

EXCELLENCE BY DESIGN

A Self-Study for Accreditation by the Middle States Association

**Saint Monica School
Philadelphia, Pennsylvania
April 21, 2015–April 24, 2015
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ST. MONICA SCHOOL

AFTER 107 YEARS, STILL THE “PRIDE OF SOUTH PHILLY”

**25 ARCHDIOCESAN PARISH AND REGIONAL SCHOOLS
IN CITY OF PHILADELPHIA “HIGH PERFORMING”**

Based on statistics from the Philadelphia School Partnership via GreatPhillySchools.com 81% of Parish and Regional Schools in the City of Philadelphia are designated “High Performing”

The Archdiocese of Philadelphia’s 122 elementary schools, 17 high schools and four schools of special education recently celebrated National Catholic Schools Week which took place January 25, 2015 – January 31, 2015. Twenty-five parish and regional schools in the City of Philadelphia had extra reason to celebrate for the 2014-2015 school year. According to statistics from *Philadelphia School Partnership* via their website *Great Philly Schools* 81% of Archdiocesan city elementary schools are deemed high performing.

According to *Great Philly Schools*, the ratings are based on academic performance, attendance, and safety of the school. Schools are rated on a scale of 1-10. The top five Archdiocesan parish and regional schools in the City of Philadelphia who earned an overall score of 10/10 are: Saint Mary Interparochial School, Our Mother of Consolation School, Holy Redeemer School, Our Lady of Calvary School, and *Saint Monica School*. The top five Archdiocesan parish and regional schools in the City of Philadelphia who earned an overall score of 9/10 are: Maternity B.V.M. School, Saint Cecilia School, Saint Christopher School, Saint Matthew School and Immaculate Heart of Mary School.

Bishop Michael J. Fitzgerald who oversees Catholic Education in the Archdiocese of Philadelphia said, “We couldn’t be prouder of our high performing elementary schools in the City of Philadelphia. They truly are a testament to the excellent quality of Catholic education available to parents and families in Philadelphia and the surrounding counties. Not only do our students excel academically, they are also spiritually formed in a Christ-centered atmosphere by caring teachers and staff.” In addition to the top ten Archdiocesan schools listed above another 15 parish and regional schools were also designated as high performers according to the *Great Philly Schools* website.



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INTRODUCTION

Excellence by Design is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Commissions on Elementary and Secondary Schools (MSA-CESS) of the Middle States Association of Colleges and Schools, links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association of Colleges and Schools – The Gold Standard.

Excellence by Design also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school it is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for

Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

In order to develop a culture of continuous growth and improvement, education leaders must keep the attention of the entire school community focused on answering the five questions below. In the *Excellence by Design* process, the Planning Team was guided to develop answers to the following questions:

- #1: By the time they have experienced our full educational program and services, what should our students know, and how should they be able to use what they know? What content, skills, and work habits should be the priorities for learning? What attitudes, qualities or characteristics should our students demonstrate?
- #2: How well should students perform the desired outcomes, and what does excellent performance look like?
- #3: How will we measure and evaluate our students' performance in multiple ways?
- #4: How well do our students currently perform? What is the actual quality of their work?
- #5: What must we do to improve student performance?

In setting a course for continuous improvement in student and organizational performance, schools and their communities must study not only what the existing data tell them about their students' present performance, but they must also set clear targets for what they want student performance to be in the future. Maintaining a focus on these five questions is essential to a successful continuous improvement process and is a "habit of mind" that must be cultivated and nurtured by the school's leaders and those leading the growth and improvement efforts. Too often schools find themselves working on curriculum and instructional materials and engaging in professional development before they have clearly decided what their students should know, how they should use their content knowledge, process skills, and work habits, and what the quality of their performance should be.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

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 for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school— in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students, and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of it parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down”

manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the institution’s planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Prepare for the Mid-Term Report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

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

Name	Role in the Institution
Lisa M. Barbi	7 th Grade Teacher
Joanne Rucci	8 th Grade Teacher

A.1 How and why were the Internal Coordinators selected?

The two internal coordinators were nominated to the position by the former principal, Sister Patricia McKee, IHM. Sister Patricia McKee chose these internal coordinators based on their history of commitment to Archdiocesan and St. Monica School initiatives and their leadership capabilities. They are collaborative and collegial with staff, are parents of students who attend or formerly attended this school, and play an integral role in the school community.

A.2 How did the Internal Coordinators fulfill their role and responsibilities?

Despite the fact that there were many setbacks in beginning the self-review process during the 2013-2014 school year and a turn-around in administration, the internal coordinators attended meetings with key administration and staff to facilitate the plan in terms of reviewing and updating the existing Strategic Plan

to develop an appropriate self-review process through the Excellence by Design protocol. Due to circumstances beyond their control, the internal coordinators were unable to begin the self-review process and implement necessary initiatives to fulfill the requirements of the Excellence by Design protocol until September 2014. Since that time, the internal coordinators have been instrumental in assuring that our staff understood the process through presentations and activities at faculty meetings and in-service workshops throughout the 2014-2015 school year. They followed through in terms of securing data with the surveys (administered through SurveyMonkey.com), and ensured that communication was frequent and ongoing with the Strategic Planning Committee through weekly meetings.

A.3 What kinds of support and assistance were provided to the Internal Coordinators to enable them to fulfill their responsibilities?

Internal coordinators were supported by school administration and provided time at faculty meetings as well as dedicated in-service workshops to accomplish the goals set forth by the Excellence by Design protocol for self-review. Additional time, as was deemed necessary, was also afforded the team in the form of weekly meetings focused on team development and planning.

B. The Planning Team¹

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in

¹It is important to note that, although the *Excellence by Design* protocol calls this stakeholder group a Planning Team, what the school calls this group is not important. Its purpose, composition, operation, and results are what is key. What the protocol requires for accreditation is that this group meets the letter and spirit of the requirements for a Planning Team without regard to what it is called. In many schools, an improvement team already exists and includes the required stakeholders, so it makes sense for the school to continue that organization with any adjustments necessary to meet the requirements of the *ExBD* protocol. This same principle applies to all requirements of the protocol. It is less important what elements and products of the process are called than it is that the school meets the intentions and results of the requirements.

implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans
- Conduct a periodic review of the progress being made to achieving the objectives

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases, this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

B.1 The members of the Planning Team are:

Name	Role in the Institution
Margaret Alvarez	5 th Grade Teacher
Sarah Avitalle	1 st Grade Teacher
Lisa M. Barbi	7 th Grade Teacher
Barbara Inforzato	Principal
Dawn M. Orlando	2 nd Grade Teacher
Joanne Rucci	8 th Grade Teacher

B.2 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 was given the charge to become familiar with the process for Middle States Accreditation through utilization of the Excellence by Design protocol. Additionally, the planning team engaged stakeholders in the process. Administrative and Archdiocesan support remains ongoing throughout the self-review process.

B.3 How does the membership of the Team reflect the diversity within the school’s community of stakeholders?

Selection of the planning team was carefully contemplated assuring representation that reflects the diversity of the school community. Teachers were selected across grade levels and content areas, as well as advocates for our students with disabilities as well as English Language Learners. Furthermore, we assured representation by administration and staff to include areas of safety, facilities, and technology. Additionally, parents of current and former students who have attended St. Monica School were included in contributing to the self-review process.

B.4 How were the members of the Planning Team selected?

The planning team members were chosen based on credentials of leadership, diversity, and vested interest in the future success of St. Monica School.

B.5 How does the Planning Team function and make its decisions?

The planning team followed a consensus model in implementing the decision-making process. In addition, faculty and staff were provided the opportunity to provide feedback and weigh in on decisions, as decisions were shared among the faculty and administration before being finalized.

B.6 How often did the Planning Team meet? (Provide a list of the Team’s meetings and minutes for the meetings in the Team’s workroom.)

The Planning Team has been meeting weekly since September 2014. In September of 2014, the committee began the Middle States Accreditation Process. The team met weekly through the 2014-2015 school year, reviewing and implementing each step of the Excellence by Design Process, while developing consensus-building skills of the team. During the 2013-2014 school year, there was a change in the Principal, which led to a delay in the team’s ability to fully begin and implement the self-review process until September 2014. Completion of the survey and an intensive review of the data in preparation of the completion of the process was ongoing from September of 2014 through January of 2015. Although limitations in time were evident, protocols were utilized to gather input from administration, faculty, and staff at a variety of meetings. Staff engaged in the mission, beliefs process, and began to use data to outline objectives in performing a thorough self-review process implementing the Excellence by Design protocols in completing the Middle States Accreditation process. (Planning Team Weekly Meeting Minutes attached).

B.7 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 Planning Team is composed of faculty members and administration who have a vested interest in the successful, academic performance of our students as well as the students’ spiritual growth. Additionally, the Planning Team has worked diligently, in conjunction with administration, faculty, and staff, to create an improvement plan that supports a successful future of St. Monica School as a community leader in building and nurturing productive and ethical members of society who are capable of competing in the global marketplace. Each member also works within the school community in a variety of capacities such as: in the afterschool care program (Cares), as curriculum coordinators, as a website administrator, student council advisor, outreach advisors, and yearbook committee advisor to name a few.

B.8 What is the Planning Team’s plan for rotating membership of the Team and identifying new members? What is the plan for training and orienting new members to the work of the Team?

Pertinent information obtained from each weekly Planning Team meeting has been shared consistently and frequently with administration, faculty, and staff at faculty meetings, in-service workshops, and weekly staff meeting. The process has also been shared with parents and community members as well, during parent-teacher nights, Home and School Association Meetings (HASA), and parent-teacher conferences. Some original staff and administration members have left the school community, and new members of the committee have joined the planning team and its subcommittees. Due to the fact that we had several changes in administration and staff, we were required to request two extensions, which shortened the amount of time we had to focus efforts on the self-review process. New members are oriented by the planning team so that they can become an integral part of the planning committee and its subcommittees.

B.9 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, and its subcommittees, will remain intact since it has become an integral component of the fabric of the St. Monica School community. The Planning Team has grown to function cohesively and recognize the importance of supporting the needs and plans of the school community in maintaining a strategic plan that assists it in implementing the Plan for Growth and Improvement while assuring the ongoing success of St. Monica School.

C. Role of the School’s Leadership and Governance

It is school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

C.1. 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?

When talks began in late 2012 of the self-study process for St. Monica School, Sister Rita Marian Angelilli, IHM was the current principal. She was aware of her reassignment, letting faculty and staff know that the newly assigned principal, Sister Patricia McKee, IHM, would assist in leading us through the self-study process. Unfortunately, due to unforeseen circumstances, we were unable to become immersed fully in the self-study process until September 2014, under the leadership of the current principal, Miss Barbara Inforzato. St. Monica School’s leadership and governance has played a significant and supportive role in the self-study process and the planning for growth and improvement fostering the school community’s future success. The school’s leadership and governance has a main goal of helping to establish and shape the future of St. Monica School.

C.2. How has the leadership provided support for the self-study and accreditation processes?

The leadership has played an integral role in actively participating in the self-study and accreditation process. Leadership has supported the internal coordinators and the planning team through providing necessary data to complete the self-study process and accreditation processes as well as allotting time to focus on the process.

C.3. 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 Archdiocese of Philadelphia has provided the necessary data needed to assist St. Monica School in the planning process. Furthermore, support and guidance has been provided by the Archdiocese throughout the planning process.

D. The Plan for Institutionalizing a Planning Ethic

A sound planning ethic is critical to achieving the school’s mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. An effective planning ethic addresses the essential question: “Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?” A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school’s context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires

continuous clarification of the community's unique mission, beliefs, profile of graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school's stakeholders.

The internal coordinators, planning team, and administration, in conjunction with the faculty and staff, created a timeline for the implementation of the growth and improvement plan as part of the self-study and accreditation process.

Weekly meetings of the planning team and frequent faculty meetings are conducted to assess the successful progression of the implementation of the growth and improvement plan. Furthermore, observing the continued success of our students in a safe and nurturing environment enables the team, administration, and faculty to identify positive progression of this plan.

E. A Plan for Communication and Awareness

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback regarding to the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

An integral component in successfully achieving the goals established in the Plan for growth and Improvement and to meet the requirements of the *Excellence by Design* protocol is to create a sense of ownership in this process among the school's stakeholders through open communication. In order to foster an environment of solidarity among the stakeholders invested in the achievement of these goals, St. Monica School will use a variety of resources to facilitate frequent

communication. The fundamental purpose of this communication will be to establish a sense of ownership in the successful implementation of each goal set forth in the Plan for Growth and Improvement.

St. Monica School has various opportunities to come together and communicate with families, stakeholders, and members of the school community. Some of these opportunities enable us to meet in person such as: Back-to-School Night in September, open house during Catholic Schools' week, monthly Home and School Association (HASA) Meetings, Parent-Teacher conferences in November, the annual Christmas Concert, the annual talent show, and a variety of liturgical celebrations, to name a few. At each of these activities, we demonstrate progression towards meeting the goals of our Plan for Growth and Improvement, and provide stakeholders a vehicle for input where needed. Additionally, we communicate with members of our school community via our official school website, saintmonicaphilly.org, through weekly newsletters, by providing monthly calendars, and in the weekly church bulletin. Furthermore, we are partnering with our local, neighborhood newspaper, *The South Philadelphia Review*, to advertise the benefits provided by St. Monica School. The St. Monica School community also has strong support of alumni who support the school and communicate the benefits from its growth and improvement via social media and a variety of communication vehicles. Moreover, stakeholder's input is solicited through discussions, use of surveys and the like to assure that all stakeholders feel a part of the process. Parents also play an integral role in this self-study process as members of a variety of committees.

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

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and "evergreen" process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement for formal reviews of the action plans and progress toward achieving the performance objectives are conducted periodically but, as a minimum, at least once annually.

The Planning Team will meet monthly to evaluate the school's progress in meeting the requirement of the Plan for Growth and Improvement. The Planning Team will report findings to the faculty, staff, and administration at regularly scheduled faculty meetings. These findings will also be reported to stakeholders and school community members at monthly Home and School Association (HASA) meetings.



THE PROFILE OF THE SCHOOL

The Profile of the School includes the following 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 for and challenges to the school as it seeks to achieve its Mission. The Profile includes:

- A brief history of the community, its schools, and its traditions
- Descriptions of the demographic and social and economic characteristics of the community, its constituencies, and its schools
- The climate for teaching and learning in the school
- Description of the number and qualifications of the professional and support staffs
- Description of the number and characteristics of the student population
- Key trends or changes occurring in the school and its community(ies)

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To "introduce" members of the Visiting Team to the school, and as such, provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students' performance to build and enhance Team members' awareness and understanding of the total milieu in which the school exists and operates.

PROFILE OF THE SCHOOL'S COMMUNITY

A.1. Provide a description of the community. Describe its history and major characteristics, including geographic location and socioeconomic and demographic makeup.

St. Monica Elementary School is located in Philadelphia, Pennsylvania in the Southern area of this historic city and is part of the Archdiocese of Philadelphia. Philadelphia was founded by William Penn on October 27, 1682 and was one of the nation's capitals during the Revolutionary War. William Penn's "holy experiment" of religious toleration (1682) in his colony of Pennsylvania was a refuge for persecuted Catholics as well as other religions. There were Catholics in the Philadelphia area from the beginning of its colonization. The Mass was celebrated publicly as early as 1707. The Catholic population increased from forty people at that time to about eight thousand by 1790 (retrieved on January 27, 2015 from <http://www.archphila.org/history.php>). South Philadelphia is the section of Philadelphia bounded by South Street to the north, the Delaware River to the east and south, and the Schuylkill River to the west. St. Monica parish boundaries are from South Broad Street to 24th Street and West McKean Street to West Oregon Avenue.

