![AdvancED logo]

Self Assessment

Saint George Catholic School

Diocese of Baton Rouge

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Introduction

AdvancED's Self Assessment (SA) diagnostic is based on the AdvancED Standards of Quality, which serves as the foundation of the accreditation and continuous improvement process. The SA is a valuable tool for collaboratively engaging staff members and stakeholders in purposeful, honest dialogue and reflection to assess the institution's adherence to the Standards, and guide its continuous improvement efforts. The SA includes the institution's self-ratings of and the evidence cited for each of the indicators, comments that explain the indicator's ratings and an overall narrative for each Standard. The results of the SA are reviewed by the External Review Team as one essential component of the preparation process for the institution's External Review.

Standard 1: Purpose and Direction

The school maintains and communicates a purpose and direction that commit to high expectations for learning as well as shared values and beliefs about teaching and learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

St. George Catholic School expresses a commitment to Catholic Identity through a visible mission statement lived throughout the entire school community. The mission statement guides the actions of the governing body and provides the framework for decision making, planning and policy strategy of the leadership team. Students are brought closer to the Lord through Religion Education classes that are taught five days a week by certified catechists guided by a curriculum that meets Diocesan requirements. In addition to daily prayer and weekly school wide Liturgy, students express their faith and Catholic culture through participation in the Living Rosary, Living Stations, Religion Fair, Litany of the Saints, Epiphany Play, May Crowning, and St. Joseph's Alter. Monthly service projects provide opportunities for the entire school community to put action into service for social justice. The St. George Catholic School leadership team provides faculty and staff opportunities for spiritual growth and renewal through prayer, weekly Mass, Adoration, and retreat. The leadership team also provides opportunities for parents to grow in knowledge and faith in collaboration with parish church programs and events. The administrators, faculty and staff of St. George Catholic School serve as Catholic, Christian role models and servant leaders of the school community.

St. George Catholic School constantly strives to grow and improve in areas of need. Although the mission statement is reviewed annually, a procedure for reviewing, clarifying, editing and renewing needs to be developed. Better communication and education of the mission statement's purpose and meaning to the school community needs to be implemented. Integration of the Catholic faith across all subject areas needs to be incorporated. Consistent support needs to be offered to parents in their role as primary faith educators.

The mission statement for St. George Catholic School will continue to be displayed in all classrooms and in the reception area of the Front Office, as well as on brochures, public relations/advertisement materials, report cards and the school's website. The mission statement is and will be referenced by the governing body and leadership teams as the foundation for all planning and decision making. St. George Catholic School will continue to provide a progressive curriculum to all students and promote faith development through Liturgy, prayer and service. All staff members are considered catechists and will continue to strive for higher standards for religious education through faith formation, service and living their Catholic faith.

Strategies for improvement will include the adoption of a written procedure for annual review and renewal of the mission statement. Education to increase the understanding and knowledge of the mission statement will be implemented. Professional and spiritual

development will focus on educating teachers on strategies to integrate our Catholic faith across all curricular areas. A recommendation will be made to the Roman Catholic Diocese of Baton Rouge to author and adopt core religious curriculum standards for use by all Diocesan schools. Parents will be highly encouraged to attend class Mass, read and reflect on Principal Nelson's article in Dragon Tales and attend Parish Mission.

Standard 2: Governance and Leadership

The school operates under governance and leadership that promote and support student performance and school effectiveness.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Proof of legal counsel •Assurances, certifications •Governing body training plan •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Survey results regarding functions of the governing body •Agendas and minutes of meetings	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Survey results •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Department meetings Technology meeting 4th grade meeting with parents Service calendar SIT-assessment focus	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Involvement of stakeholders in a school improvement plan •School Improvement Team SAC Home and School	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •List of professional Development opportunities	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

St. George Catholic School provides governance and leadership that promotes our strong Catholic identity, student achievement, and school effectiveness. St. George Catholic School relies on a well-balanced and productive relationship among all stakeholders. The School Advisory Board members participate in professional development to ensure roles and responsibilities are clearly understood. The Advisory Board meets regularly with the leadership team so together they can ensure all policies and practices support the school's purpose, direction, and the effective operation of the school. The administration of St. George Catholic School not only sets high expectations for themselves, but for all faculty and staff. The administration team regularly engages in professional discussion and development activities that seek to clarify and articulate the mission and vision of St. George Catholic School. Supervision and evaluations of teachers are done regularly to provide feedback on teaching practices in order to improve professional practice and increase student achievement. Additionally, St. George Catholic School provides many opportunities for professional development which not only allows teachers to grow in the educational field, but also to deepen and enrich their faith as well.

