelming for both the student and parents. Administration works with the parents on all the financial obligations, school communication, transportation, uniform requirements, policies, and procedures addressing all questions and concerns. The faculty and staff work to the best of their ability to convey the curriculum needs of the students often providing additional instruction time during lunch or after school.

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

Holy Guardian Angels Regional School serves both Catholic and non-Catholic students in grades 3-year old preschool through 8 who can benefit from the educational opportunities we provide. Our school community welcomes and respects diversity as well as encourages all children regardless of race, creed, or religion to enroll. Students entering Kindergarten must be five years of age by October 15th of the current academic year. Parents and students are welcome to tour the school and experience firsthand the many programs and activities offered at HGA.

## B. Self-Assessment of Adherence to the Indicators Of Quality

### STUDENT SERVICES STANDARD FOR ACCREDITATION

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

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure the school provides student services that:</i></b>						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			X		
10.3	Address students' emotional and social needs as well as academic needs.			X		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.			X		
10.8	Include an orientation program for new students and their families to share the school's mission, educational program, services, policies, and expectations.			X		
10.9	Make available to students' families information about child development and learning.		X			
<b><i>Transportation Services—The governing body and leadership ensure that the school:</i></b>						
10.10	Has and implements written policies or procedural guidelines to ensure the safety of students when being transported to and from school and school events by means provided by the school.				X	
10.11	Requires that all transportation personnel of the school or those contracted by the school are appropriately trained.			X		

10.12	Is in compliance with the safety requirements of all appropriate civil authorities of the jurisdictions in which the school is located for transportation services provided or contracted by the school meet.			X		
10.13	Has and implements procedures for the safe arrival and departure of students from the school.			X		
<b>Food Services—<i>The governing body and leadership ensure that:</i></b>						
10.14	Student dining areas are functional and hygienic.			X		
10.15	Meals provided by the school meet generally accepted nutritional standards.			X		
10.16	Information about nutritional values of the foods is available to students and their families.			X		
10.17	Appropriate training is provided to food services providers.			X		
10.18	Food services personnel meet the health requirements of all civil authorities of the jurisdictions in which the school is located.				X	
10.19	Food service facilities are inspected regularly and meet the health and safety requirements of all of the jurisdictions in which the school is located.				X	
<b>Services for Students with Special Needs—<i>The governing body and leadership ensure that the school:</i></b>						
10.20	Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.			X		
10.21	Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.			X		
10.22	If applicable, is in compliance with all requirements of the jurisdictions in which the school is located related to students with special needs.			X		
<b>Admissions and Placement—<i>The governing body and leadership ensure that the school has and implements written policies or procedural guidelines governing:</i></b>						
10.23	Admission to the school.			X		
10.24	Placement of students in the appropriate components of the educational program and at the appropriate levels.			X		
<b><i>The governing body and leadership ensure that the school:</i></b>						
10.25	Informs applicants for enrollment and their families of the mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.				X	
10.26	Employs only marketing materials, statements, and representations related to the school's educational programs, services, activities, and resources that are clear, accurate, and current.				X	

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

X	These Indicators do not apply to our school.
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## Indicators of Quality for faith-based schools<sup>10</sup>

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

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Teachers/Staff	<ul style="list-style-type: none"> <li>With regard to special needs programs: we can assess and refer, but do not offer an Aquinas program at HGA.</li> </ul>
Students	<ul style="list-style-type: none"> <li>The food is nutritious but not enough.</li> </ul>

<sup>10</sup> The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose mission and educational program are defined wholly or in part by their particular faith.

<p style="text-align: center;"><b>Parents</b></p>	<ul style="list-style-type: none"> <li>• The school nurse needs to be addressed. She is not professional; she talks so that others hear about other students. She does not treat the students well.</li> <li>• Communications between school admin and new families need improvement.</li> <li>• There have been times when my child had issues on the bus regarding other students with bad behavior/language.</li> <li>• The lunch menu needs to be healthier, lunchtime is minimal and rushed. This time is important too, the kids need time to decompress and take a break.</li> <li>• My child has ADHD and PDD (autism spectrum)- Mrs. Wallin and Mrs. Weiss in particular have been instrumental in his success! I cannot say enough about how much help Mrs. Wallin has provided me as a single Mom. I have received financial aid when I needed it, and she has been so supportive of him in every way possible. Mrs. Weiss has been helping him with homework after school, they both do a tremendous job with him and we appreciate it so much! Also, his teachers are all wonderful thus far too. But the time and special attention Mrs. Wallin and Mrs. Weiss give my son is just amazing! Mrs. Wallin is such a great leader; I am in awe of her. We love HGA and will miss it when he graduates!</li> <li>• While the school taps into the public school districts for other services, it would be helpful for all students to have a psychologist, speech pathologist, and occupational therapist on staff. I realize that this may be cost prohibitive, but would support the learning of all students.</li> <li>• The school does not always provide enough extra help for kids with ADHD and mild disabilities.</li> <li>• Do not feel the admission policies are consistent with the religious aspects of HGA. Too many students are being accepted despite their family having very little interest in the religious aspect of HGA.</li> <li>• I feel the school needs to screen new student applicants to ensure they meet the necessary academic levels. It should be about quality not quantity. I would gladly pay a higher tuition and have a smaller class size for my children to have a more productive learning environment.</li> </ul>
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**Explanation of Any Ratings of 1:** Not Applicable

### C. Self-Assessment of Adherence to the Standard For Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

### D. Implications for Planning

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

- The school provides parents information about transportation safety procedures.
- Food services meet health requirements.
- Food service facilities are inspected regularly.
- The school provides information about its mission and educational program.
- A majority of the students are involved in various athletics and extracurricular clubs/activities.

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

- We currently do not have an Aquinas Program at our school.
- There is need for Guidance and Counseling to be a full time position.

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

- Provide Itinerant Learning Support Room and Teacher for students identified as needing accommodations and modifications.
- Change the Guidance position from part-time to full-time hours.

### E. Evidence to Support the Assessment of This Standard

Evidence	School
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X
ICEC Guidelines/Policies related to student services	X



## **ADDENDUM - *STUDENT SERVICES***

### **A.2.**

- In order to better serve our students in need of learning support, we have begun the early stages of establishing a Resource Room and we are looking ahead to hire a full-time learning support teacher for that room.

## STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

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

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
<b>Declamation</b>	8	X		
<b>Enrichment</b>	12	X		
<b>Mathletes</b>	8	X		
<b>Science Fair</b>	20	X		
<b>Altar Servers</b>	8	X		
<b>Empowerment</b>	20	X		
<b>Flag Raisers</b>	4	X		
<b>Recess Helpers</b>	4	X		
<b>Office Helpers</b>	4	X		
<b>Art Club</b>	15	X		
<b>Kitchen Kapers</b>	25	X		
<b>Music on the Move</b>	12	X		
<b>Chess Club</b>	15	X		
<b>Cup Stacking</b>	40	X		
<b>Lego Club</b>	40	X		
<b>Science Explorers</b>	30	X		
<b>Talent Show</b>	25	X		

#### A.2. ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
BC Cheerleading		X	20	X		
BC Field Hockey		X	2	X		
BC Football	X		30	X		
BC Ice Hockey	X	X	4	X		
BC Lacrosse	X	X	20	X		
BC Soccer	X	X	3	X		

BC Softball		X	3	X		
CYO Cheerleading		X	10	X		
CYO Basketball	X	X	105	X		
CYO Baseball	X		5	X		
CYO Golf	X	X	2	X		
CYO Track	X	X	18	X		
CYO Cross Country	X	X	19	X		
CYO Volleyball		X	20	X		

## B. Self-Assessment of Adherence to the Indicators of Quality

### STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

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

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<b><i>The governing body and leadership ensure that:</i></b>						
11.1	Students are offered opportunities through student activities to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.		X			
11.3	Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.				X	
11.4	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.			X		
11.5	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.			X		

## Indicators of Quality for schools with a residential program

X	These Indicators do not apply to our school.
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## Indicator of Quality for schools that deliver all or part of their educational program by a distance modality

X	This Indicator does not apply to our school.
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## Indicator of Quality for faith-based schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
11.11	All student activities and athletics include opportunities for the faith formation of the students.				X	

### Stakeholders' comments to support the ratings:

Source of Comments	Comments
Students	<ul style="list-style-type: none"> <li>Recognize student achievement more frequently and in a variety of ways</li> <li>There should be try-outs for various sports teams</li> <li>Invest in more music/theatre opportunities</li> </ul>
Parents	<ul style="list-style-type: none"> <li>More music/theatre opportunities</li> <li>More activities for younger students</li> <li>Start Girls on the Run</li> <li>Music/Art/Language programs need strengthening</li> <li>We appreciate the increased number of CYO sports</li> </ul>

### Explanation of Any Ratings of 1: Not Applicable

## C. Self-Assessment of Adherence to the Standard for Accreditation

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

## **D. Implications for Planning**

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

- We encourage diversity with family oriented events and a variety of activities.
- Student activities are led by qualified teachers who take time to provide these activities and build student relationships
- Our athletic program is strong

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

- Art and Music programs are good, but the school community would like to see more opportunities
- We need to recognize our students' accomplishments more frequently to the community through venues such as the school newsletter.

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

- Develop a variety of ways to recognize our students' achievements
- Look into ways to fund and supervise additional art/music related activities, such as a drama program.

## **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
School Yearbook and Newsletters	X
Booster Budget	X
Policies on academic/behavioral eligibility	X

## **ADDENDUM - *STUDENT LIFE AND STUDENT ACTIVITIES***

### **A.2.**

- The following activities will be added during the 2016-2017 school year:
  - BC Wrestling
  - Book Club
  - Pro-Life Club
  - Band

## INFORMATION RESOURCES STANDARD FOR ACCREDITATION

### A. Issues Related To This Standard

#### A.1. INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
<b>Print Resources:</b>			
Reference	X		
Fiction	X		
Non-Fiction	X		
Early Readers	X		
Magazine Subscriptions	X		
Newspaper Subscriptions	X		
VHS/DVD	X		
<b>Online Subscriptions &amp; Software:</b>			
Online Encyclopedias/Research Tools	X		
Online Teacher Resources for Technology Integration		X	
Productivity Resources	X		
Multimedia Creation Software		X	
<b>Computer Resources (desktops, laptops, computer labs, tablets, etc):</b>			
Mobile Devices for student use		X	
Mobile Devices for staff use	X		
Desktops for classroom use	X		
Computer lab desktops	X		
Library desktops/laptops		X	
Server	X		
iPad for administrator use	X		
<b>Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):</b>			
Mimio Interactive Whiteboard Hardware/Software		X	
Ceiling mounted LCD projectors	X		
Projector carts	X		
Wireless network	X		
Video Camera	X		

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

- As technology evolves, we will always be in need of additional resources for teachers to more effectively integrate technology into the classroom curriculum. This would include the transition of our Instructional Technology Coordinator out of the role of Computer Teacher and into the role of Technology Coach.
- Although we have a video camera, if we would like to have our students create more rich multimedia projects, additional video/audio editing software and devices will be needed.
- Currently, we have a 30 unit laptop cart available for use in grades 6-8. An additional 40 unit Chromebook was added to that during this 2015-2016 school year. This cart will be used by grades 6-8 and the existing cart will be utilized elsewhere throughout the school.
- In the future, we are hoping to integrate an iPad cart into the primary grades (K-2).
- With the planned transition from Library to Learning Commons, we would like to integrate mobile devices for use in that space.
- Our interactive whiteboards have been in place for many years now are shared between grade partners. Ideally, we would like to update that system and be able to offer that resource to each classroom without having to share.

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

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

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

- The creation of a Learning Commons would allow us to designate some space to the creation of multimedia projects.



### A.3. INFORMATION RESOURCES STAFF:

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources personnel (library, media center)	1	X		
Information Resources support personnel (library, media center)	1	X		
Technology Support	1		X	
Network Administrator - outsourced	1	X		

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

The classroom teachers are in need of a Technology Coach to assist them with more adequate integration of technology throughout the curriculum and provide more professional development. Currently, we are looking at transitioning our current Instructional Technology Coordinator into the Coach position.