During the Industrial Revolution, the area saw rapid growth, in part due to mass immigration from Ireland. Its urbanized border reached that of Philadelphia. Along with all other jurisdictions in Philadelphia County, South Philadelphia became part of the City of Philadelphia proper with passage by the Pennsylvania legislature of the city/county Act of Consolidation, 1854. The area continued to grow, becoming a vital part of Philadelphia's large industrial base and attracting immigrants from Italy, Ireland, Poland, and many other countries during the 19th and early 20th centuries, as well as Black American migrants from the southern United States during the Great Migration of the early 20th century. South Philadelphia is a hub for unique cultural traditions that have grown over several decades. Struggling to maintain their Catholic identity in a mostly Protestant city, the Irish built a system of Irish Catholic churches and parochial schools for their children, and added Catholic high schools (retrieved on January 27, 2015 from Wikipedia.com).

St. Monica School has provided a Catholic education and fostered a Catholic community among this diverse and ever-changing community for 107 years. South Philadelphia and our school community has been the site of great gentrification and boasts a significant increase in populations from Vietnam, Cambodia, and Thailand; as well as from Russia and Mexico. Additionally, many smaller groups have immigrated to the area from many nations around the world. The school community members have a variety of income levels and socioeconomic backgrounds.

In March of 2015, our school was notified that it was awarded the distinction of being a “High Performing” Archdiocesan school in the City of Philadelphia with a rating of 10 out of 10 (100%). This distinction is based on statistics from the Philadelphia School Partnership via GreatPhillySchools.com in which 81% of Parish and Regional Schools in the City of Philadelphia are designated “High Performing”. According to Great Philly Schools, the ratings are based on academic performance, attendance, and safety of the school. Each of the schools is rated on a scale of 1-10. St. Monica School was one of the top five Archdiocesan schools in the City of Philadelphia to receive this honorable distinction of 10 out of 10.

A.2. 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 last five years, the St. Monica School community has experienced a great deal of change in cultural traditions as well as an impact from the recent recession. Many Catholic schools have closed due to low enrollment and the emersion of charter schools and our community has welcomed many of these students to our school community. School busing has also been provided to enable students in other locations the opportunity to attend our school.

Although many families left the school community and relocated to the suburbs, we have seen gentrification that has introduced new families to the school community. This gentrification has made our school community not only culturally diverse, but also religiously diverse enabling our students the

opportunity to share personal experiences and cultural traditions. This influx of cultural, religious, and socioeconomic diversity has been a unique opportunity for our school community to share cultural and religious traditions that were previously unavailable.

St. Monica School has also adopted a variety of technological innovations to make instruction dynamic and relevant in the 21st century. Furthermore, the Common Core States Standards (CCSS), aligned with the Archdiocese of Philadelphia guidelines, have been adopted and effectively implemented. The implementation of the CCSS in conjunction with the daily use and frequent upgrading of technology as enable the school community to be a competitive academic resource in the local community while upholding its mission to live in accordance with Gospel teaching.

Next Five Years:

St. Monica School recognizes that there are a variety of community changes that will positively and negatively affect its growth and improvement. More young families from a variety of socioeconomic backgrounds are entering the community and desiring a rigorous academic and spiritual education that cannot be found within the local charter schools. Although the charter schools are able to provide instruction without charging tuition, St. Monica School has financial assistance available to eligible families interested in attending our school community.

As technological advances evolve in today's society, our school community continues to meet these advanced requirements by implementing innovations into instruction making implementation of curriculum dynamic and relevant while demonstrating increased technological savvy through performance of well-trained teachers. Such innovations are the continued upgrading of Smart boards and Smart software, facilitation of lesson utilizing iPads, and the appropriate utilization of social media to encourage students to be active participate in instruction. Students who are actively participating in instruction through use of innovative technology are prepared to be productive members of the global marketplace while serving as evangelists who share the mission of the St. Monica School community.

To support further the successful achievement of the goals set forth in the Plan for Growth and Improvement, stakeholders of the St. Monica School community participated in workshops in preparation of the implementation of the new science standards the Archdiocese will be adopting. These standards integrate Science, Technology, Religion, Engineering, Arts, and Mathematics (STREAM). The implementation of STREAM will enable the school community to further prepare students to be competitive members of the global marketplace through integrated instruction that incorporates a hands-on approach to learning through the use of technology. Moreover, STEAM instruction will allow our teachers to differentiate instruction through recognition of students multiple intelligences as identified by Howard Gardner.

A.3. Describe the major challenges currently faced by the community – social, economic, political.

Economically, it has become increasingly difficult for families to afford to send their children to Catholic school due to a higher cost of living while incomes remain stagnant. Additionally, charter schools seem to be taking the opportunity to provide a more “economical” option for some families, although the children are not receiving the level of rigorous academic and spiritual support that is provided by St. Monica School. Due to the ever-growing economic burdens on parents, it has become increasingly difficult to expect school community members to participate in fundraisers supporting the school.

Socially, one of the greatest challenge our school community faces is the lack of parental involvement and guidance in students’ lives. This is a very difficult obstacle for our school community to overcome since children’s primary teachers are parents. This lack of parental guidance and involvement does empower our school community to have a stronger commitment to the school mission. Furthermore, this challenge enables our faculty, administration, and staff to be a continued, stable foundation in educating the “whole” student. Additionally, inappropriate use of technology such as social media has made it increasingly difficult to foster a safe and nurturing environment for our students and members of our school community. Bullying via social media is a major challenge in our school as well as a challenge faces in all school within the United States. We are dedicated to instructing our students developing strategies to use social media appropriating and understanding the long-term ramifications of misuse of technology.

Politically, the country has denounced the necessity of God and spirituality in education leaving our ability to uphold the mission of our school ever more difficult. On a daily basis we will assist our students and stakeholders to recognize the importance of living in accordance with gospel teachings. We will continue to integrate our mission into daily instruction building a healthy spiritual foundation in each member of our school community. Despite these political challenges, we will nurture future evangelists who will uphold the mission of our school community for years to come.

A.4. 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		
Educational Programs	Cultural, Social, Community Programs & Facilities	Fundraising Programs/Facilities
<ul style="list-style-type: none"> • Title 1 Reading & Mathematics • Catapult • Reading Olympics • Mathletes • IHM Math Contest • Scholastic books • School District of Philadelphia • Local colleges and universities • Physical Education Program 	<ul style="list-style-type: none"> • Italian Language Program • School Band Program • School-wide Music Program • Dancing Classrooms Philly (Ballroom Dancing Program) • Breakfast with Santa • Glee Club • Lego Club • Art Club • Chess Club • Ice Cream and Student Art Exhibit Social • Local Art Contests • Bidy Basketball • Wiffleball Intramural Program • St. Monica Early Learning Center • St. Monica Bowling Lanes • Cares Afterschool Program • CYO • Fraternal Order of Police • Local Police and Fire Departments • DARE • Shalom 	<ul style="list-style-type: none"> • Archdiocese of Philadelphia Outreach Programs • Box Tops for Education • Soda Pop Tabs Collection • Scrip Program • Hershey Candy • Scholastic Book Fair • Pizza Hut Book It • Yankee Candle • Claire’s Gourmet • Computer’s for Education • Giving Tree – St. Thomas Aquinas Parish • St. Gabriel’s Food Cupboard • Archdiocese of Philadelphia Nutritional

Program/Facility		
	<ul style="list-style-type: none"> • Boy Scouts • Cub Scouts • Girl Scouts • GEMS • Father's & Sons • Guerin Recreation Center • Delaware Valley Youth Athletic Association • Edward O'Malley Athletic Association • Franklin Delano Roosevelt Parks • Fumo Free Library of Philadelphia • Donatucci Free Library of Philadelphia • The Arden Theater • The Walnut Street Theater • The Franklin Institute • The Philadelphia Museum of Art • Academy of Natural Sciences • Barnes Foundation • Rodin Museum • Please Touch Museum • The Kimmel Center • The Academy of Music • The Please Touch Museum • Mutter Museum • The Constitution Center • Independence Mall • Independence Hall • The Liberty Bell • Variety of Dance Programs • Rock School of Dance • YMCA • Adventure Aquarium 	<ul style="list-style-type: none"> Development Services • Computers for Education • St. Monica Walk-a-thon for Technology Fund

PROFILE OF THE SCHOOL

B.1. History of the School:

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

In 1895 in response to the growing population in the area of Passyunk, Archbishop Patrick J. Ryan established a new parish named St. Monica. Father Owen P. McManus was appointed pastor and directed “to undertake the work of organizing the new parish and building a church on Ritner Street between 17th and 18th Streets with the church to be so built as to be used as church and school for the present.” (50th Anniversary Parish History)

Groundbreaking took place for a permanent church in 1901 and was dedicated April 30, 1903. In 1906, the parish broke ground for St. Monica School beside the church on Ritner Street and it was dedicated November 2, 1908. The Sisters, Servants of the Immaculate Heart of Mary, who had been teaching Sunday school since the foundation of the parish in 1895, agreed to staff the school. Six hundred children from the rapidly growing parish filled the school.

By 1920, the number of families in the parish had grown from 150 to 1,100. The flu epidemic of 1919 impacted many families and in response to the needs of many parishioners who were left single parents, the pastor at the time, Father John Walsh, opened the St. Monica Day Nursery at 1615 Porter Street. In 1920, he established the St. Monica Business School enabling many students to acquire training and preparation for the business world. The IHM Sisters staffed both facilities.

In 1944, Father Aloysius F.X. Farrell was appointed pastor of St. Monica’s. In honor of the 50th anniversary of the parish, Father Farrell renovated the Church and in 1945, he established a Kindergarten. As a result of the growing school population, the Baldwin Public Elementary School at 16th and Porter Streets was purchased in 1956 as a temporary annex. On September 23, 1962, Cardinal John J. Krol blessed and dedicated the newly constructed Senior School on this same site. The new building included a cafeteria, gymnasium, and an adjacent bowling alley.

In the summer of 1964, the original Ritner Street School was razed and the foundation for a new Junior School building was laid. Cardinal Krol dedicated this new building on September 8, 1965. This building included a cafeteria, library and four classrooms for the Business School. In 1971, the Protestant Church property at the corner of 15th and Porter Streets was purchased. This building was razed and a modern Day Care Facility erected. Three, four and five-year-old children whose parents work attend this program. The school population continued to grow and peaked in the early 1980's with over 1200 students. The school had four sections of every grade with 40 plus students in each. With a declining birthrate and exodus to the suburbs, the school population dipped slightly through the 1990's. The Business School closed in 1995 and classroom space made available to the Junior School for a music room, gym room, tutoring room, and storage. When St. Edmond's school closed in 1998, a number of students transferred to St. Monica School so that the enrollment was over 800 students.

Upon his retirement in 2001, Bishop DeSimone established the St. Monica School Education Fund to provide tuition assistance for needy families. Father Paul Quinter became pastor in June of 2001 and continued the long tradition of support and commitment to Catholic education. As of 2002-2003 St. Monica School had an enrollment of 633 students with three sections of Grades 1 – 8 and four half-day sessions of Kindergarten. Classrooms have been divided to create counseling rooms, offices, and tutoring space. Each school had one classroom set up as a computer lab. During the 2002-2003 school year, a wireless network and internet access were installed in both schools and upgraded most recently in September 2014. In the summer of 2003, a new computer lab, made possible by a grant from the Sullivan Foundation, was installed in the Junior School. Father Quinter's appointment to Rome in March 2003 necessitated the naming of a new pastor, Father Joseph Kelley, whose ministry for many years has been in Catholic secondary education.

This experience in Catholic education, coupled with Father's pastoral leadership, inspires great hope and confidence in the future of St. Monica School despite many challenges facing Catholic education today. Father Kelley has overseen several integral changes to St. Monica School that have made the institution a hub for spiritual guidance as well of relevancy and innovation. Some of the many innovations incorporated into the school were: the acquisition and integration of technological resources such as iPads to be utilized in making

instruction dynamic and relevant to 21st century learners, the installation of a state-of-the-art science lab enabling students to have a dynamic, hands-on experience of the science curriculum, and the incorporation of a new music program and school band nurturing the whole student. With the implementation of these essential innovations, the school community has been enabled to be competitive in an ever-changing environment while upholding its mission to foster spiritual growth and morality among the constituents of this school community. Faculty and administration have also been empowered through these upgrades and the continual support of Father Kelley to encourage students to be lifelong learners, compete in the global marketplace, and be Catholic role models and productive members of society.

B.2. Description of the School:

Official Name of the School	St. Monica School
Address of the Main Campus (street address, city, state, zip code)	Senior School Address 2600 South 16 th Street Philadelphia, PA 19145
Telephone Number of Main Campus	Senior School: 215-467-5338
Fax Number of Main Campus	215-389-0355
Name and Title of Head of School	Miss Barbara Inforzato Principal
E-mail Address of Head of the School	barbinf@msn.com
Website Address for the School	Saintmonicaphilly.org
Type of Organization (check all that apply)	<input type="checkbox"/> Public
	<input type="checkbox"/> Independent
	<input checked="" type="checkbox"/> Not for Profit
	<input type="checkbox"/> Proprietary
	<input checked="" type="checkbox"/> Religious
	<input checked="" type="checkbox"/> Academic
	<input type="checkbox"/> Career and Technical
	<input type="checkbox"/> Secondary Students
	<input type="checkbox"/> Postsecondary Students
Names and Addresses of All Branch Campuses	Saint Monica Junior School 1720 West Ritner Street

	Philadelphia, PA 19145	
Year School Began Operating	1908	
Date Charter/License to Operate Granted	Not applicable	
Year of First Graduating Class	1908	
State/Agency/Country Granting License to Operate	Pennsylvania	
Diplomas/Certificates School is Licensed to Grant	1. Kindergarten Certificate of Completion 2. 8 th Grade Certificate of Completion	
Calendar System (quarter, semester, trimester, 12-month, other)	Trimester	
Currently Accredited by	Name of Agency	Accredited Until
	Middle States Association of Colleges and Schools Commissions on Elementary and Secondary Schools	2014
Other (Indicate):	Not applicable	

B.3. SCHOOL INFORMATION: INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

Is the school incorporated?		Yes
	x	No
If yes, Name of Corporation:		
Is the school licensed to operate as an educational school?	x	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Pennsylvania	
In what country(ies) is the school	United States	

licensed to operate?		
Is the school licensed to grant diplomas or certificates?	x	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Pennsylvania	
Type(s) of diplomas or certificates offered	Kindergarten Certificate of Completion 8 th Grade Certificate of Completion	

Religious Affiliation:	Roman Catholic
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B.5. SCHOOL INFORMATION: ALL SCHOOLS

B.5.a. Enrollment Trends

FOR THE ACADEMIC YEARS: 2012 – 2016

Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago		BOYS/GIRLS One Year Ago		BOYS/GIRLS This Year		BOYS/GIRLS Next Year	
Kindergarten	30	28	30	28	23	29	30	30
Grade 1	28	24	29	21	20	22	23	29
Grade 2	25	24	22	21	26	21	20	22
Grade 3	27	20	31	25	22	28	26	21
Grade 4	24	24	29	26	31	20	22	28
Grade 5	21	27	26	24	28	24	31	20
Grade 6	21	28	26	20	23	22	28	24
Grade 7	32	28	25	25	34	19	23	22

Grades Included in This School	PAST				PRESENT		PROJECTED	
	BOYS/GIRLS Two Years Ago		BOYS/GIRLS One Year Ago		BOYS/GIRLS This Year		BOYS/GIRLS Next Year	
Grade 8	25	25	25	28	23	21	34	19
TOTALS	233	228	243	218	230	206	237	215

B.5.a.1. Explain any significant or unusual enrollment trends for this school.