St. George Catholic School constantly strives to improve in areas of need. While school leaders communicate effectively with appropriate and varied representatives from stakeholder groups, St. George Catholic School plans to provide more meaningful leadership roles for stakeholders. Stakeholders would also like financial plans more readily accessible and clearly explained. St. George Catholic School administration has also determined a need to develop focused professional development in the area of curriculum and assessments.

St. George Catholic School's governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities and are ethical and free of conflict of interest. Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. The School Advisory Committee will continue to meet on a regular basis to support the effective operation of the school. Supervision and evaluation processes will continue and will be monitored for improved professional practice and student success. Feedback will continue to be given to teachers regularly through emailed reports and individual meetings. Moreover, school leaders will continue to support innovation, collaboration, shared leadership, and rigorous professional growth. St. George Catholic School will sustain these areas of strength by continuing to support the school's purpose and effective operation of the school through policies and practices that improve professional practice and student achievement.

St. George Catholic School will engage stakeholders in meaningful roles by reviewing all meeting agendas, including the School Advisory Committee, prior to the meeting to ensure a focused discussion that addresses the action plan determined from the Accreditation process.

Stakeholders will have access to the financial plans of St. George Catholic School via the school website and updates in the "Dragon Tales" newsletter. Additionally, the St. George leadership team will create and implement a detailed plan for professional development to ensure a vertically aligned and rigorous curriculum where student assessments are meaningful, fair, varied and are an accurate reflection of the knowledge that the students have gained. This effort will be supported by the Diocesan on-line professional development program, PD 360.

Standard 3: Teaching and Assessing for Learning

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •Common assessments •Surveys results •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Agenda items addressing these strategies •Authentic assessments •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Student work demonstrating the application of knowledge •Findings from supervisor walk-thrus and observations •Surveys results •Interdisciplinary projects	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Surveys results •Administrative classroom observation protocols and logs	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	•Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning •6th grade ELA samples lesson plans with formative assessments sample rubrics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning •Personnel manuals with information related to new hires including mentoring, coaching, and induction practices	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	•Survey results •Volunteer program with variety of options for participation •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Master schedule with time for formal adult advocate structure •Guidance counselor Folder system in record keeping	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting •Faculty Handbook directives for teachers Parent Handbook	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Evaluation tools for professional learning •Survey results •Brief explanation of alignment between professional learning and identified needs •Crosswalk between professional learning and school purpose and direction	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to all students.	•Survey results •List of learning support services and student population served by such services	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

St. George Catholic School expresses a commitment to academic excellence through a rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values implemented through effective instruction. The highly qualified, dedicated faculty and staff evaluate, modify and guide the curriculum and student learning using school wide assessments, rubrics, projects, tests, observations, collaborative group work and oral presentations. Vertical alignment across all subject areas is a continuous focus through curriculum mapping and department meetings. Terra Nova and ACRE scores are reviewed in and across grade levels to guide instruction. Religious education is integrated into the curriculum and is incorporated in the education experience both inside and outside the classroom. St. George Catholic

School offers a variety of curricular experiences, programs and services that are designed to meet the spiritual, social, intellectual, and physical needs of the students.

St. George Catholic School would like to increase the integration of Religion in all subject areas. Although there are many opportunities for students to be active participants in religious experiences, it would benefit the students even greater if they had lessons infused with Catholic faith and tradition in all subjects. Moreover, continued staff development with a focus on effective instruction practices, as well as how to use student self-assessment as an evaluative tool, is recommended. Increased communication of standardized test results and grade level expectations is desired.

St. George Catholic School continuously strives to grow and improve as a school community. St. George Catholic School will continue to actively develop and review curriculum maps to maintain vertical alignment, clearly articulated goals, integration of Gospel values, effective instruction practices, and an academically rigorous curriculum based on 21st century learning. St. George Catholic School will continue the use of school wide assessment methods and practices as a tool for guiding, modifying, and addressing student and curriculum needs. Religious education will continue to be implemented and utilized to nurture academic excellence, Christian character, and service to others. St. George Catholic School strives for excellence in all facets. In order to continue improving, St. George Catholic School E-walk observations will be used to monitor curriculum alignment and the integration of religion into all subject areas. Religion teachers will be encouraged to use curriculum maps to assist subject area teachers to better integrate religion into all subjects. St. George Catholic School will continually reevaluate both strengths and weaknesses in order to achieve academic excellence. St. George Catholic School will provide a clear understanding of how to read and interpret assessment results to parents and stakeholders. This will be done during conference time and through individual teacher emails and announcements. Standardized results will be explained in Dragon Tales. In order to fully understand grade level expectations and to accurately set quarterly goals for achievement, students and parents will be provided with copies of report cards.