## B. Self-Assessment of Adherence to the Indicators Of Quality

### INFORMATION RESOURCES STANDARD FOR ACCREDITATION

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

#### Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body and leadership ensure that:</i>						
12.1	The school has and implements written policies or procedural guidelines for acquiring and using information resources.				X	
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		

<b><i>The governing body and leadership ensure that information resources are:</i></b>						
12.3	Age- and developmentally-appropriate.				X	
12.4	Properly organized and maintained for ready access and use by students and the staff.			X		
12.5	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.6	Appropriately supported with funding from the school's budget.			X		
12.7	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			X		
12.8	Supportive of the school's plan for growth and improvement of student performance.			X		

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

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

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

X	These Indicators do not apply to our school.
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### **Stakeholders' comments to support the ratings:**

<b>Source of Comments</b>	<b>Comments</b>
<b>Students</b>	<ul style="list-style-type: none"> <li>• We need iPads</li> <li>• The laptops are slow and do not always connect to the Internet</li> <li>• I think we should be able to have our phones in school for looking things up on school work.</li> </ul>

<b>Parents</b>	<ul style="list-style-type: none"> <li>• More technology is needed</li> <li>• I think HGA does well in this area, but a lot more could be done to equip students in learning how to use computers, software, etc. to complete their work, do research, publish online.</li> <li>• A formal typing class would be awesome.</li> <li>• Maybe the library could be “updated”.</li> <li>• I would like to see a larger number of books available in the Library for use by the students.</li> <li>• iPads could be used in the classrooms to take notes for homework assignments.</li> <li>• Catholic schools are not afforded the same level of technology as public schools.</li> </ul>
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**Explanation of Any Ratings of 1:** Not Applicable

### **C. Self-Assessment of Adherence to the Standard for Accreditation**

X	Our self-assessment is that our school <b>MEETS</b> this Standard for Accreditation
	Our self-assessment is that our school <b>DOES NOT MEET</b> this Standard for Accreditation for the following reason(s):

### **D. Implications for Planning**

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

<ul style="list-style-type: none"> <li>• Regularly evaluated Technology Plan</li> <li>• In-house Instructional Technology Coordinator</li> <li>• Updated network infrastructure (both wireless and wired), managed by a Network Administrator</li> <li>• A large and varied number of resources including print, online encyclopedia, video/DVD, and periodicals.</li> <li>• BookSystems Atrium library management system</li> </ul>
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**List the school’s significant areas in need of improvement in meeting the Information Resources Standard.**

<ul style="list-style-type: none"> <li>• Increase the use of and the skill development in productivity applications throughout the curriculum so that students may apply these skills to homework assignments and classwork.</li> <li>• Accessibility of more mobile devices (iPads, updated laptops) for classroom use</li> <li>• Update of the library space</li> </ul>
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**Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources that should be included in the action plan in the Plan for Growth and Improvement.**

- Increased funding for technology and mobile devices for classroom use
- Transition of the traditional library space into a learning commons to promote more collaboration and integration of a variety of information resources
- Continued collaboration between the classroom teachers and the information resources and technology personnel in order to provide students with the technology skills needed for 21st century learning

#### **E. Evidence to Support the Assessment of This Standard**

<b>Evidence</b>	<b>School</b>
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Policies related to information resources and technology	X

## **ADDENDUM - INFORMATION RESOURCES**

### **A.1.**

- Traditional computer classes have ended and technology skills are now fully integrated and taught in the context of all curriculum areas.
  - Three mobile carts (two laptop and one Chromebook) as well as computers installed in each classroom have been provided to accomplish more flexible scheduling of technology and better integration of technology use.
  - Ten desktop and twelve laptop computers are available in the new Learning Commons for student use and use within the context of the STEM class.
- The Technology Coordinator will be focusing on Tech Coaching of teachers to assist with the integration of technology into lessons during the times the STEM class is not taking place.
- Library skills and resources, as well as digital literacy skills, will be used during the STEM class and when the Reading teacher brings his/her students to take out books and complete research.
- The book cataloging/circulation system has also been updated in order to allow access of the holdings information outside of our network so that students can look for books while at home.

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

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

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

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

## Religion

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

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

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Andrew Angstadt	Coordinator of Religious Education
Teresa Pietruch	Teacher / Religion Curriculum Coordinator
Linda Lee	Teacher / Religion Curriculum Coordinator
Allison Hoffa	Teacher / Religion Curriculum Coordinator

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

Through the Middle States Survey (see below)

**X** Survey of the school's stakeholders using the Middle States Survey:

<b>Total Number of Surveys Returned</b>	279
<b>The results represent surveys completed by:</b>	
▪ <b>Students</b>	124
▪ <b>Parents</b>	112
▪ <b>Faculty and Staff</b>	43

## **A. ISSUES RELATED TO THE INDICATORS OF QUALITY**

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

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

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
1	Religion (Loyola Press: God Is Good)	120
2	Religion (Loyola Press: God Cares for Us)	120
3	Religion (Loyola Press: We Believe)	120
4	Religion (Loyola Press: God Guides Us)	120
5	Religion (Loyola Press: We Worship)	120
6	Religion (Loyola Press: God Calls a People)	120
7	Religion (Loyola Press: Jesus the Way, Truth, Life)	120
8	Religion (Loyola Press: The Church Then and Now)	120

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

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

Preschool and Kindergarten students do not have a required number of religion minutes per the Diocese of Allentown

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

Not Applicable



#### 4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
Book Tests	Each Unit all grades	X		
Memorization of Prayers	All Grades	X		
Writing Assignments	All Grades	X		
Participation in Mass, Stations, etc.	All Grades	X		
Sacramental Preparation	2nd Grade and 7th Grade	X		
Reports of Saints and Religion Facts	Varied Grade Levels	X		
Service Projects (Helping Hands and CYO Religion)	All Grades	X		

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

Not Applicable

#### B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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

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

## INDICATORS OF QUALITY FOR CURRICULUM

### Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.				X	
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.				X	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.				X	
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				X	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.				X	
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.			X		
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.				X	
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum				X	
CI.10	The curriculum is designed to foster active involvement of students in the learning process.				X	
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content				X	
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.			X		
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.				X	

CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.				X	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.				X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X	
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.				X	

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

X	These Indicators do not apply to our school.
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**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>Great religion program.</li> </ul>
---

**Explanation for Any Ratings of 1:** Not Applicable

## INDICATORS OF QUALITY FOR INSTRUCTION

**Indicators for All Schools**

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.			X		
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.				X	
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.				X	
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.				X	

II.5	Students and teachers demonstrate mutual respect toward each other in classes.				X	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				X	
II.7	Class sizes promote and allow for varied instructional strategies to be used.			X		
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.				X	
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.				X	

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

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

**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>• We are so pleased with the quality of education that our children are receiving at HGA. The staff and administration are supportive and clearly are very passionate about making sure the children receive a top notch religious education. We couldn't be happier.</li> <li>• Some think it's a joke and I like learning about Him and when others disrupt that learning process, it upsets me.</li> </ul>
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**Explanation for Any Ratings of 1: Not Applicable**

## INDICATORS OF QUALITY FOR ASSESSMENT

### Indicators for All Schools

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

### Stakeholders' comments to support the ratings:

- I do understand the school's religion and faith although I am not that religion.

**Explanation for Any Ratings of 1:** Not Applicable

## C. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:				

Hypothesis derived from your conclusion:				
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Pacing</b>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:				
<b>Format</b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Curriculum Delivery Issues</b>				
<b>Teacher Awareness of Content</b>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Teacher Awareness of Sequencing</b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:				

Hypothesis derived from your conclusion:				
<b><i>Teacher Awareness of Pacing</i></b>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Awareness of Format</i></b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Resources</i></b>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Skills</i></b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				

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

- The CRE and school community constantly re-evaluate our religious education program and make changes that would best serve our students and families.
- Although no major components of the program have changed in the last 5 years, our DRE did retire in 2012 and we have had a new person in that position since that time.

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

- Integration of religion into all curriculum areas.
- Many opportunities to put faith in action through liturgy and community service opportunities.

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

- Reaching those students who come from non-Catholic households.
- Instilling a daily practice of faith and respect for others whose life outside of school does not reflect those values.

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

- Consider religious education as an integral part of our school climate and discipline.



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

## Reading

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

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

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Kerry Stuckert	Teacher / Reading Curriculum Coordinator
Tony Lucchese	Teacher / Reading Curriculum Coordinator
Tina Katella	Teacher / Reading Curriculum Coordinator

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

Through the Middle States Survey (see below) as well as routine curriculum meetings.

**X** Survey of the school's stakeholders using the Middle States Survey:

<b>Total Number of Surveys Returned</b>	279
<b>The results represent surveys completed by:</b>	
▪ <b>Students</b>	124
▪ <b>Parents</b>	112
▪ <b>Faculty and Staff</b>	43

## **A. ISSUES RELATED TO THE INDICATORS OF QUALITY**

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

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

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
1	Reading/Library Skills	330
2	Reading/Library Skills	330
3	Reading/Library Skills	270
4	Reading/Library Skills	270
5	Reading/Library Skills	180
6	Reading	153
7	Reading	153
8	Reading	153

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

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

Preschool and Kindergarten grade levels do not have a minimum number of instructional minutes assigned. There are no stated minimum instructional hours for Kindergarten in the state of Pennsylvania.

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

There are no unnecessary repetitions in the sequences of courses taught in this component of the educational program. All of the targeted skills that are taught are applied, maintained, and developed as the reading curriculum increases in difficulty according to grade level.

#### 4. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
DIBELS	K-4 fluency and decoding	X		
IOWA Tests	Although it varies by grade level, the ITBS tests reading comprehension including making inferences, determining main idea and details, drawing conclusions, cause and effect, and sequencing.	X		

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

Not Applicable

## B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

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

# INDICATORS OF QUALITY FOR CURRICULUM

## Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.			X		
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.				X	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				X	
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.	X				
CI.7	Course objectives in the curriculum are simply stated and understandable to students.				X	
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum				X	
CI.10	The curriculum is designed to foster active involvement of students in the learning process.		X			
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.			X		
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		

CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.		X			
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X		
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X	
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.			X		
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.			X		

#### **Explanation for Any Ratings of 1:**

**CI.6** Each classroom is provided with only one set of materials or basal reading series from which to teach at that particular grade level. Although there is some grouping of students across grade levels to ensure each student is learning at his or her instructional level, there are not enough varied types of materials for students who may be on grade level but who learn differently. For example, in K-2, the phonics curriculum is very letter-sound based. If a student is not able to learn to read phonetically, there is little else to use to teach that child short of the teacher providing his or her own materials.