Over the past five years, our school enrollment has remained somewhat steady with little significant or unusual trends. Upon the closing and merging of several Catholic schools in the area, our school community has opened its doors to many students from these schools. We are experiencing a challenge maintaining our current enrollment with the opening of several charter schools in the area.

B.5.b. Student Demographic Trends:

FOR THE ACADEMIC YEARS: 2012 – 2015

Student Characteristic: (ETHNICITY)	Percent of Student Body Now	Percent of Student Body Two Years Ago
African-American	8%	6%
Asian or Pacific Islander	13%	11%
Caucasian/White	77%	79%
Hispanic	1%	3%
OTHER	1%	1%
TOTAL	100%	100%

B.5.b.1. Explain any significant or unusual demographic trends for this school.

South Philadelphia is experiencing a gentrification process over the past decade, which has enabled our school demographic to become increasingly diverse. This diversity has brought a students and stakeholders from a variety of religious, cultural, and socioeconomic backgrounds to the school community.

B.5.c. Size of the Professional and Support Staffs:

FOR THE ACADEMIC YEAR: 2014 – 2015

	Full-Time	Part-time	Total Full-Time Equivalent
ADMINISTRATIVE STAFF:			
Administrators	1	0	1
INSTRUCTIONAL STAFF:			
Classroom teachers-elementary (K-8)	18	0	18
Classroom teachers-high school/upper school	Not applicable		
Special needs teachers	Not applicable		
STUDENT SERVICES STAFF:			
School counselors	1	0	1
Specialists and consultants Catapult and Title 1	2	0	2
Technology services personnel	0	2	0
Information resources/	0	2	0

	Full-Time	Part-time	Total Full-Time Equivalent
library personnel			
Health services personnel	0	1	0
SUPPORT STAFF:			
Paraprofessionals and aides	2	0	2
Secretaries and clerks	4	0	4
Custodial/Maintenance personnel	2	0	2
Food services personnel	Not applicable		
Security personnel	Not applicable		
Other: Speech/Language Specialist	0	1	0
Other: Lunch Support Staff	8	2	9

B.5.c.1. 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.

St. Monica School staff size has remained the same since 2007-2008. Two of each grade have been in existence since this time with an insignificant change in 2006 from three first grades and fifth grades.

B.5.d. Experience of the Staff:

FOR THE ACADEMIC YEAR: 2014 – 2015

Years	0-1	2-5	6-10	11-20	over 20
Administrative Staff					
Women	0	0	0	0	1
Men	0	0	0	0	0
Instructional Staff					
Women	1	0	6	3	6
Men	0	2	0	0	0
Student Services Staff					
Women	0	2	1	2	3
Men	0	0	0	0	0
Support Staff					
Women	1	6	2	2	3
Men	0	0	0	2	0

B.5.d.1. 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.

The staff participates in continued education efforts to update skills and credentials in compliance with state regulations, Archdiocesan requirements, and the requirements set forth by the Common Core State Standards. Several faculty members have acquired Master’s degrees in preparation of meeting curriculum standards.

B.5.e. Academic Preparation of the Professional Staff:

FOR THE ACADEMIC YEAR: 2014 – 2015

	Associate's or No Degree	Bachelor's Degree	Bachelor's Degree plus hours	Master's Degree	Master's Degree plus hours	Doctorate
Administrative Staff						
Women	0	1	0	0	0	0
Men	0	0	0	0	0	0
Instructional Staff						
Women	2	7	0	7	0	0
Men	0	1	0	1	0	0
Student Services Staff						
Women	15	2	0	2	0	0
Men	2	0	0	0	0	0
Support Staff						
Women	15	2	0	2	0	0
Men	2	0	0	0	0	0
Special Classes Staff						
Women	0	2	0	1	0	0
Men	0	1	0	0	0	0

B.5.e.1. 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.

In recognition of increasing academic and technological advances involved in providing relevant and rigorous instruction, staff has participated in continued education through Act 48 and acquisition of Master's degrees.

B.5.f. Professional Certifications of the Professional Staff:

FOR THE ACADEMIC YEAR: 2014 – 2015

	No Certificate	Emergency Certificate	Elementary Level Certificate	Middle Level Certificate	Secondary Level Certificate	Administrative Certificate
Administrative Staff						
Women	0	0	1	0	0	0
Men	0	0	0	0	0	0
Instructional Staff						
Women	6	0	10	0	0	0
Men	1	0	1	0	0	0
Student Services Staff						
Women	15	0	4	0	0	0
Men	2	0	0	0	0	0
Special Classes Staff						
Women	3	0	0	0	0	0
Men	1	0	0	0	0	0

B.5.f.1. 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.

See B.5.e.1

B.5.g. Staff Demographic Trends:

FOR THE ACADEMIC YEAR: 2014 – 2015

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

B.5.g.1. 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.

Not applicable

B.5.h. Staff Turnover:

B.5.a. Indicate the percentage of each category below that were new hires (or assumed a new position within the school) in the year indicated.

FOR THE ACADEMIC YEAR: 2014 – 2015

	Number of New Hires Three Years Ago	Number of New Hires Two Years Ago	Number of New Hires One Year Ago
Administrative Staff	1	0	0
Instructional Staff	4	2	2
Student Services Staff	1	1	1
Support Staff	0	2	1
TOTAL	6	5	4

B.5.h.2. Indicate the percentage of each category below that left the staff or moved to a new position in the year indicated.

	Number of Staff Changeover Three Years Ago	Number of Staff Changeover Two Years Ago	Number of Staff Changeover One Year Ago
Administrative Staff	1	0	0
Instructional Staff	4	2	2
Student Services Staff	1	1	2
Support Staff	3	0	0
TOTAL	9	3	4

B.5.h.3. 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.

Not applicable

B.5.i. Participation In and Support for the School:

Parents	
x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory
Community Members & Organizations	
x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory
The Business Community	
x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory

B.5.j. Relationships with Authorities and Agencies:

Relationship with Local Authorities & Government Agencies	
x	Exceeds Expectations
	Satisfactory
	Needs Improvement
	Unsatisfactory

PROFILE OF STUDENT PERFORMANCE

The 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. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
 - The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
 - The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.
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A. ACADEMIC PERFORMANCE DATA – PUBLIC SCHOOLS

x	We are not subject to the provisions of the No Child Left Behind Act
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B. ACADEMIC PERFORMANCE DATA – ALL SCHOOLS

B.1. Results of Standardized Academic Assessments:

FOR THE ACADEMIC YEAR 2014 – 2015 check this information

Name of Assessment	Students	Grade Level(s)	Percentage of Student Performance ²	
TerraNova 3 – Complete Battery	All	1		Above Standard
			x	At Standard
				Below Standard
TerraNova 3 – Complete Battery	All	2		Above Standard
			x	At Standard
				Below Standard
TerraNova 3 – Common Core Form 1 and Form 2	All	3		Above Standard
			x	At Standard
				Below Standard
TerraNova 3 – Common Core Form 1 and Form 2	All	4		Above Standard
			x	At Standard
				Below Standard
TerraNova 3 – Common Core Form 1 and Form 2	All	5		Above Standard
			x	At Standard
				Below Standard

² Insert the names of the appropriate standards for each assessment (e.g., percentile, etc.)

TerraNova 3 – Common Core Form 1 and Form 2	All	6		Above Standard
			x	At Standard
				Below Standard
TerraNova 3 – Common Core Form 1 and Form 2	All	7		Above Standard
			x	At Standard
				Below Standard

B.1.a. 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.

As indicated in the Growth and Improvement Plan for St. Monica School, one of our objectives is to increase student awareness of the connection between classroom instruction and real-world experiences. In an effort to achieve this goal, the Planning Team will regularly meet with administration and faculty to research supplemental materials as well as technological resources that will assist teachers in providing relevant instruction and support for students in order to increase this connection, while encouraging students to be active, life-long learners.

B.2. Retention in Grade:

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Retained in Grade
K	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
1	All	1
	Male	1
	Female	0
	Catholic	1
	Non-Catholic	0
	Caucasian	1
	African-American	0
	Hispanic	0
	Asian-American	0
	Other	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
2	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
3	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
4	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
5	All	0

Grade Level	Sub-Group of Students	Percentage Retained in Grade
Grade Level	Sub-Group of Students	Percentage Retained in Grade
6	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
7	All	0
Grade Level	Sub-Group of Students	Percentage Retained in Grade
8	All	0

B.3. Honor Roll:

We do not have an honor roll at Saint Monica School.

B.4. GRADE-POINT AVERAGE:

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students (Student sub-group demographics are unavailable.)	Average GPA
K	29	N/A
K	29	N/A
1	25	N/A
1	25	N/A
2	26	N/A
2	27	N/A
3	28	91
3	28	90
4	30	87
4	27	89
5	26	88
5	24	84
6	27	85
6	29	85
7	25	88
7	25	86
8	27	86
8	26	86

C. CITIZENSHIP PERFORMANCE DATA—ALL SCHOOLS

C.1. Attendance:

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days ³
K	All	N/A
	Male	N/A
	Female	N/A
	Catholic	N/A
	Non-Catholic	N/A
	Caucasian	N/A
	African-American	N/A
	Hispanic	N/A
	Asian-American	N/A
	Other	N/A

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days ⁴
1	All	9
	Male	3
	Female	6
	Catholic	8
	Non-Catholic	1
	Caucasian	7
	African-American	0
	Hispanic	0
	Asian-American	2
	Other	0

³ The school may change this standard to meet the generally accepted standard for the school.

⁴ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days⁵
2	All	14
	Male	10
	Female	4
	Catholic	13
	Non-Catholic	1
	Caucasian	12
	African-American	2
	Hispanic	0
	Asian-American	0
	Other	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days⁶
3	All	3
	Male	2
	Female	1
	Catholic	3
	Non-Catholic	0
	Caucasian	3
	African-American	0
	Hispanic	0
	Asian-American	0
	Other	0

⁵ The school may change this standard to meet the generally accepted standard for the school.

⁶ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days⁷
4	All	7
	Male	4
	Female	3
	Catholic	7
	Non-Catholic	0
	Caucasian	7
	African-American	0
	Hispanic	0
	Asian-American	0
	Other	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days⁸
5	All	11
	Male	8
	Female	3
	Catholic	11
	Non-Catholic	0
	Caucasian	10
	African-American	0
	Hispanic	1
	Asian-American	0
	Other	0

⁷ The school may change this standard to meet the generally accepted standard for the school.

⁸ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days⁹
6	All	5
	Male	5
	Female	0
	Catholic	5
	Non-Catholic	0
	Caucasian	5
	African-American	0
	Hispanic	0
	Asian-American	0
	Other	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days¹⁰
7	All	6
	Male	5
	Female	1
	Catholic	6
	Non-Catholic	0
	Caucasian	5
	African-American	0
	Hispanic	1
	Asian-American	0
	Other	0

⁹ The school may change this standard to meet the generally accepted standard for the school.

¹⁰ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Absent 10 or More Days¹¹
8	All	13
	Male	6
	Female	7
	Catholic	12
	Non-Catholic	1
	Caucasian	10
	African-American	1
	Hispanic	0
	Asian-American	1
	Other – Multi-racial	1

D.2. Tardiness:

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹²
K	All	N/A
	Male	N/A
	Female	N/A
	Catholic	N/A
	Non-Catholic	N/A
	Caucasian	N/A
	African-American	N/A
	Hispanic	N/A
	Asian-American	N/A
	Other – Multi-racial	N/A

¹¹ The school may change this standard to meet the generally accepted standard for the school.

¹² The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹³
1	All	1
	Male	0
	Female	1
	Catholic	1
	Non-Catholic	0
	Caucasian	1
	African-American	0
	Hispanic	0
	Asian-American	0
	Other – Multi-racial	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁴
2	All	0
	Male	0
	Female	0
	Catholic	0
	Non-Catholic	0
	Caucasian	0
	African-American	0
	Hispanic	0
	Asian-American	0
	Other – Multi-racial	0

¹³ The school may change this standard to meet the generally accepted standard for the school.

¹⁴ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁵
3	All	1
	Male	0
	Female	1
	Catholic	0
	Non-Catholic	1
	Caucasian	0
	African-American	1
	Hispanic	0
	Asian-American	0
	Other – Multi-racial	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁶
4	All	5
	Male	2
	Female	3
	Catholic	5
	Non-Catholic	0
	Caucasian	3
	African-American	0
	Hispanic	0
	Asian-American	1
	Other – Multi-racial	1

¹⁵ The school may change this standard to meet the generally accepted standard for the school.

¹⁶ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁷
5	All	3
	Male	0
	Female	1
	Catholic	3
	Non-Catholic	0
	Caucasian	1
	African-American	0
	Hispanic	1
	Asian-American	0
	Other – Multi-racial	1

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁸
6	All	5
	Male	2
	Female	3
	Catholic	4
	Non-Catholic	1
	Caucasian	3
	African-American	1
	Hispanic	0
	Asian-American	1
	Other – Multi-racial	0

¹⁷ The school may change this standard to meet the generally accepted standard for the school.

¹⁸ The school may change this standard to meet the generally accepted standard for the school.

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days¹⁹
7	All	6
	Male	5
	Female	1
	Catholic	5
	Non-Catholic	1
	Caucasian	6
	African-American	0
	Hispanic	0
	Asian-American	0
	Other – Multi-racial	0

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Late 10 or More Days²⁰
8	All	3
	Male	2
	Female	1
	Catholic	2
	Non-Catholic	1
	Caucasian	1
	African-American	1
	Hispanic	0
	Asian-American	1
	Other – Multi-racial	0

¹⁹ The school may change this standard to meet the generally accepted standard for the school.

²⁰ The school may change this standard to meet the generally accepted standard for the school.

E.3. Suspensions from School:

FOR THE ACADEMIC YEAR: 2013 – 2014

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
K	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
1	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
2	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
3	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
4	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
5	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
6	All	0

Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
7	All	0
	Male	1
	Female	0
	Catholic	1
	Non-Catholic	0
	Caucasian	1
	African-American	0
	Hispanic	0
	Asian-American	0
	Other	0
Grade Level	Sub-Group of Students	Percentage Suspended One or More Times
8	All	0

F.4. Expulsions:

FOR THE ACADEMIC YEAR: 2014 – 2015

Grade Level	Sub-Group of Students	Percentage Expelled
K-8	All	0

THE SCHOOL'S MISSION, BELIEFS, and PROFILE OF GRADUATES

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's 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?*

A. MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will its purposes).

While it is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete or whether the school and its community of stakeholders support and are "walking the talk" of the Mission. However, it is up to the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.

What is the school's Mission?

Grounded in Gospel values and solid academics based on Core Curriculum Standards, the Saint Monica School community challenges students to become lifelong learners and to grow into successful leaders in our Church and global community.

Who among the school's community of stakeholders was involved in the development/revision/reaffirmation of the school's Mission?