Standard 4: Resources and Support Systems

The school has resources and provides services that support its purpose and direction to ensure success for all students.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve the educational programs of the school. Qualified personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Survey results •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Survey results •Policies relative to technology use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •Schedule of family services, e.g., parent classes, survival skills •Social classes and services, e.g., bullying, character education •List of support services available to students	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process •Guidance Counselor on staff Folders in record room handbook	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

St. George Catholic School operates in a fiscally responsible manner, creating financial plans using best practices in an effort to continue to provide academic excellence. An active finance council is in place and is comprised of experts in the field of non-profit accounting. These experts work in collaboration with school administration and the pastor, helping to ensure success of St. George Catholic School. Detailed financial statements are presented to the community on a quarterly basis, as well as an Annual Report that is prepared for the Diocese each August.

St. George Catholic School offers competitive salary and benefit packages to all faculty and staff. The school operates under a detailed human resource policy provided by the Diocese. In addition, St. George Catholic School dedicates ample cost allocation for the growth and development of its faculty by offering $25,000 annually in continuing education.

St. George Catholic School is committed to the integration of technology within the curriculum by providing a strong financial support for the continued upgrade and maintenance of technology.   A technology committee meets on a routine basis to create both short and long term technology plans.

St. George Catholic School enjoys strong enrollment numbers, which allows for very stable economic conditions. However, external factors

could negatively impact the school's financial health. St. George Catholic School does have an endowment fund for such circumstances and the goal should be a 20% contribution of net proceeds. Another area of improvement will be communication of human resource policies and procedures. St. George Catholic School wants to ensure that all faculty and staff have the most current information on benefits as it relates to their health and retirement. St. George Catholic School will also continue to improve its technology plan, ensuring that a three to five year plan is in place and includes equipment rotation and financial planning. As stated above, St. George Catholic School is at 97% capacity. However, a clear marketing plan will be in developed. This plan will use effective marketing strategies for enrollment management and development.

Standard 5: Using Results for Continuous Improvement

The school implements a comprehensive assessment system that generates a range of data about student learning and school effectiveness and uses the results to guide continuous improvement.

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Evidence that assessments are reliable and bias free	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions.	•Survey results •Written protocols and procedures for data collection and analysis •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Honor roll standardized test results classroom assessments Handbook outlines min number of grades and weight	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Documentation of attendance and training related to data use	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Examples of use of results to evaluate continuous improvement action plans •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level •Math resource teacher for 4th and 5th was a result of data analysis	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Executive summaries of student learning reports to stakeholder groups	Level 3

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing. Cite sources of evidence External Review team members may be interested in reviewing.

The professional and support staff at St. George Catholic School are assessed and trained in a rigorous professional development program related to the evaluation, interpretation and use of data. Teachers meet during the summer to evaluate standardized Terra Nova scores from the class they taught and their incoming class. Data from test scores are placed in individual student folders for easy access throughout the year. Information regarding test results is shared, analyzed and discussed at faculty in-service meetings prior to the start of school and presented to the parents at parent orientation.

St. George Catholic School has policies and procedures that describe a process for analyzing data that determine verified improvement in student learning, including readiness for and success at the next level. These policies and procedures are outlined in the handbook, but are rarely applied to actual data. Results indicate improvement, and school personnel consistently use these results to design, implement and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level. The St. George leadership team uses these results to determine areas for increased support whether it be materials, training, professional development, resources or enrichment teachers.

St. George administration will continue to focus on the evaluation, interpretation and use of data, by incorporating it into every faculty meeting throughout the year. The School Improvement Team will make this their focus for the year along with the creation of meaningful and valuable assessments so that data is accurate and a true reflection of their students' knowledge.

St. George will set aside for training teachers to analyze data and provide opportunities for the data to be reviewed and analyzed at faculty meting s or department meetings. The leadership will compare results to the newly created action plan to make sure that new goals and

objectives are focused on data results to address areas in need of improvement as related to student learning.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 3

Standard 2: Governance and Leadership — 3

Standard 3: Teaching and Assessing for Learning — 3

Standard 4: Resources and Support Systems — 3

Standard 5: Using Results for Continuous Improvement — 3

Sections