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

X	These Indicators do not apply to our school.
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#### **Stakeholders' comments to support the ratings:**

Not Applicable
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## INDICATORS OF QUALITY FOR INSTRUCTION

### Indicators for All Schools

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

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

X	These Indicators do not apply to our school.
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### Stakeholders' comments to support the ratings:

Not Applicable
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### Explanation for Any Ratings of 1: Not Applicable

## INDICATORS OF QUALITY FOR ASSESSMENT

### Indicators for All Schools

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

### Stakeholders' comments to support the ratings:

Not Applicable
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### Explanation for Any Ratings of 1: Not Applicable

## C. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:				

Hypothesis derived from your conclusion:				
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Pacing</b>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:				
<b>Format</b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Curriculum Delivery Issues</b>				
<b>Teacher Awareness of Content</b>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Teacher Awareness of Sequencing</b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:				



Hypothesis derived from your conclusion:				
<b>Teacher Awareness of Pacing</b>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Teacher Awareness of Format</b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Teacher Resources</b>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?		YES	X	NO
Data to support your conclusion:	In addition to what was already stated in CI.6, there is no school standard to which each student is assessed to determine accurate instructional or independent reading levels. General documentation from reading unit tests and other teacher made tests are passed to the next teacher, but this data does not always indicate the reading level achieved, instructional level, or independent reading level.			
Hypothesis derived from your conclusion:	If all students were assessed using a program such as Fountas and Pinnell Benchmark System or Scholastic, Inc. Reading Inventory, then teachers would be able to match a student's instruction to his or her reading level more reliably and systematically.			
<b>Teacher Skills</b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				

Hypothesis derived from your conclusion:	
--	--

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

- |  |
|--|
| <ul style="list-style-type: none"><li>• A new reading series was adopted in Grades 3 - 5 and new trade books have been added to the reading classes in Grades 6-8.</li></ul> |
|--|

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

- |  |
|--|
| <ul style="list-style-type: none"><li>• At risk readers are identified in Kindergarten and are provided with supplemental reading instruction from Kindergarten through fourth grade. The supplemental reading instruction is provided by state funded BCIU: Berks County Intermediate Unit.</li></ul> |
|--|

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

- |  |
|--|
| <ul style="list-style-type: none"><li>• We should adopt a uniform benchmark assessment system for determining the instructional level of each student.</li></ul> |
|--|

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

- |   |
|---|
| <ul style="list-style-type: none"><li>• Assess and evaluate different benchmark assessment systems that can be utilized from grade levels Pre-K through 8.</li><li>• The Kindergarten screening assessment needs to be updated to adequately reflect reading standards for Kindergarten readiness.</li><li>• A tracking system for targeted reading skills needs to be developed and maintained for each individual student. A record needs to be utilized by each new grade level in order to differentiate their reading instruction.</li></ul> |
|---|

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

## Mathematics

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

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

Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Sondra Bard	Teacher / Mathematics Curriculum Coordinator
Sharon Gombar	Teacher / Mathematics Curriculum Coordinator
Rose Dismuke	Teacher / Mathematics Curriculum Coordinator
Patty Kollar	Teacher / Mathematics Curriculum Coordinator

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

- Through the Middle States Survey (see below)
- The math curriculum is a regular topic of discussion at monthly faculty meetings

**X** Survey of the school's stakeholders using the Middle States Survey:

Total Number of Surveys Returned	279
The results represent surveys completed by:	
▪ Students	124
▪ Parents	112
▪ Faculty and Staff	43

## A. ISSUES RELATED TO THE INDICATORS OF QUALITY

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

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

Grade Level: *Enter the grade level(s) at which each course/program in this curricular component is taught.*

Course Title: *List the course/program titles or topics taught (e.g. Language Arts, English IV, writing, journalism).*

Hours per Semester/Year: *Indicate the number of hours of instructional time devoted to each program/course per semester/year.*

Grade Level(s)	Course Title	Hours per Semester/Year
1	Mathematics	123
2	Mathematics	123
3	Mathematics	123
4	Mathematics	123
5	Mathematics	153
6	Mathematics	153
7	Mathematics	153
8	Mathematics	153

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

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

The Diocesan curriculum guidelines provide no requirement for instructional minutes in math for the Preschool and Kindergarten programs.
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3. Describe any unnecessary repetitions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.

There are no unnecessary repetitions in the sequence of course taught in this component of the educational program.

4. **ASSESSMENT RESULTS:**

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
ITBS	math concepts math computation math problem solving	X		
Berks Catholic Placement Test	basic math Algebra I proficiency	X		

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

Not Applicable

## B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

The Indicators of Quality for Curriculum, Instruction and Assessment identify the types of evidence that, when taken together, indicate whether the school meets the expectations for quality in its educational program.

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

# INDICATORS OF QUALITY FOR CURRICULUM

## Indicators of Quality for All Schools

Indicator of Quality		1	2	3	4	N/A
CI.1	The development of the curriculum is based on a thorough assessment of the basic concepts, skills, and knowledge required of all students to fulfill the stated goals of the program.				X	
CI.2	The curriculum has established priorities, objectives, and goals for all courses and units within the program that are based on clearly defined expectations for all students.				X	
CI.3	The curriculum is designed to ensure the alignment of teaching strategies, learning activities, instructional support, instructional resources, and assessment.			X		
CI.4	The curriculum defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.			X		
CI.5	The curriculum provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.			X		
CI.6	The learning expectations of the curriculum address the diverse learning needs of the students without compromising the essential knowledge and skills students are expected to learn.			X		
CI.7	Course objectives in the curriculum are simply stated and understandable to students.		X			
CI.8	The skills and knowledge of the curriculum are well-articulated and coordinated between all teachers at each grade level and by teachers across grade levels.			X		
CI.9	Elementary, middle level, and secondary level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum		X			
CI.10	The curriculum is designed to foster active involvement of students in the learning process.			X		
CI.11	Instructional activities in the curriculum provide opportunities for both exploration and specialization in the content			X		
CI.12	The curriculum's objectives and expectations for learning are understood and supported by the school's community's stakeholders.		X			
CI.13	Parents and students are provided appropriate opportunities to provide input into the development of curriculum.					X
CI.14	Written curriculum guides identify objectives and define the scope and sequence of the curriculum. The guides are functional and in use.				X	
CI.15	Learning materials used in the curriculum are current and are selected to fulfill the goals and objectives of the curriculum.			X		

CI.16	Current best practices in, including the use of technology and other media, are considered in the selection of learning materials and media.			X	
CI.17	Decisions made regarding the curriculum are based on data about student performance, knowledge about organizational development, and research about best practices in curriculum, instruction, and assessment.			X	
CI.18	The content and instructional activities in the curriculum are consistent with the school's philosophy/mission.				X
CI.19	Administrative leadership and support are provided in the coordination and articulation of the curriculum.				X
CI.20	The curriculum is reviewed and evaluated regularly and systematically. The curriculum review/evaluation process includes safeguards to ensure that the written curriculum is actually taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.				X

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

X	These Indicators do not apply to our school.
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**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>As long as they avoid Common Core.</li> </ul>
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**Explanation for Any Ratings of 1: Not Applicable**

## INDICATORS OF QUALITY FOR INSTRUCTION

**Indicators for All Schools**

Indicator of Quality		1	2	3	4	N/A
II.1	A variety of teaching strategies and techniques is used to meet the needs of individual students in the curriculum.				X	
II.2	The scope and pacing of lessons in the curriculum are appropriate for the students.			X		
II.3	Provision is made for appropriate amounts of learning time for all aspects of the curriculum.			X		
II.4	Students are provided with additional assistance to address specific learning challenges in the curriculum when needed.				X	

II.5	Students and teachers demonstrate mutual respect toward each other in classes.				X	
II.6	Students demonstrate an understanding of cultural differences by maintaining respect for each other in classes.				X	
II.7	Class sizes promote and allow for varied instructional strategies to be used.				X	
II.8	Meaningful and frequent communications with parents are used to promote student learning in the curriculum.			X		
II.9	Members of the faculty are qualified, competent, and dedicated to the objectives of the curriculum.				X	
II.10	Members of the faculty maintain safe, positive, and supportive classroom environments.				X	
II.11	The faculty is provided with continuing professional growth activities that support the effective fulfillment of curriculum objectives. Support for effective use of research-based instructional practices is provided to teachers.			X		

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

X	These Indicators do not apply to our school.
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**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>The school is advanced in all academic areas in comparison to public schools.</li> </ul>
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**Explanation for Any Ratings of 1: Not Applicable**

## INDICATORS OF QUALITY FOR ASSESSMENT

**Indicators for All Schools**

Indicator of Quality		1	2	3	4	N/A
AI.1	Assessment of student learning and performance is aligned with curriculum and instruction in the curriculum				X	
AI.2	A variety of methods for assessing student learning is used in the curriculum.				X	



AI.3	Assessment results in the curriculum are analyzed with appropriate frequency and rigor for:				X	
	a. individual students as they move through courses in the curriculum				X	
	b. cohorts of students as they move through courses in the curriculum				X	
	c. comparable (local, state, and national) groups outside of the school.				X	
AI.4	The assessment of student learning and performance in the curriculum enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.				X	
AI.5	Records of students' learning and performance are maintained in the curriculum.				X	
AI.6	Timely and useful evaluative information and feedback regarding learning in the curriculum is provided to students and parents (as appropriate).				X	
AI.7	Assessment data on student learning are used to measure the presence or absence of achievement in the curriculum.				X	

**Stakeholders' comments to support the ratings:**

<ul style="list-style-type: none"> <li>• Not Applicable</li> </ul>
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**Explanation for Any Ratings of 1: Not Applicable**

## C. ROOT CAUSE ANALYSIS

Curriculum Design Issues				
<b>Content</b>				
Are the skills required for improvement in student performance included in the current curriculum?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Sequence</b>				
Are the skills required for improvement in student performance scheduled to be taught before the administration of the assessment?	X	YES		NO
Data to support your conclusion:				

Hypothesis derived from your conclusion:				
<b><i>Pacing</i></b>				
Are the skills required for improvement in student performance given sufficient time in the current pacing of the curriculum?	X	YES		NO
Data to support your conclusion:				
<b><i>Format</i></b>				
Are the skills required for improvement in student performance taught in a format consistent with the format in which they will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b>Curriculum Delivery Issues</b>				
<b><i>Teacher Awareness of Content</i></b>				
Are teachers aware that the skills required for improvement in student performance are included in the current curriculum?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Awareness of Sequencing</i></b>				
Are teachers aware that the skills required for improvement in student performance are scheduled to taught prior to the administration of the assessment?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Awareness of Pacing</i></b>				
Are teachers spending the specified time on the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				

<b><i>Teacher Awareness of Format</i></b>				
Are teachers aware of the assessment objectives and the format in which the skills required for improvement in student performance will be tested?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Resources</i></b>				
Do teachers have the resources they will need to provide initial instruction and supplementary or remedial instruction and formative assessment of the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				
<b><i>Teacher Skills</i></b>				
Do teachers have the professional knowledge and skills to teach students the skills required for improvement in student performance?	X	YES		NO
Data to support your conclusion:				
Hypothesis derived from your conclusion:				

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

After evaluating IOWA scores and discussing assessments, we have changed our math series to correlate with the needs of the grades. We implement computer programs such as Prodigy, First in Math, and Skoolbo to enhance math instruction. Common Core has been implemented.

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

- We group by ability beginning in fifth to the eighth grade. We offer Algebra for eighth grade. Enrichment opportunities are offered such as Mathletes.

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

- Students need to improve in rote memorization skills such as math facts, multiplication tables, and decimal/fraction/percent conversions.
- Students need to strengthen their problem solving and analytical skills as well.
- Identify students with below-average math skills and provide appropriate remedial services.

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

- Develop peer tutoring program.
- Develop school-wide and classroom incentives to promote and encourage the memorization of rote facts.
- Investigate the possibility of creating a math resource position in the building.
- Investigate the possibility of creating a math enrichment program in the building.
- Survey other diocesan buildings that are performing well on IOWA tests and ascertain how they develop math skills in their students.
- Connect problem solving skills with real life situations.
- Incorporate a “Problem of the Day” in all math classes.
- Incorporate math skills and math vocabulary across the curriculum.

# THE PLAN FOR GROWTH AND IMPROVEMENT



## MIDDLE STATES COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS TECHNICAL REVIEW OF OBJECTIVES

Date of Review	June 13, 2016
School Name	Holy Guardian Angels Regional, Reading, 331PA
Review Number	#2
Staff Reviewer	Dr. Angela Rufo
Projected Visit Dates	November 15 – 18, 2016
Protocol	<i>Excellence By Design</i>

### Next Steps:

X	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. The Visiting Team will conduct the Second Level of Review (see the <i>Guide for Self-Study and Accreditation</i> for the criteria) during the Team's visit.
	Minor modifications recommended. Do not resubmit.
	Baseline data needed. Please resubmit when data are available.
	Modifications required. Please make changes and resubmit as soon as possible.
	Call me at (610) 696-0939 or email at <a href="mailto:arufo@msa-cess.org">arufo@msa-cess.org</a> to discuss.