The stakeholders involved in developing, revising, and reaffirming St. Monica School's Mission were the administration, faculty, staff, and the Planning Team.

Provide a brief description of process used to develop/revise/reaffirm the school's Mission.

The Planning Team in conjunction with faculty, staff, and administration met to discuss and reaffirm the school's Mission. Upon unanimous consensus, the Mission was updated to carefully reflect our Catholic Identity and commitment to rigorous academic instruction.

B. BELIEFS

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

What are the school's Beliefs?

We believe that:

- participation in sacraments, liturgy and daily prayer deepens a loving relationship with Jesus Christ, our Savior.
- fostering a commitment to Catholic values promotes a generous spirit that brings about service to both local and world communities.
- active support and participation of our students' parents and community as partners in education are vital to the success of our school mission.
- we provide our students with a faith-centered education that emphasizes growing in, and practicing our Catholic faith.
- all of our students are capable of reaching their highest potential through a curriculum that fosters critical thinking skills, risk taking, creativity and enthusiasm for learning.
- the integration of current technology into student instruction is an essential part of education.
- a variety of teaching strategies, methods and materials is necessary in promoting academic success for all students.
- the faculty, staff and parents are committed to working toward continuous improvement of the quality of education for all students attending Saint Monica School.
- our school provides a safe, secure and supportive learning environment.
- instruction in healthy nutrition, good hygiene, the benefits of exercise and drug awareness is important to the well-being of every child.

Who among the school's community of stakeholders was involved in the development/revision/reaffirmation of the school's Beliefs?

The stakeholders involved in developing, revising, and reaffirming St. Monica School's Beliefs were the administration, faculty, staff, and the Planning Team.

Provide a brief description of process used to develop/revise/reaffirm the school's Beliefs.

The Planning Team in conjunction with faculty, staff, and administration met to discuss and reaffirm the school's belief statements.

C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- 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?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.

- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- A concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

What is the school's Profile of Graduates?

As each of our students graduates from St. Monica School they will be readily prepared to live in accordance with the gospel teachings and utilize the skills acquired through the spiritual and academic curriculum to be productive members of 21st century society and competitive in the global marketplace. Through participation in liturgical celebrations and a strong comprehension of Catholic values, the students have learned to be everyday evangelists who are proud of his and her Catholic Identity. This pride in Catholic Identity will empower these graduates to serve the community, uphold and appreciate his or her Catholic faith, and lead Christ-centered lives.

As graduates of St. Monica School, each student will have a respect for life and possess the capability to maintain healthy social and professional relationships with compassion and empathy. These graduates will be self-motivated and guided by Christ as they continue to uphold the school's mission in the global marketplace.

Academically, our graduates will apply the skills acquired from the rigorous and relevant instruction they have actively participated in to attain higher education and become productive and competitive members of the global marketplace while being a moral compass for others. Dynamic use of technological resources, as learned and applied in our classrooms, will be essential components to the academic and professional successes of our graduates. With the acquisition of proficient communication skills, both written and oral, the graduates will effectively and efficiently build professional relationships and become leaders in his or her chosen professions. These graduates will have developed discipline, values, and critical-thinking abilities that will make them lifelong learners and future role models. Furthermore, the graduates of St. Monica School will demonstrate teamwork, sportsmanship, and community service skills to nurture and foster the school community as well as the global community.

Who among the school's community of stakeholders was involved in the development/revision/reaffirmation of the school's Profile of Graduates?

The Planning Team, faculty, administration, and staff developed the school's Profile of Graduates.

Provide a brief description of process used to develop/revise/reaffirm the school's Profile of Graduates.

Based on a consensus model, the Planning Team, faculty, administration, and staff developed the school's Profile of Graduates.



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 Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

Standards for Accreditation for Schools: Elementary, Middle, High, and PreK-12 Institutions

Foundational Standards: Standards addressing best practices in the components of a school that provide the *foundations* for quality in the education program, services, and results in terms of student learning.

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization

Operational Standards: Standards addressing best practices in delivering the education program, services, and activities to the students.

- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

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

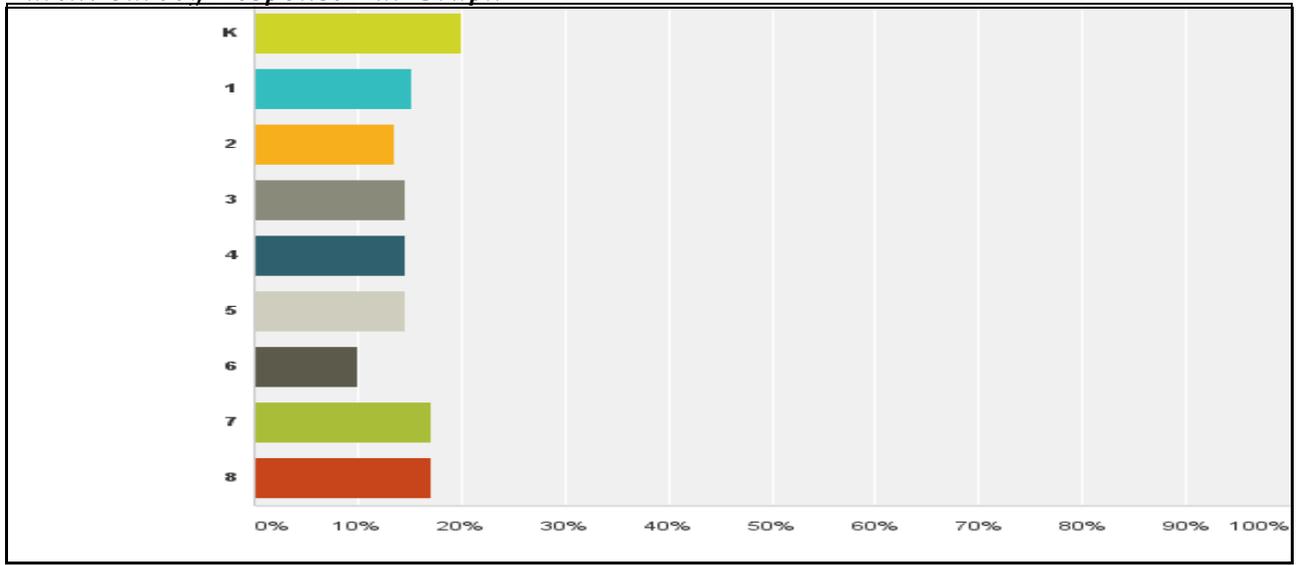
A. By Standards Surveys

x	YES	NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
Total Number of Surveys Returned			429
The results represent surveys completed by:			
Students (grades 4 through 8)			237
Parents, Business, and Community Representatives			171
Faculty, Staff, Administrators			21

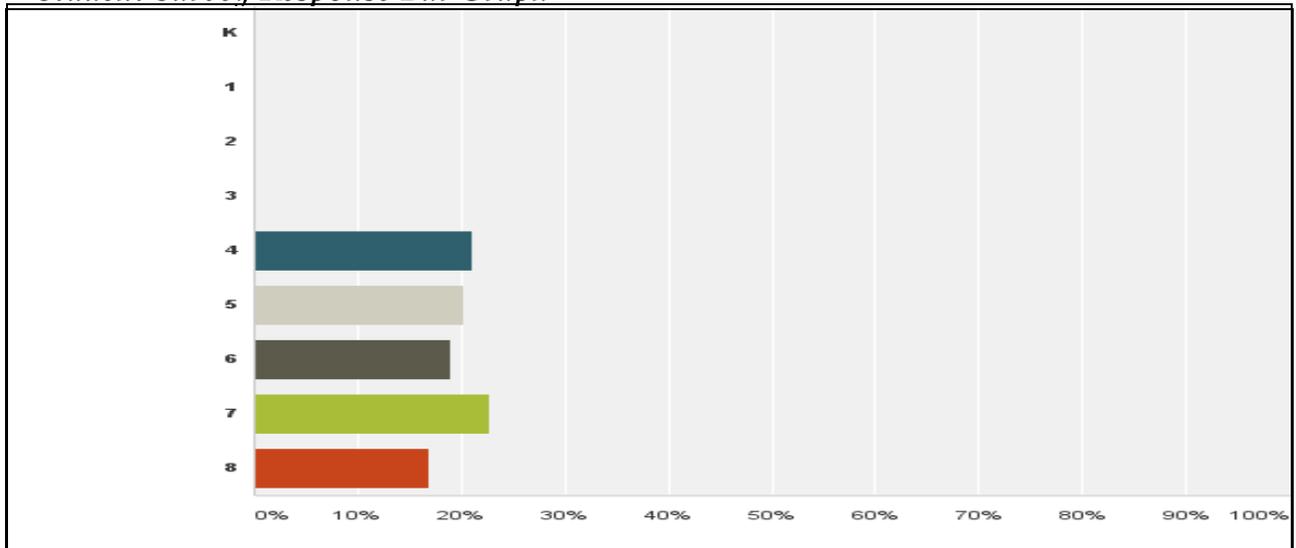
B. By a Committee

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

Parent Survey Response Bar Graph



Student Survey Response Bar Graph



PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. List the people who participated in the most recent development/review of the philosophy/mission and the stakeholder group each participant represents.

Name	Faculty
Molly Costello	Kindergarten
Christa Pelliciotti	Kindergarten
Joan Capolingua	Grade 1
Sally Avitalle	Grade 1
Gina Mulvihill	Grade 2
Dawn Orlando	Grade 2
Carleen Ashworth	Grade 3
Alexandra Valentini	Grade 3
Beth Coleman	Grade 4
Lindsay Avitalle	Grade 4
Eric Funaro	Grade 5
Margaret Alvarez	Grade 5
Kim Delaney	Grade 6
Dana Capoli	Grade 6
Lisa Barbi	Grade 7
John O'Brien	Grade 7
Joanne Rucci	Grade 8
Amy Gillies	Grade 8
Diane Staehle	Computer (Senior School)
Betty Lanahan	Computer (Junior Shchool)
Patricia Trovarello	Librarian (Senior School)
Bess Zirilli	Librarian (Junior and Senior School)
Jennifer O'Mara	Physical Education
Mrs. Elisia Sundra	Art
Sandy Pilla	Italian
Michael Wyatt	Music

A.2. List the date(s) of the most recent revision/adoption of the school's philosophy/mission.

St. Monica School most recently revised the school's mission May 2013.

A.3. By what body was the most recent revision/adoption of the school's philosophy/mission approved.

The body that most recently revised the school's mission was the faculty and administration in conjunction with the Planning Team.

A43. Indicate where the philosophy/mission is formally published.

St. Monica School's mission and belief statements are formally published on the official school website and in each of the student classrooms.



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

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

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

Middle States Association Accreditation Standard 1:Philosophy/Mission

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

1.1. – 1.5: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
1.1 The school takes steps to ensure that students and their families understand and support the school’s philosophy/mission.				x
1.2 The philosophy/mission is free of contradiction, ambiguity, and excessive abstraction.				x
1.3 The philosophy/mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures.				x
1.4 The school implements a system to assess its effectiveness in fulfilling its philosophy/mission.			x	
1.5 The school’s philosophy/mission is clearly communicated in its brochures, promotional materials, policy and procedural handbooks, web site, and similar resources.				x
Other:	Not applicable			

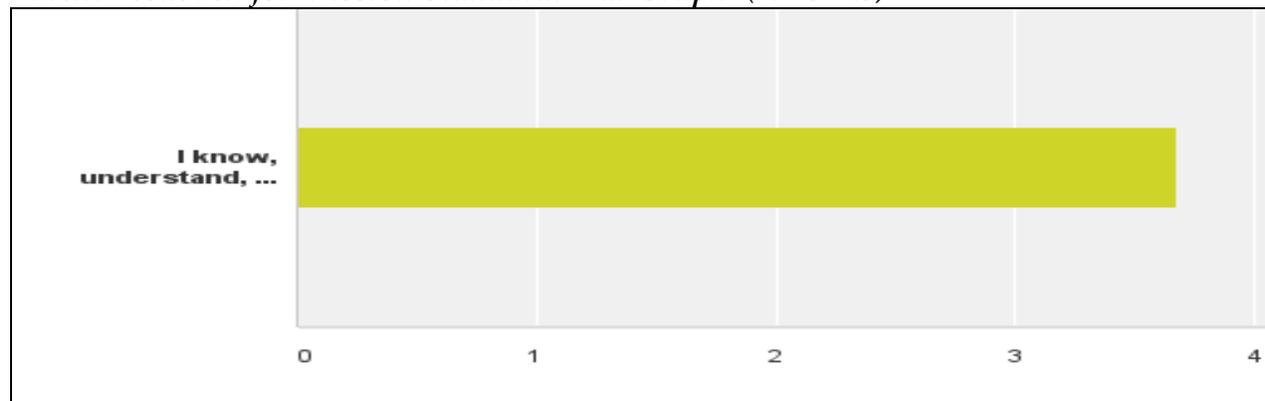
1.6 – 1.8: Indicators for faith-based schools²¹

MSA Indicator of Quality	Rating			
	1	2	3	4
1.6 The school’s religious identity is articulated clearly in the school’s mission, beliefs and publications.				x
1.7 The school’s religious identity is integrated into its philosophy/mission and its school-wide goals and objectives.				x
1.8 Symbols and artifacts of the school community’s faith are visible in the school.				x

Parent Feedback for Mission Standard: Weighted Average (1.1 & 1.3)

	1	2	3	4	Total	Weighted Average
I know, understand, and support the school's mission or philosophy. (1.1, 1.3)	2.70% 4	1.35% 2	22.30% 33	73.65% 109	148	3.67

Parent Feedback for Mission Standard: Bar Graph (1.1 & 1.3)

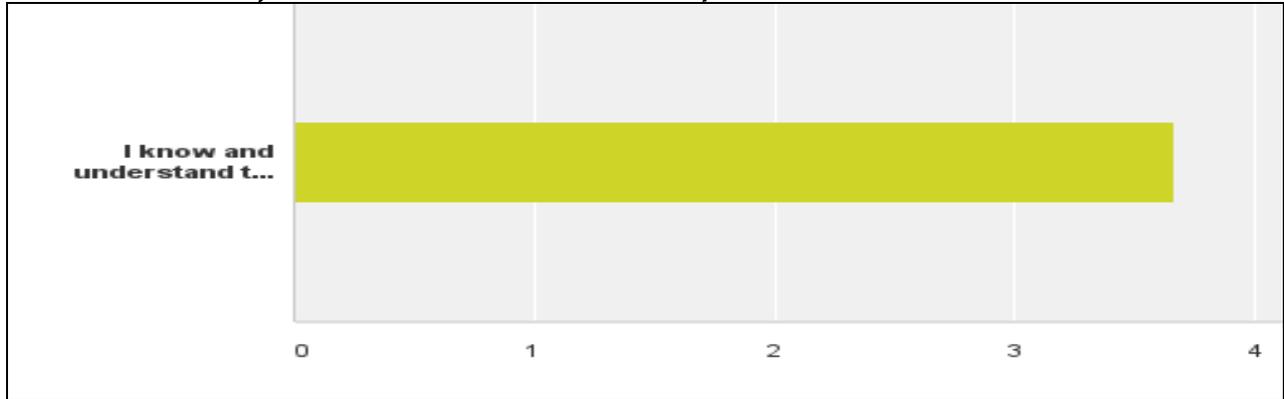


²¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators 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.