### General Comments about All Objectives

		Yes	No
1	Has the school identified three, four, or five objectives for accreditation purposes?	X	
Comments:			

		Yes	No
2	Do at least two of the objectives focus on growing and improving areas of student performance as expressed in the school's Mission?	X	
Comments:			

## Technical Review of Student Performance Objectives

### Student Performance Objective #1: As submitted by the school:

*By the year 2023, students will demonstrate a 3% improvement in Reading skills, specifically in the areas of Informational Reading and Conceptual Understanding, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.*

**Baseline:** See Attached.

### Student Performance Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	
Comments:			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			

		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments:			

		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years.	X	
Comments:			

		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
<b>6</b>	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Have measures been identified to determine achievement of the objective?	<b>X</b>	
	2) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	<b>X</b>	
	3) Is the baseline year in which the data for each assessment were collected included?	<b>X</b>	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	<b>X</b>	
<b>Comments: Yearly increases should be reflected in the Action Plan.</b>			

		Yes	No
<b>7</b>	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	<b>X</b>	
<b>Comments:</b>			

		Yes	No
<b>8</b>	Is the objective measured by both external and internal assessments when appropriate and available?	<b>X</b>	
<b>Comments:</b>			

**Suggestions for Revising Student Performance Objective #1:**  
**Objective is accepted.**

# READING BASELINE DATA

## Baseline Data - Diocesan Benchmark Exams:

TBD 2016-2017

## Baseline Data - IOWAS:

2014-2015	2015-2016
<ul style="list-style-type: none"> <li>• <b>Informational Reading (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 71%</li> <li>▪ ESL Students - 65%</li> <li>▪ Learning Support Students - 71%</li> <li>▪ Students Receiving Financial Aid - 59%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 68%</li> <li>▪ ESL Students - 53%</li> <li>▪ Learning Support Students - 54%</li> <li>▪ Students Receiving Financial Aid - 60%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 56%</li> <li>▪ Learning Support Students - 60%</li> <li>▪ Students Receiving Financial Aid - 63%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 60%</li> <li>▪ HGA - 64%</li> <li>▪ ESL Students - 46%</li> <li>▪ Learning Support Students - 29%</li> <li>▪ Students Receiving Financial Aid - 62%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 68%</li> <li>▪ ESL Students - 57%</li> <li>▪ Learning Support Students - 48%</li> <li>▪ Students Receiving Financial Aid - 65%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 61%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 63%</li> <li>▪ Learning Support Students - 53%</li> <li>▪ Students Receiving Financial Aid - 61%</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Informational Reading (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 65%</li> <li>▪ Learning Support Students - 58%</li> <li>▪ Students Receiving Financial Aid - 70%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 63%</li> <li>▪ Learning Support Students - 73%</li> <li>▪ Students Receiving Financial Aid - 62%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 65%</li> <li>▪ Learning Support Students - 60%</li> <li>▪ Students Receiving Financial Aid - 65%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 60%</li> <li>▪ HGA - 61%</li> <li>▪ ESL Students - 56%</li> <li>▪ Learning Support Students - 29%</li> <li>▪ Students Receiving Financial Aid - 60%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 63%</li> <li>▪ ESL Students - 55%</li> <li>▪ Learning Support Students - 49%</li> <li>▪ Students Receiving Financial Aid - 67%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 61%</li> <li>▪ HGA - 67%</li> <li>▪ ESL Students - 61%</li> <li>▪ Learning Support Students - 56%</li> <li>▪ Students Receiving Financial Aid - 63%</li> </ul> </li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>• <b>Conceptual Understanding (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 70%</li> <li>▪ HGA - 74%</li> <li>▪ ESL Students - 70%</li> <li>▪ Learning Support Students - 77%</li> <li>▪ Students Receiving Financial Aid - 63%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 67%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 62%</li> <li>▪ Learning Support Students - 50%</li> <li>▪ Students Receiving Financial Aid - 63%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 53%</li> <li>▪ Learning Support Students - 59%</li> <li>▪ Students Receiving Financial Aid - 62%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 64%</li> <li>▪ HGA - 66%</li> <li>▪ ESL Students - 46%</li> <li>▪ Learning Support Students - 32%</li> <li>▪ Students Receiving Financial Aid - 66%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 72%</li> <li>▪ HGA - 71%</li> <li>▪ ESL Students - 60%</li> <li>▪ Learning Support Students - 52%</li> <li>▪ Students Receiving Financial Aid - 67%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 63%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 61%</li> <li>▪ Learning Support Students - 53%</li> <li>▪ Students Receiving Financial Aid - 70%</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Conceptual Understanding (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 70%</li> <li>▪ HGA - 73%</li> <li>▪ ESL Students - 62%</li> <li>▪ Learning Support Students - 63%</li> <li>▪ Students Receiving Financial Aid - 74%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 67%</li> <li>▪ HGA - 71%</li> <li>▪ ESL Students - 60%</li> <li>▪ Learning Support Students - 76%</li> <li>▪ Students Receiving Financial Aid - 61%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 67%</li> <li>▪ Learning Support Students - 59%</li> <li>▪ Students Receiving Financial Aid - 66%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 64%</li> <li>▪ HGA - 67%</li> <li>▪ ESL Students - 60%</li> <li>▪ Learning Support Students - 32%</li> <li>▪ Students Receiving Financial Aid - 64%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 72%</li> <li>▪ HGA - 68%</li> <li>▪ ESL Students - 60%</li> <li>▪ Learning Support Students - 53%</li> <li>▪ Students Receiving Financial Aid - 72%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 63%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 63%</li> <li>▪ Learning Support Students - 58%</li> <li>▪ Students Receiving Financial Aid - 66%</li> </ul> </li> </ul> </li> </ul>
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## Student Performance Objective #2: As submitted by the school:

*By the year 2023, students will demonstrate a 3% improvement in Mathematics skills, specifically in the areas of Measurement, Essential Competencies, and Computation, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.*

**Baseline: See Attached.**

### Student Performance Objective #2: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in student performance? (What do we expect our students to know? What do we expect them to do with what they know? And/or What qualities or characteristics do we want them to demonstrate?)	X	
Comments:			
		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments:			
		Yes	No
3	Does the objective relate to culminating expectations for students at or near the end of their experiences in the school?	X	
Comments:			
		Yes	No
4	Is the objective related to improvement in an area of academics? (Note: If none of the student performance objectives relate to academics, the school needs to be prepared to explain why academics are not a priority for growth over the next seven years.	X	
Comments:			
		Yes	No
5	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
6	Has the school identified how it will measure progress toward the objective over the next five years, i.e.:		
	1) Have measures been identified to determine achievement of the objective?	X	
	2) Are baseline data included for each assessment? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	
	3) Is the baseline year in which the data for each assessment were collected included?	X	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
<b>Comments: Action Plan will include annual increases in scores/grades.</b>			

		Yes	No
7	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	X	
<b>Comments:</b>			

		Yes	No
8	Is the objective measured by both external and internal assessments when appropriate and available?	X	
<b>Comments:</b>			

**Suggestions for Revising Student Performance Objective #2:**  
**Objective is accepted.**

# MATHEMATICS BASELINE DATA

## Baseline Data - Diocesan Benchmark Exams:

TBD 2016-2017

## Baseline Data - IOWAS:

2014-2015	2015-2016
<ul style="list-style-type: none"> <li>• <b>Measurement (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 78%</li> <li>▪ HGA - 81%</li> <li>▪ ESL Students - 74%</li> <li>▪ Learning Support Students - 64%</li> <li>▪ Students Receiving Financial Aid - 71%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 67%</li> <li>▪ ESL Students - 54%</li> <li>▪ Learning Support Students - 53%</li> <li>▪ Students Receiving Financial Aid - 61%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 53%</li> <li>▪ HGA - 51%</li> <li>▪ ESL Students - 50%</li> <li>▪ Learning Support Students - 34%</li> <li>▪ Students Receiving Financial Aid - 52%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 63%</li> <li>▪ HGA - 63%</li> <li>▪ ESL Students - 58%</li> <li>▪ Learning Support Students - 69%</li> <li>▪ Students Receiving Financial Aid - 67%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 60%</li> <li>▪ HGA - 59%</li> <li>▪ ESL Students - 58%</li> <li>▪ Learning Support Students - 44%</li> <li>▪ Students Receiving Financial Aid - 58%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 69%</li> <li>▪ ESL Students - 62%</li> <li>▪ Learning Support Students - 83%</li> <li>▪ Students Receiving Financial Aid - 62%</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Measurement (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 78%</li> <li>▪ HGA - 78%</li> <li>▪ ESL Students - 70%</li> <li>▪ Learning Support Students - 71%</li> <li>▪ Students Receiving Financial Aid - 79%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 71%</li> <li>▪ ESL Students - 68%</li> <li>▪ Learning Support Students - 45%</li> <li>▪ Students Receiving Financial Aid - 65%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 53%</li> <li>▪ HGA - 43%</li> <li>▪ ESL Students - 40%</li> <li>▪ Learning Support Students - 29%</li> <li>▪ Students Receiving Financial Aid - 42%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 63%</li> <li>▪ HGA - 61%</li> <li>▪ ESL Students - 56%</li> <li>▪ Learning Support Students - 36%</li> <li>▪ Students Receiving Financial Aid - 56%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 60%</li> <li>▪ HGA - 57%</li> <li>▪ ESL Students - 49%</li> <li>▪ Learning Support Students - 47%</li> <li>▪ Students Receiving Financial Aid - 58%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 65%</li> <li>▪ HGA - 68%</li> <li>▪ ESL Students - 65%</li> <li>▪ Learning Support Students - 60%</li> <li>▪ Students Receiving Financial Aid - 68%</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• <b>Essential Competencies (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 79%</li> <li>▪ HGA - 82%</li> <li>▪ ESL Students - 85%</li> <li>▪ Learning Support Students - 67%</li> <li>▪ Students Receiving Financial Aid - 76%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 73%</li> <li>▪ HGA - 73%</li> <li>▪ ESL Students - 62%</li> <li>▪ Learning Support Students - 72%</li> <li>▪ Students Receiving Financial Aid - 68%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 73%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 63%</li> <li>▪ Learning Support Students - 42%</li> <li>▪ Students Receiving Financial Aid - 70%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 53%</li> <li>▪ HGA - 46%</li> <li>▪ ESL Students - 46%</li> <li>▪ Learning Support Students - 45%</li> <li>▪ Students Receiving Financial Aid - 54%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 71%</li> <li>▪ HGA - 66%</li> <li>▪ ESL Students - 60%</li> <li>▪ Learning Support Students - 45%</li> <li>▪ Students Receiving Financial Aid - 67%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 71%</li> <li>▪ HGA - 83%</li> <li>▪ ESL Students - 67%</li> <li>▪ Learning Support Students - 92%</li> <li>▪ Students Receiving Financial Aid - 80%</li> </ul> </li> </ul> </li> <li>• <b>Computation (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 75%</li> <li>▪ HGA - 88%</li> <li>▪ ESL Students - 84%</li> <li>▪ Learning Support Students - 93%</li> <li>▪ Students Receiving Financial Aid - 85%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 67%</li> <li>▪ ESL Students - 64%</li> <li>▪ Learning Support Students - 52%</li> <li>▪ Students Receiving Financial Aid - 64%</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Essential Competencies (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 79%</li> <li>▪ HGA - 81%</li> <li>▪ ESL Students - 74%</li> <li>▪ Learning Support Students - 79%</li> <li>▪ Students Receiving Financial Aid - 77%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 73%</li> <li>▪ HGA - 70%</li> <li>▪ ESL Students - 64%</li> <li>▪ Learning Support Students - 50%</li> <li>▪ Students Receiving Financial Aid - 63%</li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>▪ National - 73%</li> <li>▪ HGA - 56%</li> <li>▪ ESL Students - 53%</li> <li>▪ Learning Support Students - 38%</li> <li>▪ Students Receiving Financial Aid - 50%</li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>▪ National - 53%</li> <li>▪ HGA - 47%</li> <li>▪ ESL Students - 50%</li> <li>▪ Learning Support Students - 38%</li> <li>▪ Students Receiving Financial Aid - 42%</li> </ul> </li> <li>○ <b>Grade 6</b> <ul style="list-style-type: none"> <li>▪ National - 71%</li> <li>▪ HGA - 64%</li> <li>▪ ESL Students - 43%</li> <li>▪ Learning Support Students - 46%</li> <li>▪ Students Receiving Financial Aid - 67%</li> </ul> </li> <li>○ <b>Grade 7</b> <ul style="list-style-type: none"> <li>▪ National - 71%</li> <li>▪ HGA - 83%</li> <li>▪ ESL Students - 82%</li> <li>▪ Learning Support Students - 76%</li> <li>▪ Students Receiving Financial Aid - 81%</li> </ul> </li> </ul> </li> <li>• <b>Computation (average percent correct)</b> <ul style="list-style-type: none"> <li>○ <b>Grade 2</b> <ul style="list-style-type: none"> <li>▪ National - 75%</li> <li>▪ HGA - 85%</li> <li>▪ ESL Students - 87%</li> <li>▪ Learning Support Students - 71%</li> <li>▪ Students Receiving Financial Aid - 87%</li> </ul> </li> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>▪ National - 68%</li> <li>▪ HGA - 76%</li> <li>▪ ESL Students - 72%</li> <li>▪ Learning Support Students - 58%</li> <li>▪ Students Receiving Financial Aid - 72%</li> </ul> </li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Learning Support Students - 88%</li> <li>• Students Receiving Fin. Aid - 71%</li> </ul> <ul style="list-style-type: none"> <li>▪ <u>Fractions</u> <ul style="list-style-type: none"> <li>• National - 61%</li> <li>• HGA - 74%</li> <li>• ESL Students - 47%</li> <li>• Learning Support Students - 80%</li> <li>• Students Receiving Fin. Aid - 75%</li> </ul> </li> <li>▪ <u>Decimals</u> <ul style="list-style-type: none"> <li>• National - 57%</li> <li>• HGA - 71%</li> <li>• ESL Students - 55%</li> <li>• Learning Support Students - 82%</li> <li>• Students Receiving Fin. Aid - 66%</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning Support Students - 74%</li> <li>• Students Receiving Fin. Aid - 80%</li> </ul> <ul style="list-style-type: none"> <li>▪ <u>Fractions</u> <ul style="list-style-type: none"> <li>• National - 61%</li> <li>• HGA - 72%</li> <li>• ESL Students - 56%</li> <li>• Learning Support Students - 52%</li> <li>• Students Receiving Fin. Aid - 70%</li> </ul> </li> <li>▪ <u>Decimals</u> <ul style="list-style-type: none"> <li>• National - 57%</li> <li>• HGA - 69%</li> <li>• ESL Students - 66%</li> <li>• Learning Support Students - 52%</li> <li>• Students Receiving Fin. Aid - 65%</li> </ul> </li> </ul>
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## Technical Review for Organizational Capacity Objectives