Student Feedback for Mission Standard: Weighted Average (1.1 & 1.3)

	1	2	3	4	Total	Weighted Average
I know and understand the overall mission of my school. (1.1, 1.3)	0.84% 2	4.20% 10	22.69% 54	72.27% 172	238	3.66

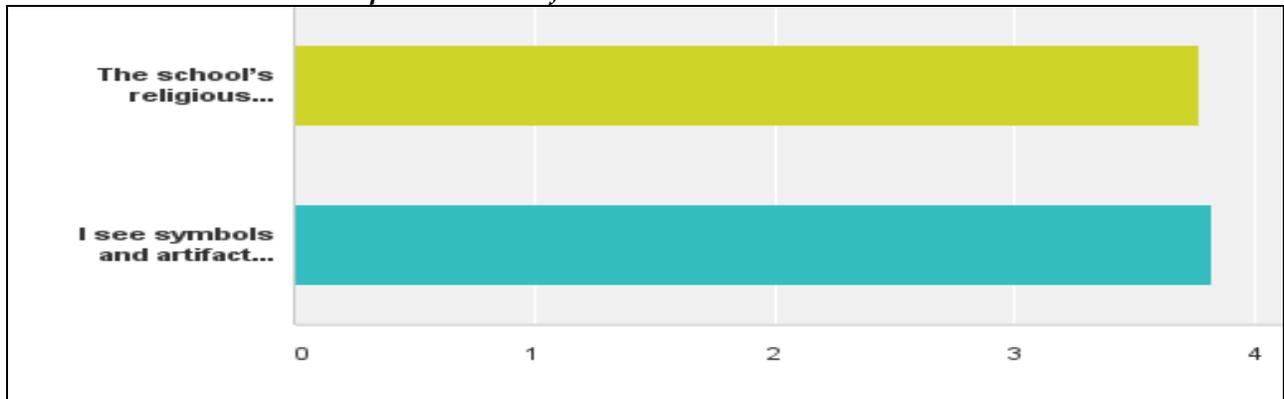
Student Feedback for Mission Standard: Bar Graph (1.1 & 1.3)



Parent Feedback Weighted Average: Mission for Faith-Based Schools (1.5 & 1.7)

	1	2	3	4	Total	Weighted Average
The school's religious identity is reflected clearly in the school's mission, beliefs and publications. (1.5)	2.70% 4	0.68% 1	13.51% 20	83.11% 123	148	3.77
I see symbols and artifacts of the school's faith in the school. (1.7)	3.45% 5	0.00% 0	7.59% 11	88.97% 129	145	3.82

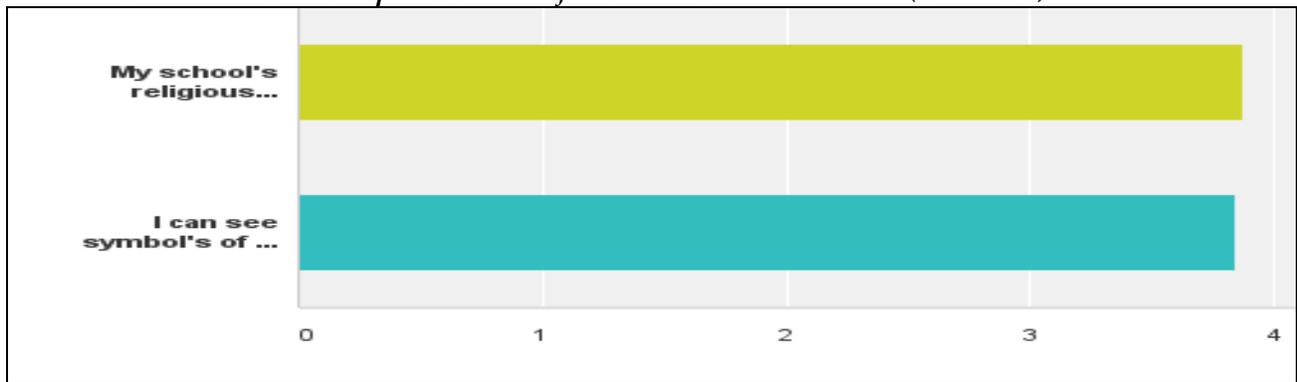
Parent Feedback Bar Graph: Mission for Faith-Based Schools (1.5 & 1.7)



Student Feedback Weighted Average: Mission for Faith-Based Schools (1.5 & 1.7)

	1	2	3	4	Total	Weighted Average
My school's religious identity is included in the mission and belief statements of the school. (1.5)	0.00% 0	1.70% 4	9.36% 22	88.94% 209	235	3.87
I can see symbol's of my school's religious identity throughout my school. (1.7)	1.72% 4	2.15% 5	6.87% 16	89.27% 208	233	3.84

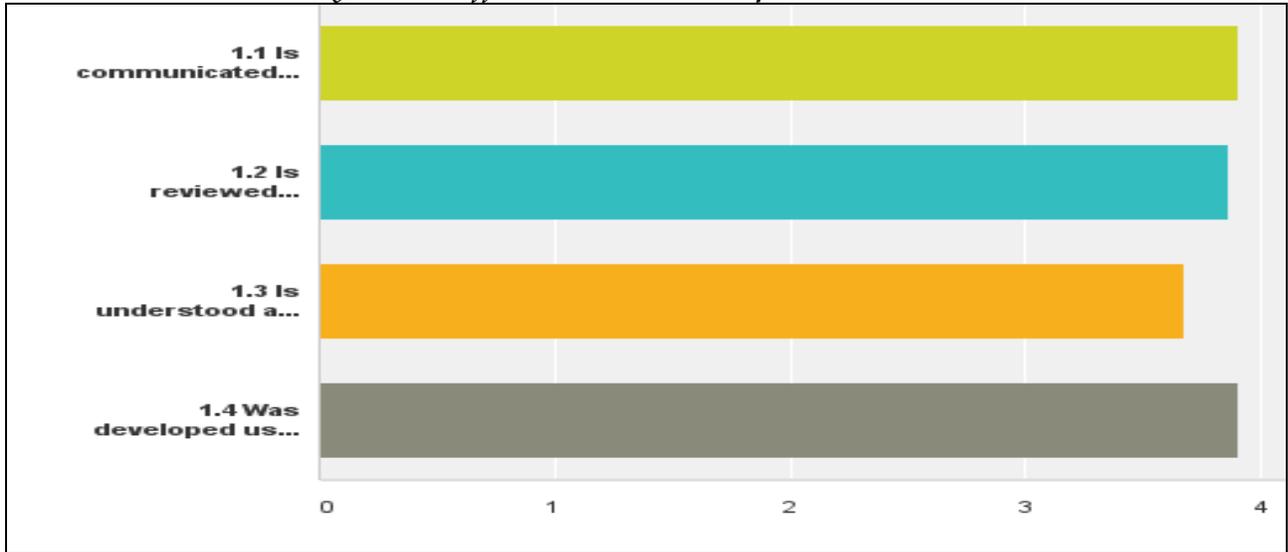
Student Feedback Bar Graph: Mission for Faith-Based Schools (1.5 & 1.7)



Administration, Faculty, and Staff Feedback Weighted Averages: Mission (1.1 – 1.4)

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
1.2 Is reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.	0.00% 0	4.76% 1	4.76% 1	90.48% 19	21	3.86
1.3 Is understood and supported by the students, their families (if appropriate), and the school's community of stakeholders.	0.00% 0	0.00% 0	33.33% 7	66.67% 14	21	3.67
1.4 Was developed using a process that considered input by appropriate stakeholders of the school.	0.00% 0	4.76% 1	0.00% 0	95.24% 20	21	3.90

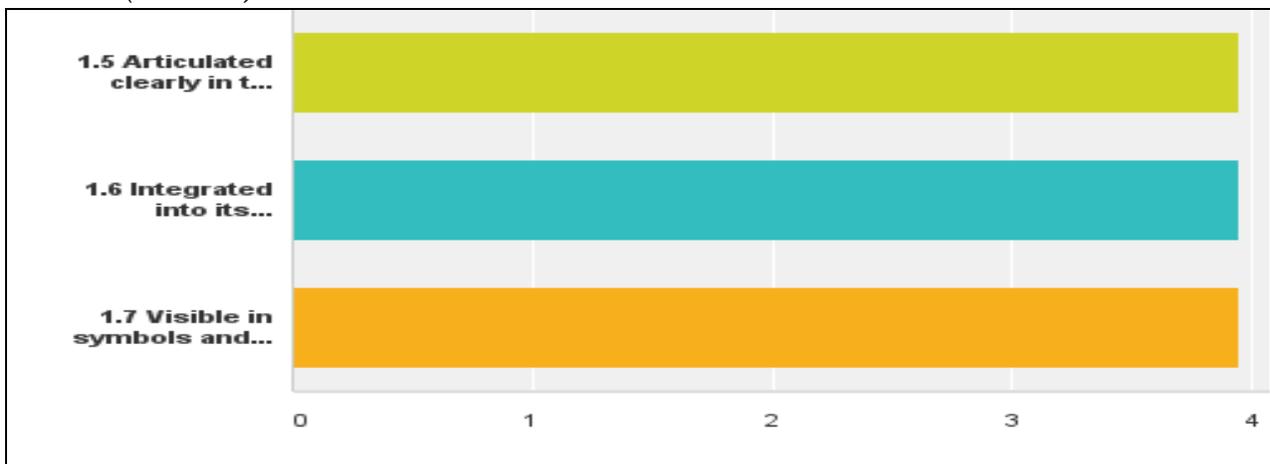
Administration, Faculty, and Staff Feedback Bar Graph: Mission (1.1 – 1.4)



Administration, Faculty, & Staff Mission Feedback Weighted Averages: Mission for Faith-Based Schools (1.5 – 1.7)

	1	2	3	4	Total	Weighted Average
1.5 Articulated clearly in the school's mission and beliefs.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
1.6 Integrated into its school-wide goals and objectives.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
1.7 Visible in symbols and artifacts throughout the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

Administration, Faculty, and Staff Mission Feedback Bar Graph for Faith-Based Schools (1.5 – 1.7)



B.1. Stakeholders' comments to support the ratings (compiled from surveys results and discussions with a diverse group of shareholders):

- I think St. Monica's School is a leader in the diminishing era of Catholic grade schools. I hope and pray it is able to continue its mission and thrive so my child can have a full Catholic school experience like I did. Thank you.
- My child has been a part of the St. Monica School community for seven years, since preschool, and he has grown into a moral, ethical, and spiritual young man who has respect for life.
- The mission of St. Monica School is evident in the students as well as within the school community.
- St. Monica School has demonstrated dedication to meeting the requirements of the mission and beliefs by participating in several outreach projects, encouraging students to give to the missions, and modeling spirituality and humility.
- Saint Monica's is a wonderful school and like every school there is always improvement needed, however I feel that my son's academic and spiritual needs are met, they have wonderful teachers. I honestly cannot think of any improvements needed maybe make the class sizes smaller?
- The faculty and staff actively encourage our children to live according to the school's mission by walking in Jesus Christ's footsteps.
- I think that it is great that the school mission and belief statements are available to everyone on the school website.
- The teachers are working to make sure our children know the school mission. I appreciate how the teachers discussed the school mission and belief statements at Back-to-School night in September. Now I know what is expected of my children.
- I would like St. Monica's to continue to strengthen my child's spirituality and morality especially with the violence, hatred and social atrocities that are occurring in our world today.

B.2. Evidence:

Indicator No. 1	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	

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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school's significant strengths in meeting the Philosophy/Mission Standard.

- Administration, faculty, and staff instill a commitment to the Catholic philosophy in each of our students through following our school mission and belief statements.
- Instruction is based on the curriculum standards created by the Archdiocese Office of Catholic Education, which are aligned with the Common Core State Standards allowing students to dynamically participate in academics while deepening relationships with Jesus Christ.
- Students engage in active learning, reasoning and problem solving in all aspects of instruction including Religious instruction.
- St. Monica faculty, staff, and administration encourage and guide students, families, and other stakeholders to form an active, supportive faith community that stimulates the practice of Gospel values while recognizing the importance of implementing rigorous instruction.

D.2. List the school's significant areas in need of improvement in meeting the Philosophy/Mission Standard.

- The importance of respect for life and morality was continue to be instilled in our students in order for them to become productive members of society who are dedicated to the teachings of Christ.
- Faculty needs to continue to consider the school mission, philosophy, and belief statements when developing and implementing lesson plans.

D.3. 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.

- No steps necessary since this is not a current objective addressed in the Action Plan.



E. Evidence to Support the Assessment of This Standard

Evidence	School
The school’s philosophy/mission/belief statements	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	x
Policies related to the philosophy/mission	x



GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation.

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

1. Is the school incorporated?		Yes
	<input checked="" type="checkbox"/>	No
2. Is the school licensed to operate as an educational school?	<input checked="" type="checkbox"/>	Yes
		No
If yes,		
In what state(s) is the school licensed to operate?	Pennsylvania	
In what country(ies) is the school licensed to operate?	United States	
3. Is the school licensed to grant diplomas or certificates?	<input checked="" type="checkbox"/>	Yes
		No
If yes,		
In what state(s) is the school licensed to grant diplomas or certificates?	Pennsylvania	
Type(s) of diplomas or certificates offered	Kindergarten – Certificate of Completion 8 th Grade – Certificate of Completion	

For religious schools:

Religious Affiliation:	Roman Catholic Church
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B. Self-Assessment of Adherence to the Indicators of Quality

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

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

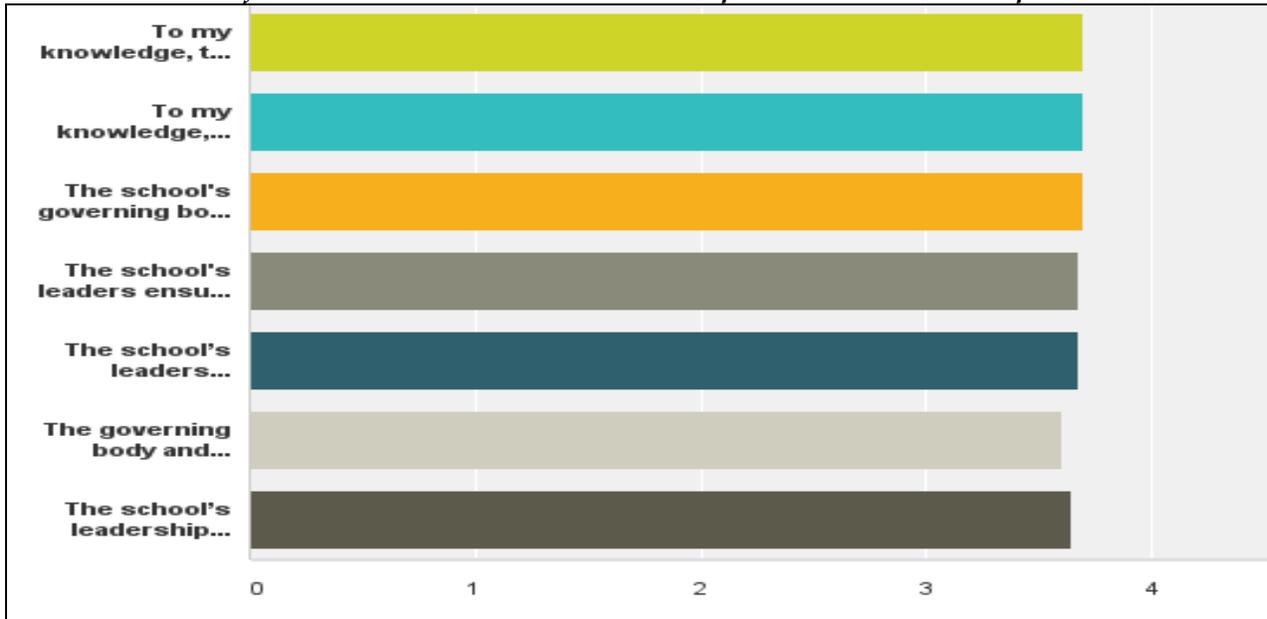
Middle States Association Accreditation Standard 2: Governance and Leadership