### Organizational Capacity Objective #1: As submitted by the school:

*By the year 2023, all teachers and support staff, in the context of workshops and faculty meetings, will have participated in 42 hours of professional development concentrated in the areas of discipline, classroom management, and student character development, leading to a 20% decrease in the number of demerits issued and improvement in overall student behavior.*

**Baseline:** See Attached.

### Organizational Capacity Objective #1: Technical Review Criteria

		Yes	No
1	Is the objective stated as a desired end result in organizational capacity? (What does the school system have to do better or differently in its programs, services, activities, and/or operations to produce the levels of student performance desired?)	X	
Comments:			

		Yes	No
2	Does the objective address one or more areas addressed by the Middle States Standards for Accreditation in need of growth and/or improvement in order for the school system to be able to achieve the desired levels of student performance?	X	
Comments:			

		Yes	No
3	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
Comments:			

		Yes	No
4	Has the school identified how it will measure progress toward the objective over the next seven years, i.e.:		
	1) Have measures been identified to determine achievement of the objective?	X	
	2) Are baseline data included for each measure? (MSA requires that at least one measure has baseline data in place by the time the team arrives.)	X	



	3) Is a baseline year in which the data sets for each assessment were collected included?	<b>X</b>	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	<b>X</b>	
<b>Comments:</b>			

		<b>Yes</b>	<b>No</b>
<b>5</b>	Has the school identified multiple forms of assessment to measure accomplishment of this objective when appropriate and available?	<b>X</b>	
<b>Comments:</b>			

		<b>Yes</b>	<b>No</b>
<b>6</b>	Is the objective measured by both external and internal assessments when appropriate and available?	<b>X</b>	
<b>Comments: The measurements you have are fine.</b>			

**Suggestions for Revising Organizational Capacity Objective #1:**  
Objective is accepted.

## DISCIPLINE BASELINE DATA

2014-2015	2015-2016
<ul style="list-style-type: none"> <li>• Demerit Count - Grand Total: 823 <ul style="list-style-type: none"> <li>○ Girls 17%</li> <li>○ Boys 83% <ul style="list-style-type: none"> <li>▪ Kindergarten 9%</li> <li>▪ 1st Grade 8%</li> <li>▪ 2nd Grade 2%</li> <li>▪ 3rd Grade 0%</li> <li>▪ 4th Grade 3%</li> <li>▪ 5th Grade 3%</li> <li>▪ 6th Grade 21%</li> <li>▪ 7th Grade 28%</li> <li>▪ 8th Grade 26%</li> </ul> </li> </ul> </li> <li>• Discipline Instances - Grand Total (includes bus): 521 <ul style="list-style-type: none"> <li>○ Learning Support Students 20%</li> <li>○ ESL Students 9%</li> <li>○ Students who Receive Fin. Assist. 16%</li> </ul> </li> <li>• Types of Infractions <ul style="list-style-type: none"> <li>○ Uncooperative 15%</li> <li>○ Not Prepared 31%</li> <li>○ Improper Lang/Contact 8%</li> <li>○ Other 10%</li> </ul> </li> <li>• Detentions Served: 136</li> </ul>	<ul style="list-style-type: none"> <li>• Demerit Count - Grand Total: 672 <ul style="list-style-type: none"> <li>○ Girls 18%</li> <li>○ Boys 82% <ul style="list-style-type: none"> <li>▪ Kindergarten 11%</li> <li>▪ 1st Grade 3%</li> <li>▪ 2nd Grade 5%</li> <li>▪ 3rd Grade 0%</li> <li>▪ 4th Grade 11%</li> <li>▪ 5th Grade 1%</li> <li>▪ 6th Grade 11%</li> <li>▪ 7th Grade 30%</li> <li>▪ 8th Grade 28%</li> </ul> </li> </ul> </li> <li>• Total Discipline Instances - Grand Total (includes bus): 474 <ul style="list-style-type: none"> <li>○ Learning Support Students 21%</li> <li>○ ESL Students 12%</li> <li>○ Students who Receive Fin. Assist. 6%</li> </ul> </li> <li>• Types of Infractions <ul style="list-style-type: none"> <li>○ Uncooperative 24%</li> <li>○ Not Prepared 29%</li> <li>○ Improper Lang/Contact 8%</li> <li>○ Other 18%</li> </ul> </li> <li>• Detentions Served: 86</li> </ul>

## STUDENT PERFORMANCE OBJECTIVE AND ACTION PLAN

### Student Performance Objective #1:

By the year 2023, students will demonstrate a 3% improvement in Reading skills, specifically in the areas of Informational Reading and Conceptual Understanding, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.

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

In addition to the Curriculum Self-Assessment in this self-study, teacher observation, student assessments, faculty meeting discussion, articulation meetings, and IOWA scores led to the decision to focus on these areas of Reading.

### Action Plan for Student Performance Objective #1

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

Name	Role in the School <sup>11</sup>
Teresa Pietruch	Teacher, Grade 1
Tina Katella	Teacher, Grade K – Reading Curriculum Coordinator
Tony Lucchese	Teacher, Grade 6 – Reading Curriculum Coordinator
Kerry Stuckert	Teacher, Grade 4 – Reading Curriculum Coordinator

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

With the increased number of students transferring into our school from a variety of grade levels, home languages, and educational backgrounds, we have found that we have a need to better standardize our assessment process in order to more accurately address the diversity of our students' needs.

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<sup>11</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

<b>ACTION PLAN - Reading</b>				
<b>Objective: By the year 2023, students will demonstrate a 3% improvement in Reading skills, specifically in the areas of Informational Reading and Conceptual Understanding, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.</b>				
<b>Strategy #1: Informational Reading</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Acquire or Design grade level Benchmark exams using fiction texts, and nonfiction texts in the specific content areas of Social Studies, Science, and Math.	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Sample of benchmark assessment system (Such as Fountas and Pinnell)</li> <li>Trade books</li> <li>Texts used to measure mastery of information in specific content areas</li> </ul>	<ul style="list-style-type: none"> <li>Completed creation or acquisition of Benchmark exams in each content areas</li> </ul>
Research funding options for Professional Development and the Benchmark Assessment System	<ul style="list-style-type: none"> <li>Reading Curriculum Committee</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Grant listings</li> <li>Diocesan assistance in identifying possible donors</li> </ul>	<ul style="list-style-type: none"> <li>Acquired funds or funding plan</li> </ul>
Record the level of mastery of individual students in the areas of informational reading using the end of book/end of level tests in the current reading series	<ul style="list-style-type: none"> <li>Grade K – 1 teachers</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Tests and recording forms from current reading series</li> </ul>	<ul style="list-style-type: none"> <li>Completed recording forms for all students in Grades K-1</li> </ul>

<b>Strategy #1: Informational Reading</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Administer survey to all teachers to determine knowledge, understanding, and level of experience with benchmark assessment testing	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> <li>▪ All faculty</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>▪ Benchmark Assessment</li> <li>▪ Survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey Responses</li> </ul>
Analyze Spring 2017 IOWA testing data	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>▪ IOWA data for all students in Grades 2-8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of findings to faculty</li> </ul>
Development of possible intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers 3-8</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>▪ Assessment data from IOWAs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gathered intervention strategies (examples: repeated reading, Ask-Read-Tell, reciprocal teaching, main idea maps, using self-checks and organizers, 3-2-1 reading, close reading)</li> </ul>
Application of intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers 3-8</li> </ul>	School Year 2017-2018	<ul style="list-style-type: none"> <li>▪ Interventions strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> </ul>

<b>Strategy #1: Informational Reading</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Professional development planning for Benchmark administration	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>Benchmark survey information from teachers to develop training appropriate for existing knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Completed professional development schedule for Benchmark assessment administration</li> </ul>
A representative sampling to test and refine the administration strategies for the Benchmark assessments.	<ul style="list-style-type: none"> <li>Curriculum Coordinator pairs               <ul style="list-style-type: none"> <li>○ K-2 - Reading/Social Studies</li> <li>○ 3 - 5 Reading/Math</li> <li>○ 6 – 8 Reading/Science</li> </ul> </li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>Specific Benchmark exams in all content areas</li> <li>12 students from each grade level group (K-2; 3-5; 6-8) selected as a heterogeneous representation of student achievement (36 students total)</li> </ul>	<ul style="list-style-type: none"> <li>Completed data for a heterogeneous cross-sampling of the student population</li> </ul>
Analyze Spring 2018 IOWA testing data	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Fall 2018	<ul style="list-style-type: none"> <li>IOWA data for all students in Grades 2-8.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of findings to faculty</li> </ul>
Professional Development Sessions	<ul style="list-style-type: none"> <li>Reading Curriculum Committee</li> <li>Benchmark Trainer, if necessary</li> </ul>	School Year 2018-2019	<ul style="list-style-type: none"> <li>Benchmark Assessment Administration Guide, any training that comes with the assessment system</li> </ul>	<ul style="list-style-type: none"> <li>Completed Benchmark training</li> </ul>
All students are assessed using the identified Benchmark Assessment System	<ul style="list-style-type: none"> <li>All Reading teachers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>Benchmark Assessment materials pertinent to each grade level</li> </ul>	<ul style="list-style-type: none"> <li>Assessment records</li> </ul>

<b>Strategy #1: Informational Reading</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Evaluate process of assessment	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>▪ Assessment records for each student</li> <li>▪ Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data is assessed and changes are made to process as determined as needed through trial</li> </ul>
Development of possible intervention strategies	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> </ul>	Spring and Fall 2019	<ul style="list-style-type: none"> <li>▪ Data from sampling assessment and Spring Benchmark assessment</li> <li>▪ Curriculum guidelines</li> <li>▪ Reading strategies websites</li> </ul>	<ul style="list-style-type: none"> <li>▪ A preliminary list of strategies is completed and presented to each reading teacher to assist with identifying needs and matching students with viable interventions</li> </ul>
Analyze Spring 2019 IOWA testing data	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> </ul>	Fall 2019	<ul style="list-style-type: none"> <li>▪ IOWA data for all students in Grades 2-8.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of findings to faculty</li> </ul>
Professional Development Sessions	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Committee</li> <li>▪ Trainer, if necessary</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Intervention strategies list and materials pertinent to each strategy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> </ul>

<b>Strategy #1: Informational Reading</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Benchmark Assessments fully integrated and administered each trimester	<ul style="list-style-type: none"> <li>▪ All Reading teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Benchmark Assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Scores/data collected for all students in all exams.</li> </ul>
Customization of instruction based on Assessment Review	<ul style="list-style-type: none"> <li>▪ All Reading teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Assessment data</li> <li>▪ Student groupings</li> <li>▪ Resources for remediation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed groupings of students (high, middle, low)</li> <li>▪ A daily remediation class for those students to receive additional instruction and resources for success</li> </ul>
Implementation of intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Revised list of intervention approaches and instructional strategies, including online resources, such as:  <a href="http://www.ascd.org">www.ascd.org</a>  <a href="http://www.readingrockets.org/webcasts">www.readingrockets.org/webcasts</a>            ScholasticU            Teachers First  <a href="http://home.edweb.net/">http://home.edweb.net/</a>            Coursera            Annenberg Learner            Edutopa         </li> </ul>	<ul style="list-style-type: none"> <li>▪ Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> <li>▪ Students who are below benchmark begin to show improvement via assessment data</li> </ul>



<b>ACTION PLAN - Reading</b>				
<b>Objective: By the year 2023, students will demonstrate a 3% improvement in Reading skills, specifically in the areas of Informational Reading and Conceptual Understanding, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.</b>				
<b>Strategy #2: Conceptual Understanding</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Acquire or Design grade level benchmark exams using fiction texts, and nonfiction texts in the specific content areas of Social Studies, Science, and Math.	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Sample of benchmark assessment system (Such as Fountas and Pinnell)</li> <li>Trade books and/or other texts used to measure mastery of information in specific content areas</li> </ul>	<ul style="list-style-type: none"> <li>Completed creation or acquisition of Benchmark exams in each content area</li> </ul>
Research funding options for Professional Development and the Benchmark Assessment System	<ul style="list-style-type: none"> <li>Reading Curriculum Committee</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Grant listings</li> <li>Diocesan assistance in identifying possible donors</li> </ul>	<ul style="list-style-type: none"> <li>Acquired funds or funding plan</li> </ul>
Record the level of mastery of individual students in the areas of informational reading using the end of book/end of level tests in the current reading series	<ul style="list-style-type: none"> <li>Grade K – 1 teachers</li> </ul>	Spring 2017	<ul style="list-style-type: none"> <li>Tests and recording forms from current reading series</li> </ul>	<ul style="list-style-type: none"> <li>Completed recording forms for all students in Grades K-1</li> </ul>
Analyze Spring 2017 IOWA testing data	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>IOWA data for all students in Grades 2-8.</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of findings to faculty</li> </ul>

<b>Strategy #2: Conceptual Understanding</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Development of possible intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers 3-8</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>▪ Assessment data</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gathered intervention strategies (such as: using scaffolding to introduce new concepts; reviewing figurative language and analogies; directed reading and thinking activities)</li> </ul>
Application of intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers 3-8</li> </ul>	School Year 2017-2018	<ul style="list-style-type: none"> <li>▪ Interventions strategies</li> </ul>	<ul style="list-style-type: none"> <li>▪ Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> </ul>
Professional Development Planning for Benchmark Administration	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>▪ Benchmark Survey information from teachers to develop training appropriate for existing knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed professional development schedule for Benchmark assessment administration</li> </ul>

<b>Strategy #2: Conceptual Understanding</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
A representative sampling to test and refine the administration strategies for the Benchmark assessments.	<ul style="list-style-type: none"> <li>▪ Curriculum Coordinator pairs               <ul style="list-style-type: none"> <li>○ K-2 - Reading/Social Studies;</li> <li>○ 3 - 5 Reading/Math;</li> <li>○ 6 - 8 Reading/Science</li> </ul> </li> </ul>	Spring 2018	<ul style="list-style-type: none"> <li>▪ Specific Benchmark exams in all content areas.</li> <li>▪ 12 students from each grade level group (K-2; 3-5; 6-8) selected as a heterogeneous representation of student achievement (36 students total)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed data for a heterogeneous cross-sampling of the student population</li> </ul>
Analyze Spring 2018 IOWA testing data	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Coordinators</li> </ul>	Fall 2018	<ul style="list-style-type: none"> <li>▪ IOWA data for all students in Grades 2-8</li> </ul>	<ul style="list-style-type: none"> <li>▪ Presentation of findings to faculty</li> </ul>
Professional Development Sessions	<ul style="list-style-type: none"> <li>▪ Reading Curriculum Committee</li> <li>▪ Benchmark Trainer, if necessary</li> </ul>	School Year 2018-2019	<ul style="list-style-type: none"> <li>▪ Benchmark Assessment Administration Guide, any training that comes with the assessment system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed Benchmark training</li> </ul>
All students are assessed using the identified Benchmark Assessment System	<ul style="list-style-type: none"> <li>▪ All Reading teachers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>▪ Benchmark assessment materials pertinent to each grade level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment records</li> </ul>
Evaluate process of assessment	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	Spring 2019	<ul style="list-style-type: none"> <li>▪ Assessment records for each student</li> <li>▪ Feedback from teachers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Data is assessed and changes are made to process as determined as needed through trial</li> </ul>

<b>Strategy #2: Conceptual Understanding</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Development of possible intervention strategies	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Spring and Fall 2019	<ul style="list-style-type: none"> <li>Data from sampling assessment and Spring Benchmark assessment</li> <li>Curriculum guidelines</li> <li>Reading strategies websites</li> </ul>	<ul style="list-style-type: none"> <li>A preliminary list of strategies is completed and presented to each reading teacher to assist with identifying needs and matching students with viable interventions.</li> </ul>
Analyze Spring 2019 IOWA testing data	<ul style="list-style-type: none"> <li>Reading Curriculum Coordinators</li> </ul>	Fall 2019	<ul style="list-style-type: none"> <li>IOWA data for all students in Grades 2-8</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of findings to faculty</li> </ul>
Professional Development Sessions	<ul style="list-style-type: none"> <li>Reading Curriculum Committee</li> <li>Trainer, if necessary</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>Intervention strategies list and materials pertinent to each strategy</li> </ul>	<ul style="list-style-type: none"> <li>Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> </ul>
Benchmark Assessments fully integrated and administered each trimester	<ul style="list-style-type: none"> <li>All Reading teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>Benchmark assessments</li> </ul>	<ul style="list-style-type: none"> <li>Scores/data collected for all students in all exams</li> </ul>

<b>Strategy #2: Conceptual Understanding</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Customization of instruction based on Assessment Review	<ul style="list-style-type: none"> <li>▪ All Reading teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Assessment data</li> <li>▪ Student groupings</li> <li>▪ Resources for remediation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed groupings of students (high, middle, low)</li> <li>▪ A daily remediation class for those students to receive additional instruction and resources for success</li> </ul>
Implementation of intervention strategies	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	School Year 2019-2020	<ul style="list-style-type: none"> <li>▪ Revised list of intervention approaches and instructional strategies including online resources, such as:  <a href="http://www.ascd.org">www.ascd.org</a>  <a href="http://www.readingrockets.org/webcasts">www.readingrockets.org/webcasts</a>            ScholasticU            Teachers First  <a href="http://home.edweb.net/">http://home.edweb.net/</a>            Coursera            Annenberg Learner            Edutopa         </li> </ul>	<ul style="list-style-type: none"> <li>▪ Intervention strategies in place throughout curriculum areas as documented via lesson plans and principal observation</li> <li>▪ Students who are below benchmark begin to show improvement via assessment data</li> </ul>

## STUDENT PERFORMANCE OBJECTIVE AND ACTION PLAN

### Student Performance Objective #2:

By the year 2023, students will demonstrate a 3% improvement in Mathematics skills, specifically in the areas of Measurement, Essential Competencies, and Computation, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.

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

In addition to the Curriculum Self-Assessment in this self-study, teacher observation, student assessments, faculty meeting discussion, articulation meetings, and IOWA scores led to the decision to focus on these areas of Mathematics.

### Action Plan for Student Performance Objective #2

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

Name	Role in the School <sup>12</sup>
Maureen Wallin	Principal
Sondra Bard	Teacher, Grade 8 – Mathematics Curriculum Coordinator
Sharon Gombar	Teacher, Grade 1 – Mathematics Curriculum Coordinator
Rose Dismuke	Teacher, Grade 3 – Mathematics Curriculum Coordinator

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

Our areas of improvement focus on enhancing student performance in both skills and application areas. We are striving to address these concerns through improved staff development and an increased emphasis in the classroom. Additionally, we have identified a weakness in math remediation and our administration is actively addressing this area by exploring funding for increased resources for staffing and other services. We are attempting to further improve a strength of ours which is grouping by ability by exploring the possibility of adding a math enrichment teacher to our staff to further accelerate students who have the potential.

<sup>12</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

<b>ACTION PLAN - Mathematics</b>				
<b>Objective: By the year 2023, students will demonstrate a 3% improvement in Mathematics skills, specifically in the areas of Measurement, Essential Competencies, and Computation, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.</b>				
<b>Strategy #1: Measurement &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Utilize IOWA scores to identify student strengths and weaknesses of each specific grade level to establish baseline	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	Fall 2016	<ul style="list-style-type: none"> <li>IOWA scores from Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>Grade level teachers establish specific goals and action plans</li> </ul>
Research Professional Development opportunities	<ul style="list-style-type: none"> <li>Principals</li> <li>Math Coordinators</li> <li>All teachers</li> </ul>	Winter and Spring 2017	<ul style="list-style-type: none"> <li>Investigation of resources which include:               <ul style="list-style-type: none"> <li>Workshops</li> <li>Videos online</li> <li>Partner school collaboration</li> <li>Facilitators/ Presenters' cost</li> <li>Possible need of substitutes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Certificates of completion of workshops</li> <li>Lessons observed reinforcing new strategies</li> <li>Increased use of manipulatives and attention to geometry in the real world</li> </ul>
Hold Math Coordinator Meetings once per trimester to review pacing and address concerns	<ul style="list-style-type: none"> <li>Principal</li> <li>Math Coordinators</li> <li>All math teachers</li> </ul>	School Years 2016 - 2017 2017-2018 2018-2019	<ul style="list-style-type: none"> <li>Time allotment to first meet with grade level teachers and then convene for formal Curriculum Coordinators' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Universal practices will be implemented</li> <li>Continuity will be viewed within the curriculum</li> <li>Shared resources</li> </ul>

<b>Strategy #1: Measurement &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Implement improved leveled grouping for math (leveled classrooms or possibly resource program) Grades K-8	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Math Coordinators</li> <li>▪ All teachers</li> </ul>	School Year 2017-2018	<ul style="list-style-type: none"> <li>▪ Addition of staff or change in allocation of current staff</li> <li>▪ Designated faculty to evaluate and adjust schedules if necessary</li> <li>▪ Money reserved in the budget for new personnel.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase in percentage of 8th grade students accepted into 9th grade geometry</li> <li>▪ A decrease in the number of students needing resource assistance</li> </ul>
Integrate measurement and geometry skills across the curriculum	<ul style="list-style-type: none"> <li>▪ All teachers               <ul style="list-style-type: none"> <li>○ special teachers and non-math teachers as well as math teachers</li> </ul> </li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>▪ Computer programs</li> <li>▪ Manipulatives</li> <li>▪ Smartboard lessons</li> <li>▪ Sharing of teacher resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ The use of technology will be used to create measurement lessons</li> <li>▪ The teachers of special classes will incorporate measurement into their curriculum</li> </ul>
Create and incorporate geometric questions (3-5) on every summative assessment based on grade level	<ul style="list-style-type: none"> <li>▪ All math teachers</li> </ul>	Fall and Winter 2017	<ul style="list-style-type: none"> <li>▪ Teacher generated assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ 4 out of 5 questions correct on each assessment</li> </ul>