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

**Parent Feedback for the Governance and Leadership Standard:
Weighted Averages (2.1– 2.23)**

	1	2	3	4	Total	Weighted Average
To my knowledge, the school is in compliance with all applicable statues, ordinances, and regulations of all civil authorities of the jurisdiction in which the school is located. (2.1, 2.30)	2.13% 3	1.42% 2	20.57% 29	75.89% 107	141	3.70
To my knowledge, there are no legal or proprietary ambiguities in the ownership and control of, or responsibility for the school. (2.2, 2.31)	1.42% 2	0.71% 1	24.82% 35	73.05% 103	141	3.70
The school's governing body and the school's leadership provide effective leadership to the school. (2.4, 2.33)	2.13% 3	2.13% 3	20.57% 29	75.18% 106	141	3.69
The school's leaders ensure there is an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. (2.22,2.50)	2.11% 3	2.82% 4	21.13% 30	73.94% 105	142	3.67
The school's leaders maintain positive relationships with parents, students, and the community. (2.18, 2.55)	1.41% 2	3.52% 5	21.83% 31	73.24% 104	142	3.67
The governing body and school's leadership maintain appropriate confidentiality in communications. (2.20, 2.29, 2.47, 2.56)	2.11% 3	4.23% 6	25.35% 36	68.31% 97	142	3.60
The school's leadership assure that all school programs and activities are well planned, supervised, staffed with qualified personnel, and given appropriate resources. (2.23)	2.16% 3	3.60% 5	22.30% 31	71.94% 100	139	3.64

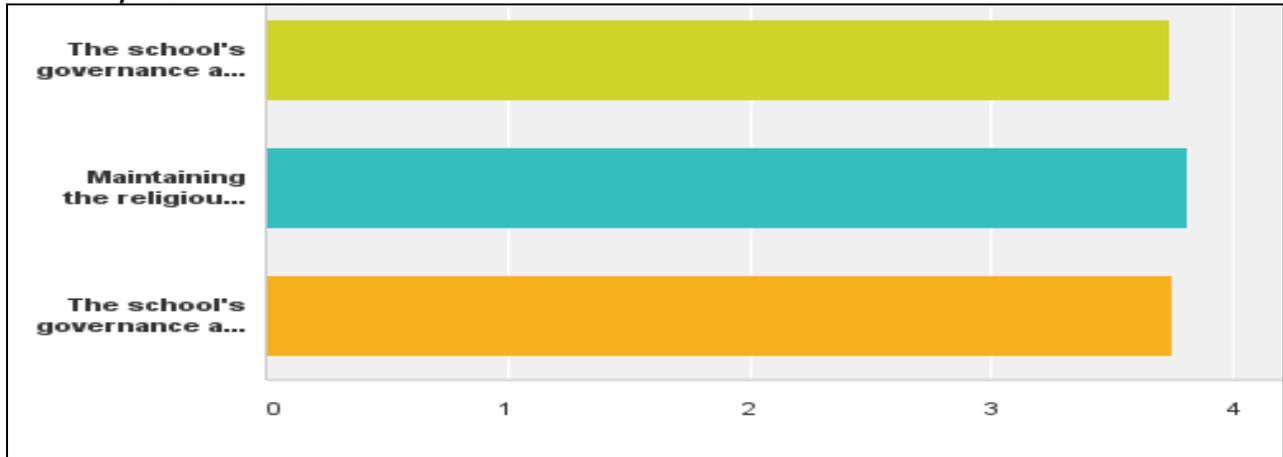
Parent Feedback for the Governance and Leadership Standard: Bar Graph (2.1-2.23)



Parent Feedback for the Governance and Leadership Standard for Faith-Based Schools: Weighted Averages (2.57– 2.63)

	1	2	3	4	Total	Weighted Average
The school's governance and leadership are good models of the religious beliefs and values of the school. (2.57)	2.14% 3	0.71% 1	18.57% 26	78.57% 110	140	3.74
Maintaining the religious identity of the school is a priority of the school's administration. (2.58)	2.14% 3	0.00% 0	12.86% 18	85.00% 119	140	3.81
The school's governance and leadership promote respect and collaboration among all members of the school's "faith" community. (2.63)	2.14% 3	0.00% 0	18.57% 26	79.29% 111	140	3.75

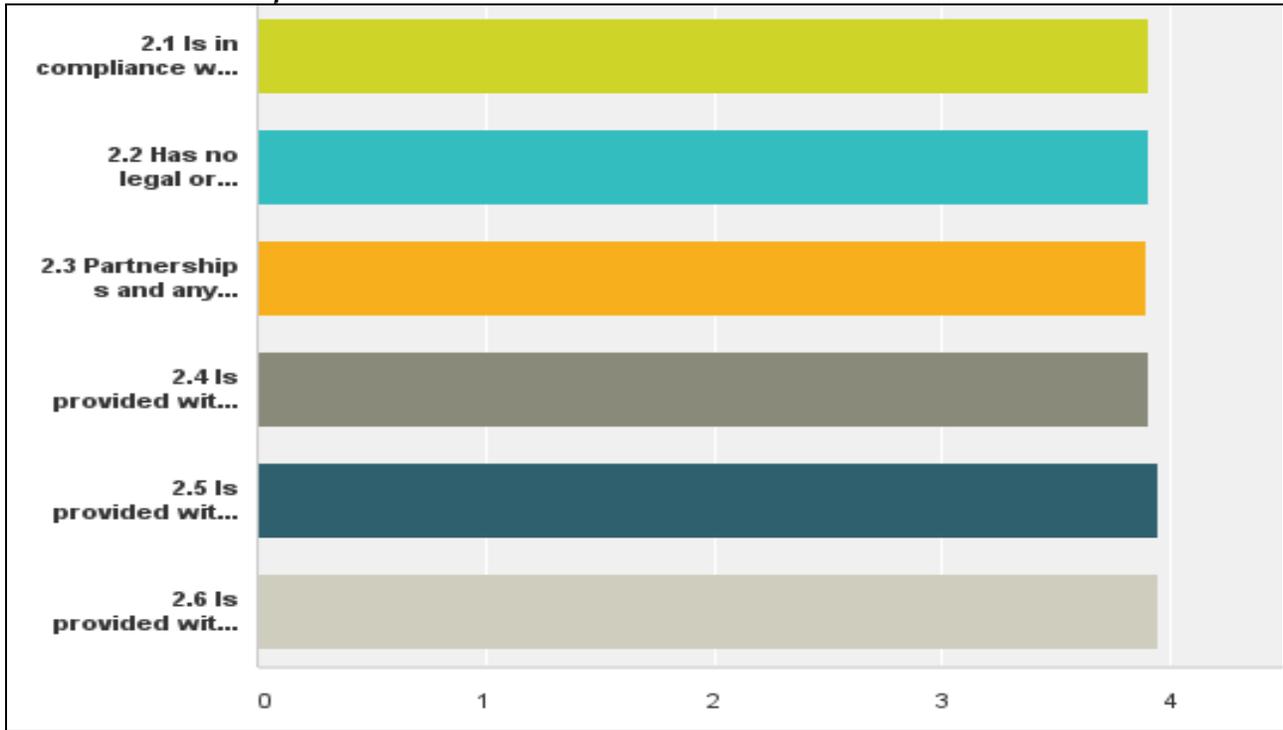
*Parent Feedback for the Governance and Leadership Standard for Faith-Based Schools:
Bar Graph (2.57-2.63)*



*Administration, Faculty, and Staff Feedback for the Governance and Leadership
Standard: Weighted Averages (2.1 – 2.6)*

	1	2	3	4	Total	Weighted Average
2.1 Is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.2 Has no legal or proprietary ambiguities in ownership, control, or responsibility.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.3 Partnerships and any corporate linkages in ownership/governance are expressed as enforceable agreements.	0.00% 0	0.00% 0	10.53% 2	89.47% 17	19	3.89
2.4 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.5 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.6 Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

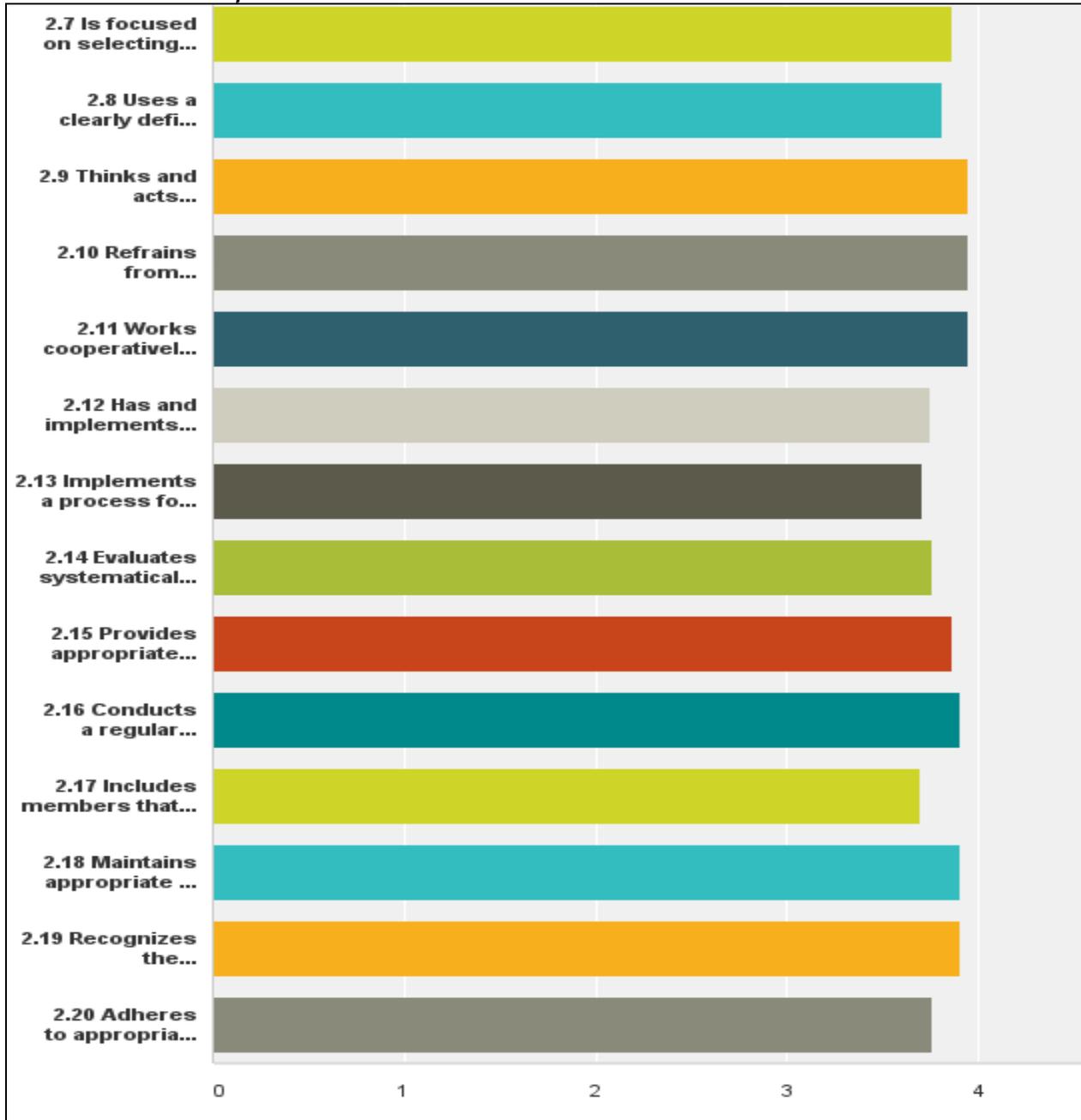
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.1 – 2.6)



Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Weighted Averages (2.7 – 2.20)

	1	2	3	4	Total	Weighted Average
2.7 Is focused on selecting, evaluating, and supporting the head of the school, policy development, planning, assessing the school's performance, and ensuring the availability of adequate resources to accomplish the school's mission.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
2.8 Uses a clearly defined performance appraisal system for the head of the school. The appraisal is conducted with the knowledge and participation of the head of the school.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
2.9 Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.10 Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.11 Works cooperatively with the school's leadership to establish and maintain clear, written policies and procedures that are consistent with the school's mission, are implemented at all times, and reviewed regularly.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.12 Has and implements written policies and/or procedural guidelines that define for the governing body: • Its proper roles and responsibilities; • Qualifications for its members; • The body's composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur.	0.00% 0	0.00% 0	25.00% 5	75.00% 15	20	3.75
2.13 Implements a process for reviewing/revising its policies regularly.	0.00% 0	0.00% 0	28.57% 6	71.43% 15	21	3.71
2.14 Evaluates systematically and regularly its own effectiveness in performing its duties.	0.00% 0	4.76% 1	14.29% 3	80.95% 17	21	3.76
2.15 Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
2.16 Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.17 Includes members that represent constituencies served by the school.	0.00% 0	5.00% 1	20.00% 4	75.00% 15	20	3.70
2.18 Maintains appropriate and constructive relations with the school's leadership, staff, students, families, the community, and with each other in the interest of serving the needs of the students.	0.00% 0	4.76% 1	0.00% 0	95.24% 20	21	3.90
2.19 Recognizes the accomplishments of staff members and students.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.20 Adheres to appropriate guidelines concerning confidentiality in communications.	0.00% 0	0.00% 0	23.81% 5	76.19% 16	21	3.76

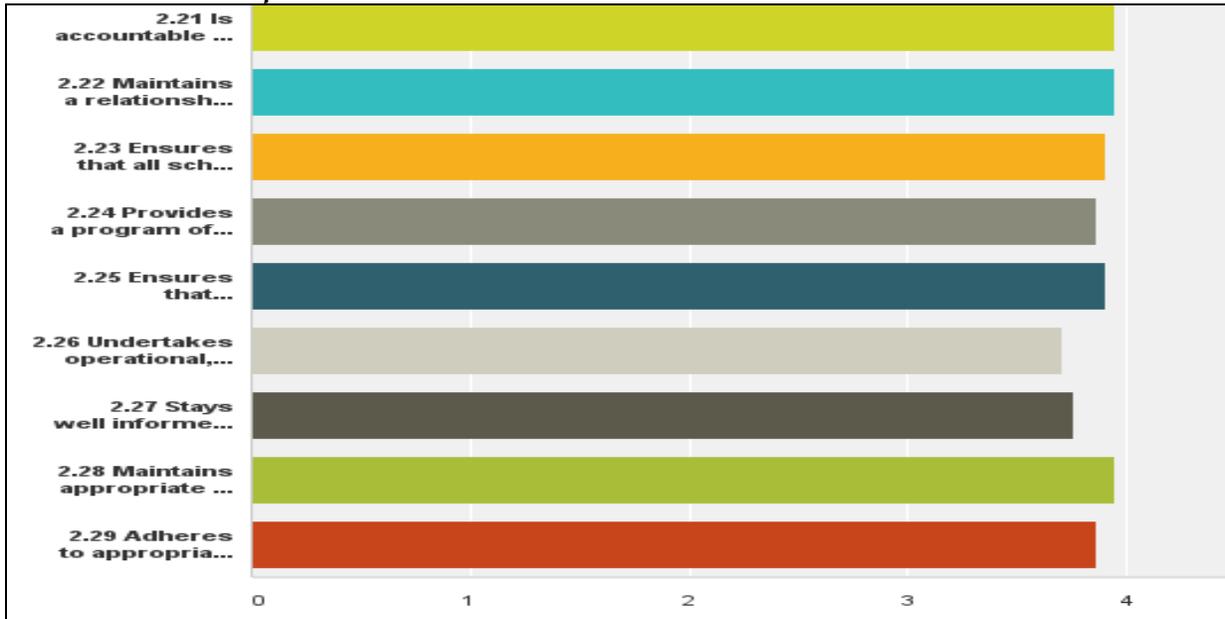
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.7 – 2.20)