<b>Strategy #1: Measurement &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Create and solve one school wide universal problem of the month using geometry and measurement	<ul style="list-style-type: none"> <li>▪ All math and science teachers               <ul style="list-style-type: none"> <li>○ Grades 1-3, 4-6, 7-8</li> </ul> </li> </ul>	Winter and Spring 2017	<ul style="list-style-type: none"> <li>▪ Problem of the month resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Completed problem of the month</li> </ul>
Coordinate and collaborate with STEAM Program to emphasize measurement	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	School Years 2017-2018 2018-2019	<ul style="list-style-type: none"> <li>▪ Time needed to collaborate with STEAM instructor</li> <li>▪ Monetary resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey the transitioning into greater self-discovery and inquiry of students</li> </ul>
Integration of measurement games and activities into the math curriculum	<ul style="list-style-type: none"> <li>▪ All math teachers</li> </ul>	2016-2017 2017-2018 2018- 2019	<ul style="list-style-type: none"> <li>▪ Research online</li> <li>▪ Faculty Meeting</li> <li>▪ Monetary fee</li> <li>▪ Inventory of manipulatives</li> </ul>	<ul style="list-style-type: none"> <li>▪ Teacher feedback</li> <li>▪ Formative and summative assessments</li> </ul>
Identify math websites for teaching and reinforcing measurement	<ul style="list-style-type: none"> <li>▪ All teachers</li> </ul>	2017-2018	<ul style="list-style-type: none"> <li>▪ Create a list of websites specific to grade level</li> </ul>	<ul style="list-style-type: none"> <li>▪ Compilation of list of websites</li> <li>▪ Assessment results</li> </ul>

<b>Strategy #1: Measurement &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Institute motivational morning brain buster focused on measurement. Similar to Where in the World is Waldo?	<ul style="list-style-type: none"> <li>▪ All teachers</li> <li>▪ Principal</li> <li>▪ School community</li> </ul>	2018-2019	<ul style="list-style-type: none"> <li>▪ Creation of the brain teasers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Creation of questions</li> </ul>

<b>ACTION PLAN - Mathematics</b>				
<b>Objective: By the year 2023, students will demonstrate a 3% improvement in Mathematics skills, specifically in the areas of Measurement, Essential Competencies, and Computation, as measured by the IOWA Assessments, as well as 85% competency in the grade-level benchmark exams.</b>				
<b>Strategy #2: Computation &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Utilize IOWA scores to identify student strengths and weaknesses of each specific grade level to establish baseline	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> </ul>	Fall 2016	<ul style="list-style-type: none"> <li>IOWA scores from Spring 2016</li> </ul>	<ul style="list-style-type: none"> <li>Grade level teachers establish specific goals and action plans</li> </ul>
Research Professional Development opportunities	<ul style="list-style-type: none"> <li>Principals</li> <li>Math Coordinators</li> <li>All teachers</li> </ul>	Winter and Spring 2017	<ul style="list-style-type: none"> <li>Investigation of resources which include:               <ul style="list-style-type: none"> <li>Workshops</li> <li>Videos online</li> <li>Partner school collaboration</li> <li>Facilitators/Presenters' cost</li> <li>Possible need of substitutes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Certificates of completion of workshops</li> <li>Lessons observed reinforcing new strategies</li> <li>Increased use of manipulatives and attention to geometry in the real world</li> </ul>
Implement the pilot program of end-of--trimester assessments for grades 1-8	<ul style="list-style-type: none"> <li>All math teachers</li> </ul>	Fall 2016	<ul style="list-style-type: none"> <li>Diocesan assessments</li> <li>Time allotted</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the data</li> </ul>

<b>Strategy #2: Computation &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Hold Math Coordinator Meetings once per trimester to review pacing and address concerns	<ul style="list-style-type: none"> <li>Principal</li> <li>Math Coordinators</li> <li>All math teachers</li> </ul>	Fall 2016 - 2017-2018 Winter 2017-2018-2019 Spring 2017-2018-2019	<ul style="list-style-type: none"> <li>Time allotment to first meet with grade level teachers and then convene for formal Curriculum Coordinators' Meeting</li> </ul>	<ul style="list-style-type: none"> <li>Universal practices will be implemented</li> <li>Continuity will be viewed within the curriculum.</li> <li>Shared resources</li> </ul>
Use of math journals for students to explain their mathematical reasoning.	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>PD on how to use writing and math journals effectively</li> </ul>	<ul style="list-style-type: none"> <li>Survey will be taken on how math journals are currently being used</li> </ul>
Implement grade appropriate math drills to improve the speed and accuracy of facts	<ul style="list-style-type: none"> <li>Teachers in Gr.1-8</li> </ul>	Fall 2017	<ul style="list-style-type: none"> <li>Diocesan Fact Sheets</li> <li>Paper/pencil assessments or technology generated</li> </ul>	<ul style="list-style-type: none"> <li>Data Driven</li> <li>Students can graph their own results</li> </ul>
Utilize technology for review and instructional purposes	<ul style="list-style-type: none"> <li>All teachers</li> </ul>	2016-2017 2017-2018 2018-2019	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Weekly review of lesson plans and classroom observations</li> </ul>
Assign nightly math homework including quick drills and mixed review	<ul style="list-style-type: none"> <li>Math teachers</li> </ul>	2017-2018 2018-2019	<ul style="list-style-type: none"> <li>Planning time with grade level partner</li> </ul>	<ul style="list-style-type: none"> <li>Homework completion will be monitored</li> <li>Teacher survey on utility of HW assignments</li> </ul>
Incorporate 3-5 computation questions on every assessment based on grade level	<ul style="list-style-type: none"> <li>All math teachers</li> </ul>		<ul style="list-style-type: none"> <li>Teacher generated assessments</li> </ul>	<ul style="list-style-type: none"> <li>4 out of 5 questions correct on each assessment</li> </ul>

<b>Strategy #2: Computation &amp; Essential Competencies</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Implement the supplemental program Simple Solutions on all grade levels	<ul style="list-style-type: none"> <li>▪ All math teachers</li> </ul>	Pilot Gr. 4 2016-2017 All other grades 2017-2018	<ul style="list-style-type: none"> <li>▪ Purchase program and train personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Integration of program following specific steps provided in training</li> </ul>
Explore effective strategies that target differentiated instruction	<ul style="list-style-type: none"> <li>▪ All teachers</li> <li>▪ Principal</li> <li>▪ Guidance Counselor</li> </ul>	2017-2018	<ul style="list-style-type: none"> <li>▪ Time to research and implement ideas</li> </ul>	<ul style="list-style-type: none"> <li>▪ Monthly review at faculty meetings of strategies and activities incorporated into lessons</li> </ul>
Coordinate a Math Enrichment Activity Day for parents and students	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ All teachers</li> <li>▪ School community</li> </ul>	2018-2019	<ul style="list-style-type: none"> <li>▪ Scheduling</li> <li>▪ Research and plan activities</li> <li>▪ Gather/purchase materials needed</li> </ul>	<ul style="list-style-type: none"> <li>▪ Survey to elicit feedback</li> <li>▪ Measure parent participation</li> </ul>
Create an advanced math class for Gr. 5-8	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ 5-8 math teachers</li> </ul>	2018-2019	<ul style="list-style-type: none"> <li>▪ Hiring of additional personnel</li> <li>▪ Funds required</li> <li>▪ Scheduling</li> </ul>	<ul style="list-style-type: none"> <li>▪ Percentage of growth of the number of 9th graders in geometry</li> </ul>

## ORGANIZATIONAL CAPACITY OBJECTIVE AND ACTION PLAN

### Organizational Capacity Objective #1:

By the year 2023, all teachers and support staff, in the context of workshops and faculty meetings, will have participated in 42 hours of professional development concentrated in the areas of discipline, classroom management, and student character development, leading to a 20% decrease in the number of demerits issued and improvement in overall student behavior.

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

Based on survey feedback, faculty and staff discussion, and observation of overall student behaviors and classroom management practices, it was decided that professional development hours focused on these issues should be a priority.

### Action Plan for Organizational Capacity Objective #1

**Who participated in developing the action plan for Organizational Capacity Objective #1?**

Name	Role in the School <sup>13</sup>
Rebecca Kinyo	Instructional Technology Coordinator
Caroline Reber	Advancement Director
Joseph Oros	Teacher, Grade 7
Melinda Burkman	Teacher, Grade 4

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

One of our strengths as a school community is our clear Mission. The professional development outlined in the plan will assist our teachers in furthering that Mission. Through the self-study, we discovered a need for a more uniform approach by the faculty and staff with regard to the expectations for student behavior and code of conduct.

<sup>13</sup> For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

<b>ACTION PLAN - Discipline</b>				
<b>Objective: By the year 2023, all teachers and support staff, in the context of workshops and faculty meetings, will have participated in 42 hours of professional development concentrated in the areas of discipline, classroom management, and student character development, leading to a 20% decrease in the number of demerits issued and improvement in overall student behavior.</b>				
<b>Strategy #1: Discipline</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Research financial and logistical options for starting the incorporation of the Zones of Regulation program for grades K-5 and the Positive Discipline program for grades 6-8	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Principal</li> <li>▪ Bookkeeper</li> </ul>	Winter 2016 Spring 2017	<ul style="list-style-type: none"> <li>▪ Resources, books, and training materials for both programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Acquisition of materials</li> </ul>
Zones of Regulation Training for teachers in Grades 3-5 and lunchroom aides Positive Discipline Training for teachers in Grade 6	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Principal</li> <li>▪ Faculty, Grades 3-6</li> <li>▪ Lunchroom aides</li> </ul>	Summer 2017	<ul style="list-style-type: none"> <li>▪ Training materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificates of completion</li> </ul>
Incorporation of Zones of Regulation Program (Grades 3-5) and Positive Discipline program (Grade 6)	<ul style="list-style-type: none"> <li>▪ Faculty, Grades 3-6</li> <li>▪ Principal</li> <li>▪ Lunchroom aides</li> </ul>	2017-2018 School year	<ul style="list-style-type: none"> <li>▪ Program materials</li> <li>▪ Trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduction of discipline notices, demerits, and detentions</li> <li>▪ Observation of students</li> </ul>

<b>Strategy #1: Discipline</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Evaluation of Zones of Regulation Program and Positive Discipline Program via Articulation Meeting and/or survey	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Trained personnel</li> <li>▪ Principal</li> </ul>	Spring 2018		<ul style="list-style-type: none"> <li>▪ Articulation Meeting notes and/or survey results</li> </ul>
Zones of Regulation Training for teachers in Grades K-2 and lunchroom aides Positive Discipline Training for teachers in Grade 7	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Principal</li> <li>▪ Faculty, Grades K-2 and 7</li> <li>▪ Lunchroom aides</li> </ul>	Summer 2018	<ul style="list-style-type: none"> <li>▪ Training materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificate of completion</li> </ul>
Incorporation of Zones of Regulation Program for students in Grades K-5 and Positive Discipline in Grades 6-7	<ul style="list-style-type: none"> <li>▪ Faculty, Grades K-7</li> <li>▪ Principal</li> <li>▪ Lunchroom aides</li> </ul>	2018-2019 School year	<ul style="list-style-type: none"> <li>▪ Program materials</li> <li>▪ Trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduction of discipline notices, demerits, and detentions</li> <li>▪ Observation of students</li> </ul>
Evaluation of Zones of Regulation Program and Positive Discipline Program via Articulation Meeting and/or survey	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Trained personnel</li> <li>▪ Principal</li> </ul>	Spring 2019		<ul style="list-style-type: none"> <li>▪ Articulation Meeting notes and/or survey results</li> </ul>



<b>Strategy #1: Discipline</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Positive Discipline Training for teachers in Grade 8 Retraining as needed for other personnel for Zones of Regulation and Positive Discipline programs	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Principal</li> <li>▪ Faculty, Grade 8</li> <li>▪ Personnel as needed</li> </ul>	Summer 2019	<ul style="list-style-type: none"> <li>▪ Training materials</li> </ul>	<ul style="list-style-type: none"> <li>▪ Certificate of completion</li> </ul>
Incorporation of Zones of Regulation Program for students in Grades K-5 and Positive Discipline in Grades 6-8	<ul style="list-style-type: none"> <li>▪ Faculty, Grades K-8</li> <li>▪ Principal</li> <li>▪ Lunchroom aides</li> </ul>	2019-2020 School year	<ul style="list-style-type: none"> <li>▪ Program materials</li> <li>▪ Trained personnel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reduction of discipline notices, demerits, and detentions</li> <li>▪ Observation of students</li> </ul>
Full Faculty Meeting, including lunchroom aides, to evaluate effectiveness of programs	<ul style="list-style-type: none"> <li>▪ All Faculty</li> <li>▪ Lunchroom aides</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>▪ Previous Articulation Meeting Notes or Survey Results</li> </ul>	<ul style="list-style-type: none"> <li>▪ Discussion and feedback</li> </ul>