Administration, Faculty, and Staff Feedback for the Governance and Leadership
Standard: Weighted Averages (2.21 – 2.29)

	1	2	3	4	Total	Weighted Average
2.21 Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.22 Maintains a relationship with the school's governing body characterized by mutual trust and cooperation.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.23 Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.24 Provides a program of professional development based on the needs of the school and staff identified in the school's growth and improvement process.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
2.25 Ensures that professional and support staff members stay well informed about educational developments.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.26 Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.	0.00% 0	4.76% 1	19.05% 4	76.19% 16	21	3.71
2.27 Stays well informed of and implements best practices identified in educational research and literature.	0.00% 0	0.00% 0	23.81% 5	76.19% 16	21	3.76
2.28 Maintains appropriate and constructive relations with families, students, the staff, the community, and with each other in the interest of serving the needs of the students.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.29 Adheres to appropriate guidelines concerning confidentiality in communications.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86

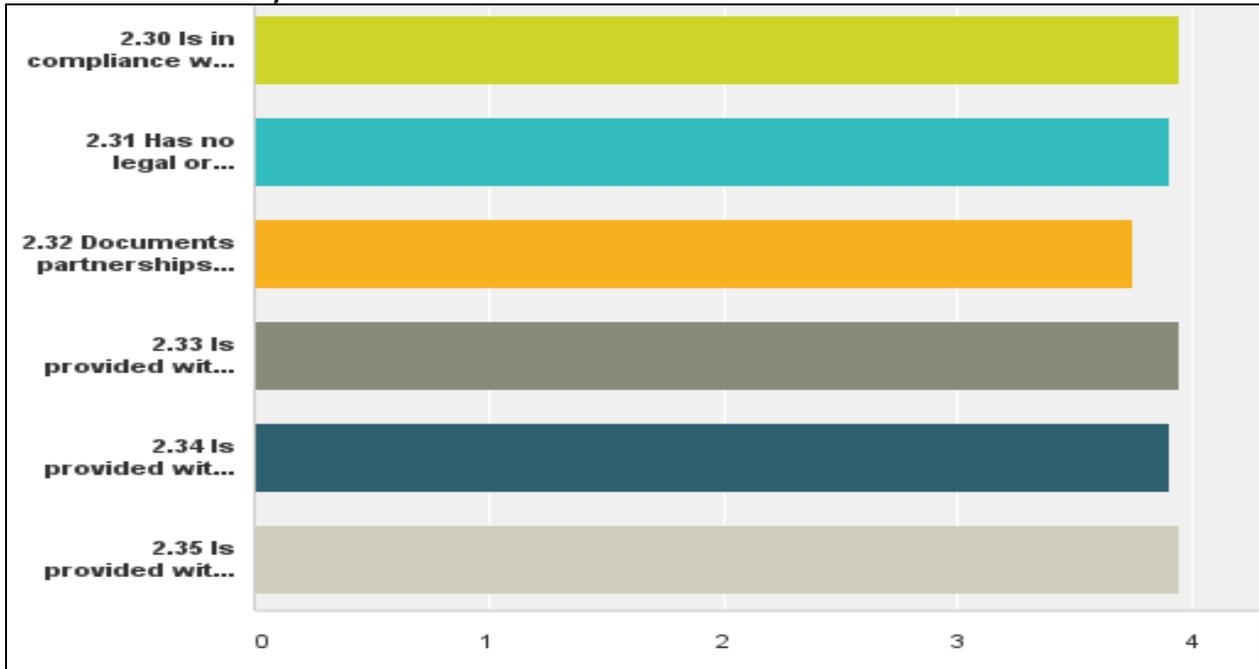
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.21 – 2.29)



Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Weighted Averages (2.30 – 2.35)

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.31 Has no legal or proprietary ambiguities in ownership, control, or responsibility.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.32 Documents partnerships and any corporate linkages in ownership/governance as enforceable agreements.	0.00% 0	5.00% 1	15.00% 3	80.00% 16	20	3.75
2.33 Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.34 Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.35 Is provided with the sufficient qualified personnel to deliver its educational program, services, and activities.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

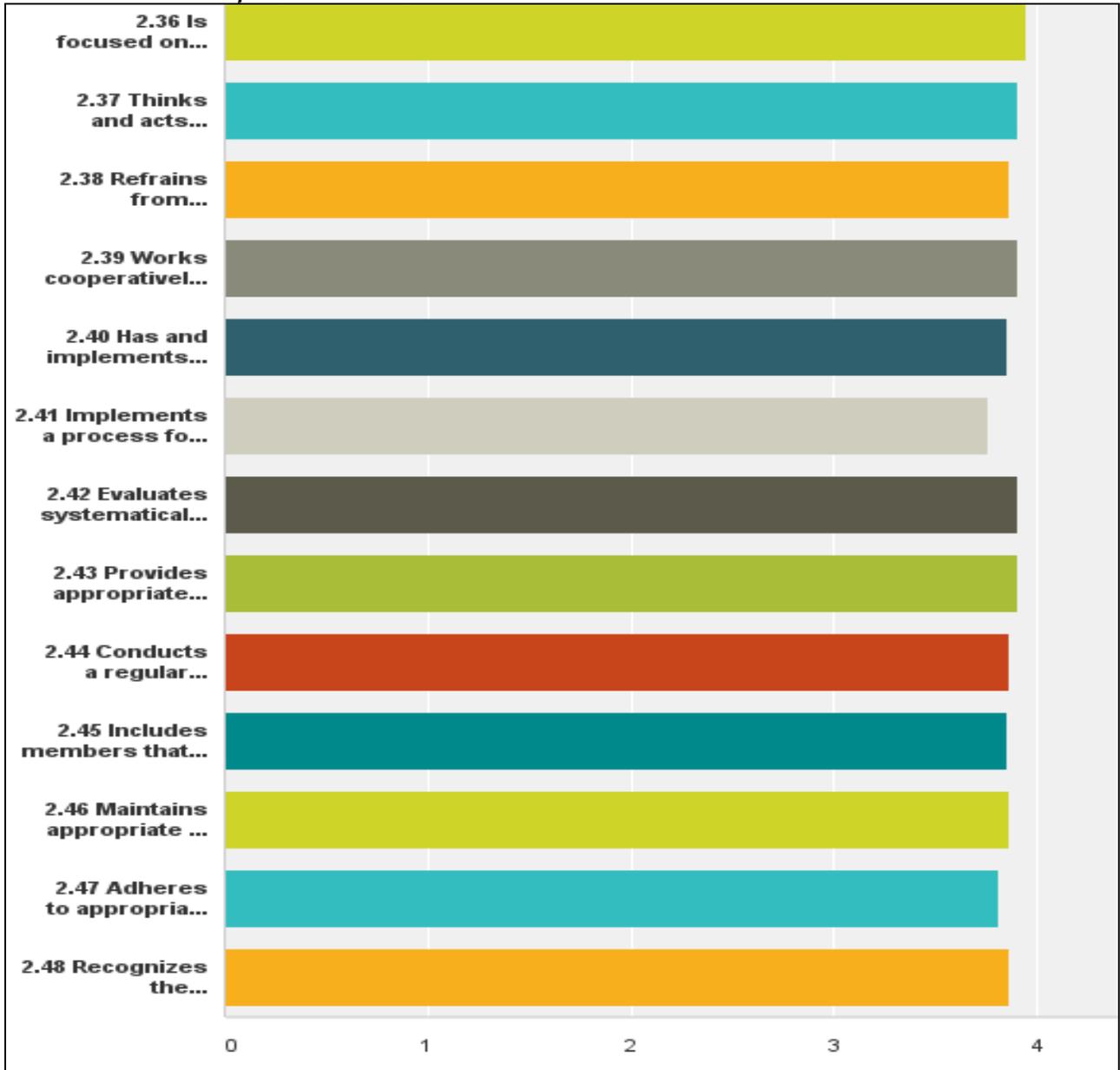
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.30 – 2.35)



Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Weighted Averages (2.36 – 2.48)

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.37 Thinks and acts strategically, reflecting on their decisions and the consequences of their actions.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.38 Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.40 Has and implements written policies and procedures that define for the governing body: • Its proper roles and responsibilities; • Qualifications for its members; • The body's composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur.	0.00% 0	5.00% 1	5.00% 1	90.00% 18	20	3.85
2.41 Implements a process for reviewing/revising its policies regularly	0.00% 0	0.00% 0	23.81% 5	76.19% 16	21	3.76
2.42 Evaluates systematically and regularly its own effectiveness in performing its duties.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
2.44 Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
2.45 Includes members that represent constituencies served by the school.	0.00% 0	5.00% 1	5.00% 1	90.00% 18	20	3.85
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.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
2.47 Adheres to appropriate guidelines concerning confidentiality in communications.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
2.48 Recognizes the accomplishments of staff members and students.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86

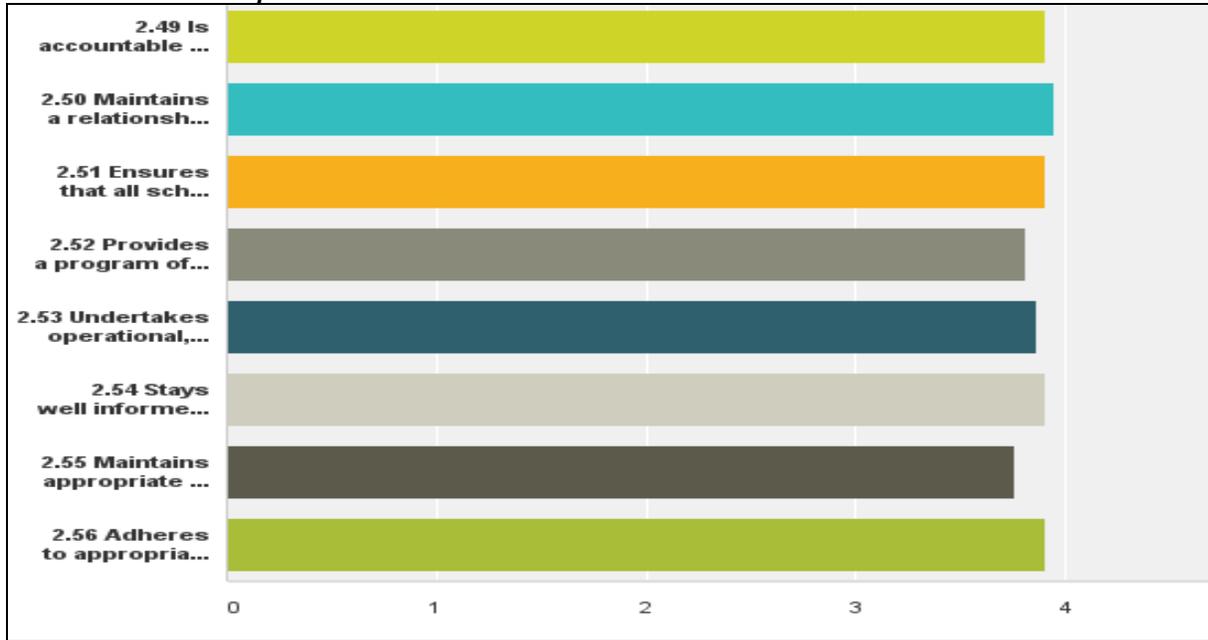
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.36 – 2.48)



Administration, Faculty, and Staff Feedback for the Governance and Leadership
Standard: Weighted Averages (2.49 – 2.56)

	1	2	3	4	Total	Weighted Average
2.49 Is accountable to the governing body and is responsible for ensuring the school's students achieve the expected levels of achievement.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.50 Maintains a relationship with the school's leadership that evidences mutual trust and cooperation.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.51 Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
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.	0.00% 0	4.76% 1	9.52% 2	85.71% 18	21	3.81
2.53 Undertakes operational, long range, and strategic planning aimed at accomplishing the school's mission and goals.	0.00% 0	4.76% 1	4.76% 1	90.48% 19	21	3.86
2.54 Stays well informed of and implements best practices identified in educational research and literature.	0.00% 0	4.76% 1	0.00% 0	95.24% 20	21	3.90
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.	0.00% 0	4.76% 1	14.29% 3	80.95% 17	21	3.76
2.56 Adheres to appropriate guidelines concerning confidentiality in communications.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90

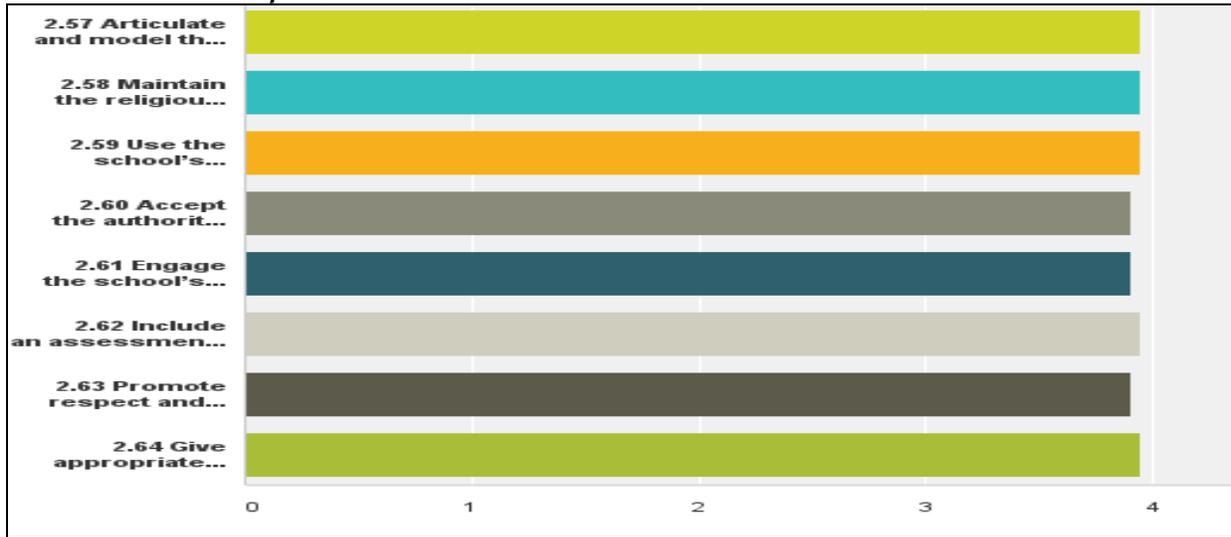
Administration, Faculty, and Staff Feedback for the Governance and Leadership
Standard: Bar Graph (2.49 – 2.56)