<b>ACTION PLAN - Discipline</b>				
<b>Objective: By the year 2023, all teachers and support staff, in the context of workshops and faculty meetings, will have participated in 42 hours of professional development concentrated in the areas of discipline, classroom management, and student character development, leading to a 20% decrease in the number of demerits issued and improvement in overall student behavior.</b>				
<b>Strategy #2: Classroom Management</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Create a common space for sharing Classroom Management resources and ideas (Padlet) Teacher Padlet training	<ul style="list-style-type: none"> <li>▪ Technology Coordinator</li> <li>▪ Faculty</li> </ul>	Fall 2019	<ul style="list-style-type: none"> <li>▪ Classroom Management Padlet link</li> <li>▪ Posted resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Addition of resources to Padlet by teachers</li> </ul>
Breakfast Bunch Classroom Management Articulation & Sharing Meeting	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Faculty</li> </ul>	October 2019 January 2020 April 2020	<ul style="list-style-type: none"> <li>▪ Resources posted to Padlet</li> <li>▪ Breakfast items</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulation attendance and notes</li> <li>▪ Principal observation of classroom management techniques in action</li> </ul>
Faculty Meeting Presentation	<ul style="list-style-type: none"> <li>▪ Faculty</li> </ul>	November 2019 February 2020 May 2020	<ul style="list-style-type: none"> <li>▪ Featured resources from Padlet</li> <li>▪ Articulation notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty Meeting discussion</li> </ul>
End of Year Survey	<ul style="list-style-type: none"> <li>▪ Faculty</li> </ul>	June 2020	<ul style="list-style-type: none"> <li>▪ Survey</li> <li>▪ Demerit and detention slips issued</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responses with regard to effectiveness of Padlet and sharing meetings</li> </ul>

<b>Strategy #2: Classroom Management</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Review of Padlet and its use Update Padlet if needed	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> </ul>	Summer 2020	<ul style="list-style-type: none"> <li>▪ Completed surveys</li> <li>▪ Padlet link</li> <li>▪ Posted resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Updated Padlet</li> <li>▪ Reduction of demerits issued &amp; discipline incidences related to Classroom Management in 2019-2020</li> </ul>
Padlet Refresher/ Retraining if needed	<ul style="list-style-type: none"> <li>▪ Technology Coordinator</li> <li>▪ Faculty</li> </ul>	Fall 2020	<ul style="list-style-type: none"> <li>▪ Padlet link</li> <li>▪ Posted resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ New Padlet posts</li> </ul>
Breakfast Bunch Articulation & Sharing Meeting	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Faculty</li> </ul>	October 2020 January 2021 April 2021	<ul style="list-style-type: none"> <li>▪ Resources posted to Padlet</li> <li>▪ Breakfast items</li> </ul>	<ul style="list-style-type: none"> <li>▪ Articulation attendance and notes</li> <li>▪ Principal observation of classroom management techniques in action</li> </ul>
Faculty Meeting Presentation	<ul style="list-style-type: none"> <li>▪ Faculty</li> </ul>	November 2020 February 2021 May 2021	<ul style="list-style-type: none"> <li>▪ Featured resources from Padlet</li> <li>▪ Articulation notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty meeting discussion</li> </ul>
End of Year Survey	<ul style="list-style-type: none"> <li>▪ Faculty</li> </ul>	June 2021	<ul style="list-style-type: none"> <li>▪ Survey</li> <li>▪ Demerit and detention slips issued</li> </ul>	<ul style="list-style-type: none"> <li>▪ Responses with regard to effectiveness of Padlet and sharing meetings</li> </ul>

<b>Strategy #2: Classroom Management</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Review of Padlet and its use Update Padlet if needed	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> </ul>	Summer 2021	<ul style="list-style-type: none"> <li>▪ Completed Padlet surveys</li> <li>▪ Padlet link</li> <li>▪ Posted resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ Updated Padlet</li> <li>▪ Reduction of demerits issued &amp; discipline incidences related to Classroom Management in 2020-2021</li> </ul>
Use of Padlet as a regular resource for effective Classroom Management practices	<ul style="list-style-type: none"> <li>▪ Technology Coordinator</li> <li>▪ Faculty</li> </ul>	School Year 2021-2022 2022-2023	<ul style="list-style-type: none"> <li>▪ Padlet link</li> <li>▪ Posted resources</li> </ul>	<ul style="list-style-type: none"> <li>▪ New Padlet posts</li> <li>▪ Reduction of demerits issued &amp; discipline incidences related to Classroom Management</li> </ul>

<b>ACTION PLAN - Discipline</b>				
<b>Objective: By the year 2023, all teachers and support staff, in the context of workshops and faculty meetings, will have participated in 42 hours of professional development concentrated in the areas of discipline, classroom management, and student character development, leading to a 20% decrease in the number of demerits issued and improvement in overall student behavior.</b>				
<b>Strategy #3: Student Character Development</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Research options for a program with a sequenced curriculum (such as Second Step)	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team</li> </ul>	Fall 2019 & Winter 2019/20	<ul style="list-style-type: none"> <li>Online websites</li> <li>Recommendations from other schools</li> </ul>	<ul style="list-style-type: none"> <li>Action Plan Team meetings</li> <li>Resource collection</li> </ul>
Present resources to principal and faculty	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team</li> <li>Principal</li> <li>Faculty</li> </ul>	Spring 2020	<ul style="list-style-type: none"> <li>Collected resources</li> <li>Faculty survey</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> </ul>
Finalize program, funding options, and implementation schedule	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team Principal</li> <li>Secretary</li> <li>Bookkeeper</li> </ul>	Summer 2020	<ul style="list-style-type: none"> <li>2017-18 budget</li> <li>Title 1 funding information</li> <li>Fundraising options</li> </ul>	<ul style="list-style-type: none"> <li>Long term implementation and funding plan</li> </ul>
Initial faculty professional development (PD), Grades K-2	<ul style="list-style-type: none"> <li>Program representative or Action Plan Team/ Implementation Team</li> </ul>	Fall 2020	<ul style="list-style-type: none"> <li>Training materials and classroom kits</li> <li>Post PD survey</li> </ul>	<ul style="list-style-type: none"> <li>Post PD survey</li> </ul>
Introductory parent communication concerning new program, Grades K-2	<ul style="list-style-type: none"> <li>Principal</li> <li>K-2 Faculty</li> </ul>	Fall 2020	<ul style="list-style-type: none"> <li>Parent communication materials, Grades K-2</li> <li>Parent communication survey, Grades K-2</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> </ul>

<b>Strategy #3: Student Character Development</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Implementation of program in Grades K-2	<ul style="list-style-type: none"> <li>▪ K-2 Faculty</li> </ul>	2020-2021 School Year	<ul style="list-style-type: none"> <li>▪ Program materials, Grades K-2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Principal K-2 classroom observations</li> <li>▪ Positive changes in student decision-making skills and behavior, Grades K-2</li> <li>▪ Reduction of demerits issued &amp; discipline incidences</li> </ul>
Articulation meetings with Action Plan Team, principal, and K-2 faculty implementing program	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> <li>▪ Principal</li> <li>▪ K-2 Faculty</li> </ul>	Winter & Spring 2020/21	<ul style="list-style-type: none"> <li>▪ K-2 faculty feedback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting discussion</li> </ul>
Group sharing at faculty meetings	<ul style="list-style-type: none"> <li>▪ Principal</li> <li>▪ Faculty</li> </ul>	Winter & Spring 2020/21	<ul style="list-style-type: none"> <li>▪ Articulation meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Faculty meeting sharing</li> </ul>
Acquire feedback from K-2 families concerning program	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> </ul>	Summer 2021	<ul style="list-style-type: none"> <li>▪ Follow up family survey, Grades K-2</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results from follow up survey</li> </ul>
Initial faculty professional development (PD), Grades 3-5	<ul style="list-style-type: none"> <li>▪ Program representative or Action Plan Team/ Implementation Team</li> </ul>	Fall 2021	<ul style="list-style-type: none"> <li>▪ Training materials and classroom kits</li> <li>▪ Post PD survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Post PD survey</li> </ul>

<b>Strategy #3: Student Character Development</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Introductory parent communication concerning new program, Grades K, 3-5, and all new families in Grades 1-2	<ul style="list-style-type: none"> <li>Principal</li> <li>K-5 Faculty</li> </ul>	Fall 2021	<ul style="list-style-type: none"> <li>Parent communication materials, Grades K-5</li> <li>Parent communication survey, Grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> </ul>
Implementation of program in Grades K-5	<ul style="list-style-type: none"> <li>K-5 Faculty</li> </ul>	2021-2022 School Year	<ul style="list-style-type: none"> <li>Program materials, Grades K-5</li> </ul>	<ul style="list-style-type: none"> <li>Principal K-5 classroom observations</li> <li>Positive changes in student decision-making skills and behavior, Grades K-5</li> <li>Reduction of demerits issued &amp; discipline incidences</li> </ul>
Articulation meetings with Action Plan Team, principal, and K-5 faculty implementing program	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team</li> <li>Principal</li> <li>K-5 Faculty</li> </ul>	Winter & Spring 2021/22	<ul style="list-style-type: none"> <li>K-5 faculty feedback</li> </ul>	<ul style="list-style-type: none"> <li>Meeting discussion</li> </ul>
Group sharing at faculty meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty</li> </ul>	Winter & Spring 2021/22	<ul style="list-style-type: none"> <li>Articulation meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meeting sharing</li> </ul>
Acquire feedback from families with students in Grades K, 3-5 and all new families in Grades 1-2 concerning program	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team</li> </ul>	Summer 2022	<ul style="list-style-type: none"> <li>Follow up family survey from families with students in Grades K, 3-5 and all new families in Grades 1-2</li> </ul>	<ul style="list-style-type: none"> <li>Results from follow up survey</li> </ul>

<b>Strategy #3: Student Character Development</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Initial faculty professional development (PD), Grades 6-8	<ul style="list-style-type: none"> <li>Program representative or Action Plan Team/ Implementation Team</li> </ul>	Fall 2022	<ul style="list-style-type: none"> <li>Training materials and classroom kits</li> <li>Post PD survey</li> </ul>	<ul style="list-style-type: none"> <li>Post PD survey</li> </ul>
Introductory parent communication concerning new program, Grades K, 6-8, and all new families in Grades 1-5	<ul style="list-style-type: none"> <li>Principal</li> <li>K-8 Faculty</li> </ul>	Fall 2022	<ul style="list-style-type: none"> <li>Parent communication materials, grades K-8</li> <li>Parent communication survey, Grades K-8</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> </ul>
Implementation of program in Grades K-8	<ul style="list-style-type: none"> <li>K-8 Faculty</li> </ul>	2022-2023 School Year	<ul style="list-style-type: none"> <li>Program materials, Grades K-8</li> </ul>	<ul style="list-style-type: none"> <li>Principal K-8 classroom observations</li> <li>Positive changes in student decision-making skills and behavior, Grades K-8</li> <li>Reduction of demerits issued &amp; discipline incidences.</li> </ul>
Articulation meetings with Action Plan Team, principal, and K-8 faculty implementing program	<ul style="list-style-type: none"> <li>Action Plan Team/ Implementation Team</li> <li>Principal</li> <li>K-8 Faculty</li> </ul>	Winter & Spring 2022/23	<ul style="list-style-type: none"> <li>K-8 faculty feedback</li> </ul>	<ul style="list-style-type: none"> <li>Meeting discussion</li> </ul>
Group sharing at faculty meetings	<ul style="list-style-type: none"> <li>Principal</li> <li>Faculty</li> </ul>	Winter & Spring 2022/23	<ul style="list-style-type: none"> <li>Articulation meeting notes</li> </ul>	<ul style="list-style-type: none"> <li>Faculty meeting sharing</li> </ul>



<b>Strategy #3: Student Character Development</b>				
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>
Acquire feedback from families with students in Grades K, 6-8 and all new families in Grades 1-5 concerning program	<ul style="list-style-type: none"> <li>▪ Action Plan Team/ Implementation Team</li> </ul>	Summer 2023	<ul style="list-style-type: none"> <li>▪ Follow up family survey from families with students in Grades K, 6-8 and all new families in Grades 1-5</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results from follow up survey</li> </ul>