Administration, Faculty, and Staff Feedback for the Governance and Leadership
Standard: Weighted Averages (2.57 – 2.64)

	1	2	3	4	Total	Weighted Average
2.57 Articulate and model the religious tenets of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.58 Maintain the religious identity of the school as a priority.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.59 Use the school's religious values and identity to inform its policies, procedures and decisions.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.60 Accept the authority of the sponsoring religious institution.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
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.	0.00% 0	4.76% 1	0.00% 0	95.24% 20	21	3.90
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
2.63 Promote respect and collaboration among all members of the school's "faith" community.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
2.64 Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

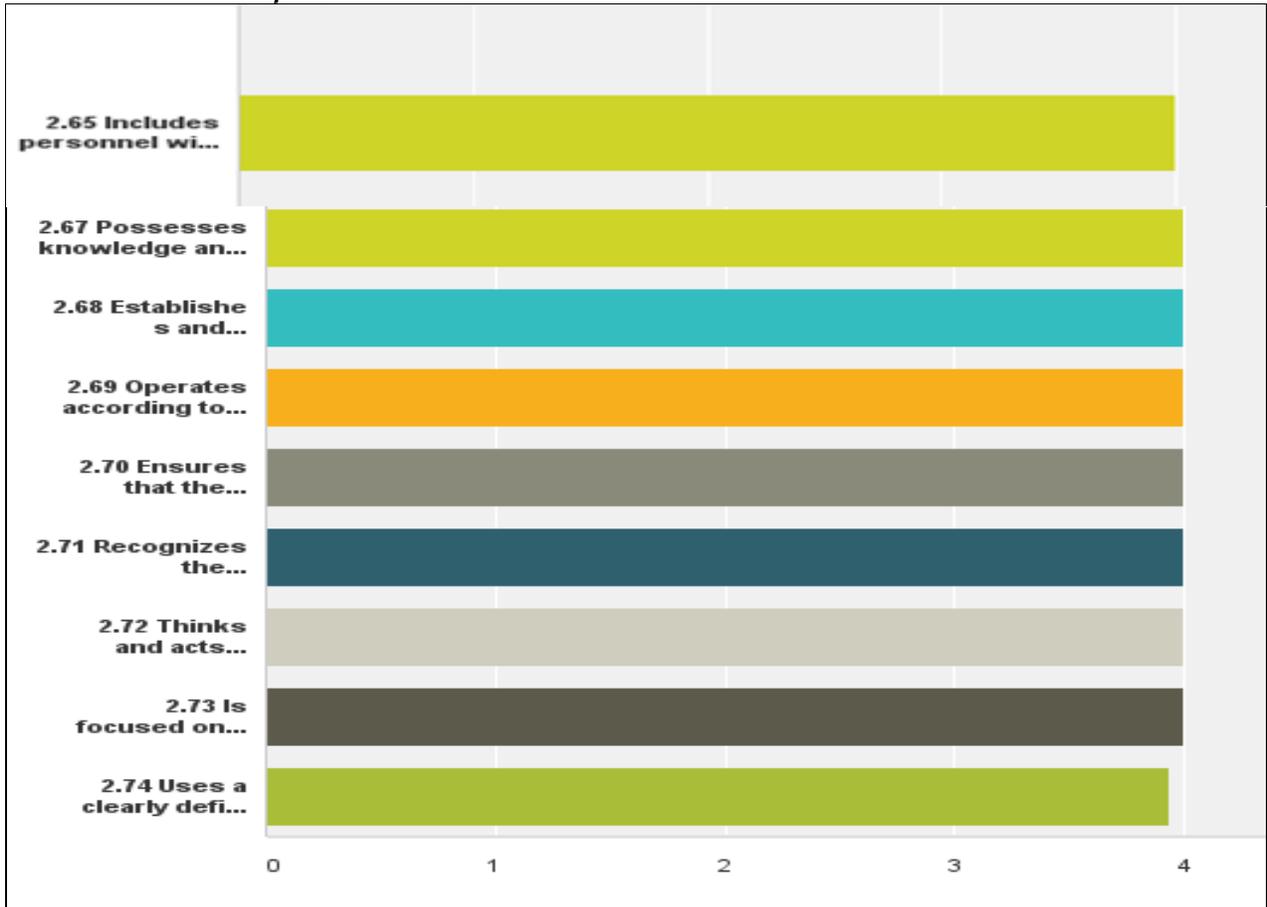
Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.57 – 2.64)



Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Weighted Average (2.65 – 2.74)

	1	2	3	4	Total	Weighted Average
2.65 Includes personnel with the appropriate qualifications, experience, and competencies to lead an institution that uses a distance modality(ies) to deliver all or part of its educational program and/or services.	0.00% 0	0.00% 0	0.00% 0	100.00% 18	18	4.00
2.67 Possesses knowledge and experience in fields of study offered by the school or ensures that others within the institution's leadership possess that knowledge and experience.	0.00% 0	0.00% 0	0.00% 0	100.00% 18	18	4.00
2.68 Establishes and implements clear, written policies and procedures that are consistent with the institution's mission, implemented at all times, and reviewed regularly.	0.00% 0	0.00% 0	0.00% 0	100.00% 18	18	4.00
2.69 Operates according to a clear table of organization and lines of responsibility.	0.00% 0	0.00% 0	0.00% 0	100.00% 18	18	4.00
2.70 Ensures that the members of the institution's staff understand their proper roles and responsibilities.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
2.71 Recognizes the accomplishments of members of the staff and students.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
2.72 Thinks and acts strategically, reflecting on decisions and the consequences of those decisions.	0.00% 0	0.00% 0	0.00% 0	100.00% 18	18	4.00
2.73 Is focused on policy and curriculum development; planning; assessing the performance of the institution's staff; and ensuring the availability of adequate resources to accomplish the institution's mission.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
2.74 Uses a clearly defined performance appraisal system for the proprietor/leader.	0.00% 0	0.00% 0	5.88% 1	94.12% 16	17	3.94

Administration, Faculty, and Staff Feedback for the Governance and Leadership Standard: Bar Graph (2.65 – 2.74)



2.39: Indicator for schools that provide distance education

x	This Indicator is not applicable to our school.
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2.40– 2.47: Indicators for faith-based schools²²

MSA Indicator of Quality	Rating			
	1	2	3	4
2.40 The governance and leadership articulate and model the religious tenets of the school.				x
2.41 Maintaining the religious identity of the school is a priority of the administration.			x	
2.42 Policies, procedures and decisions of the governing body and leadership are based in and informed by the religious values and identity of the school.				x
2.43 Leadership accepts the authority of the sponsoring religious institution.				x
2.44 Planning and decision-making by the governance and leadership engages the school community in setting direction and ensuring the future of the school as a faith-based institution.				x
2.45 Criteria for hiring the school’s leadership include an assessment of the candidates’ understanding and commitment to the religious beliefs and mission of the school.				x
2.46 Governance and leadership promote respect and collaboration among all members of the school's "faith" community.				x
2.47 Attention is given to building a respectful and collaborative "faith" community among the faculty and staff.				x

²² 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.

B.1. Stakeholders' comments to support the ratings:

- I have three children that attended St. Monica School. I am pleased with their education and feel that my eldest son who entered high school was very prepared and well adjusted. He has all honors courses and good behavior, which I attribute to his religious education at St. Monica at the wonderful support of all staff. Even our custodians support our children. It is truly a family based school.
- Saint Monica is a great school...as with most Catholic schools, they, understandably, have some limitations, as they do not have all of the same resources available as some public, charter, and private/non-Catholic schools, because they do not receive the same funding from the government, etc. I say this only because I don't want some of my responses misconstrued. Saint Monica is an amazing school, and I am so, so happy I have been sending my children there, but it may not be the best school for a child who may have special needs (such as A.D.D., A.D.H.D., learning disabilities, emotional support, etc). I answered the questions honestly, within the confines of the limited answer choices given, which did NOT allow for further explanation.
- Miss Inforzato and Father Kelley do an outstanding job of creating a disciplined and orderly learning environment. The teachers and staff seem to have a great relationship with leadership; therefore, it is easy for our children to want to follow the rules.
- The school is the heart of the community.
- The only area the school really needs to improve is parent communication. Parents are only informed of fees and days off. We need more feed back as to our child's progress other than the two conferences. It would also be helpful to have a class list provided and have more direct communication with the teachers throughout the year.
- I am extremely pleased with how St. Monica's School is run. I wouldn't send my child anywhere else.
- I am extremely pleased with how St. Monica's School is run. I wouldn't send my child anywhere else.
- I'd like the school to focus on development and viability for the future and for the information for the school to be up to date and posted on the website.

B.2. Evidence:

Indicator No. 2	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	



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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school’s significant strengths in meeting the Governance and Leadership Standard.

- Consistency in managing and supporting faculty and staff has been a great strength of St. Monica school governance and leadership.
- With the consistent support and guidance provided by governance and leadership, faculty has developed a sense of ownership and family (comradery).
- The governance and leadership instills a sense of belonging and equality among faculty, staff, students, and all stakeholders empowering them to meet and exceed the goals set forth in The Plan for Growth and Improvement.
- Staff meeting and faculty meetings are conducted frequently and consistently to assess and evaluate progress in regards to the Plan for Growth and Improvement.
- Due to the cohesive, close-knit nature of our school community, all stakeholders take responsibility in implementing the steps required in meeting the goals for improvement.

- The Home and School Association (HASA) is always willing to financially support the school community assisting governance and leadership in meeting established improvement plans.

D.2. List the school’s significant areas in need of improvement in meeting the Governance and Leadership Standard.

- Leadership and governance continue to make strides in upholding an open-door policy in which faculty, staff, and stakeholders can discuss additional areas of improvement.
- Leadership and governance will improve upon communicating with members of the school community over the summer by frequently updating the official school website.

D.3. 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.

- No steps necessary since this is not a current objective addressed in the Action Plan.



E. Evidence to Support the Assessment of This Standard

Evidence	School
Job descriptions for the head of the institution and other key administrative personnel	*See Archdiocesan Policies and Procedure Manual
Chart of lines of authority/responsibilities	
Policies related to governance and leadership	



SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	x		2011	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	Completed at the Parish Level by the Parish Finance Committee				Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	Completed at the Parish Level			x	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan		x			Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	Completed and maintained at the Archdiocesan Level			x	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	Completed at the Parish level based on annual enrollment and projected enrollment				Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement	Completed by the Parish				Satisfactory

Type of Plan	Yes/No	Year Last Reviewed/ Updated	Quality/Effectiveness of Plan
and Development Plan	Development Director		Needs Improvement Unsatisfactory
Curriculum Review/Revision Plan	Completed and maintained at the Archdiocesan Level		Satisfactory Needs Improvement Unsatisfactory
Staffing Plan	Completed at the Parish level based on annual enrollment and projected enrollment		Satisfactory Needs Improvement Unsatisfactory
Student Enrollment Plan	x	2014	x Satisfactory Needs Improvement Unsatisfactory

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

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

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

Middle States Association Accreditation Standard 3: School Improvement Planning

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

Parent Feedback for School Improvement Planning Standard: Weighted Averages (3.1 & 3.4)

	1	2	3	4	Total	Weighted Average
The school provides me with information about the school's improvement goals and plans for improvement. (3.1)	2.84% 4	6.38% 9	31.91% 45	58.87% 83	141	3.47
The school provides me and other members of the school's community with opportunities for input in their development. (3.4)	4.29% 6	10.00% 14	29.29% 41	56.43% 79	140	3.38

Parent Feedback for School Improvement Planning Standard: Bar Graph (3.1 & 3.4)



**Student Feedback for School Improvement Planning Standard:
Weighted Averages (3.3 & 3.7)**

	1	2	3	4	Total	Weighted Average
The school makes sure I know about and understand the school's improvement plans and goals for example schedules pizza days, Walk-a-Thon, and special events to fund new technology and programs. (3.3)	0.85% 2	0.85% 2	11.86% 28	86.44% 204	236	3.84
My school works hard to improve student learning and performance. (3.7)	0.85% 2	2.12% 5	11.44% 27	85.59% 202	236	3.82

Student Feedback for School Improvement Planning Standard: Bar Graph (3.3 & 3.7)



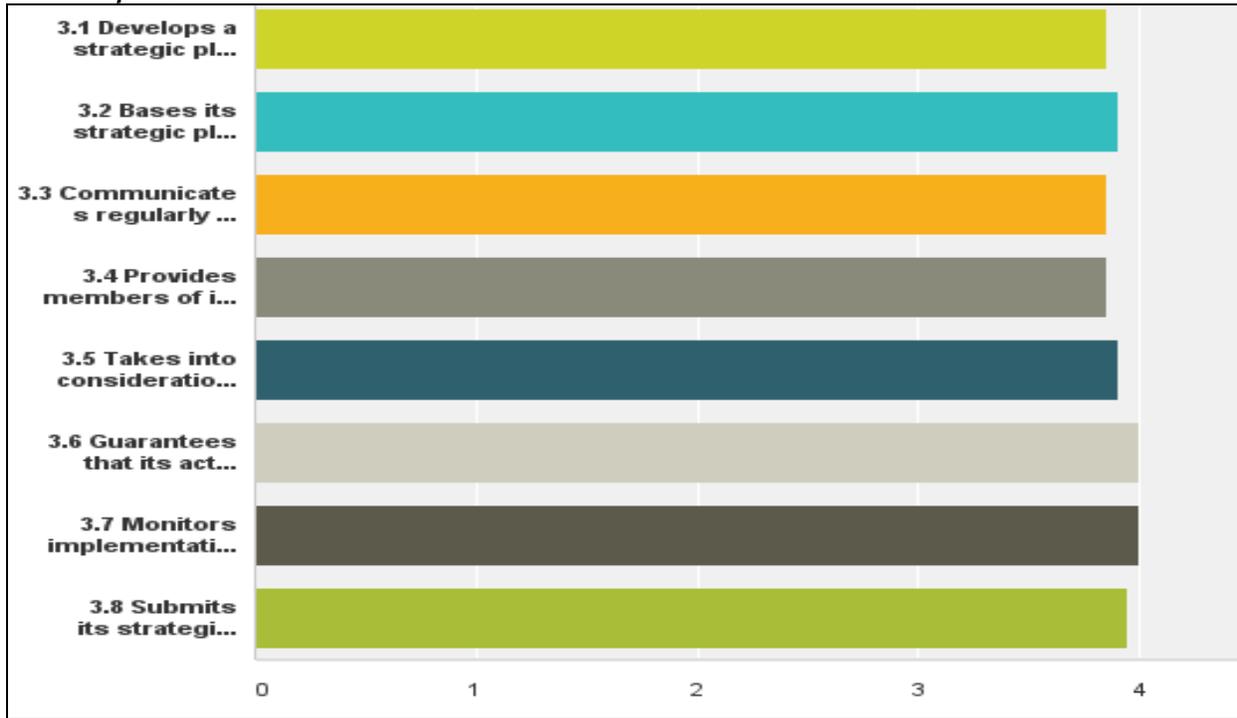
3.1 – 3.8: Indicators for all schools

Administration, Faculty, and Staff Feedback for the Governance and Leadership

Standard: Weighted Averages (3.1 – 3.8)

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
3.4 Provides members of its community of stakeholders with appropriate opportunities to provide input into its strategic planning for growth and improvement.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
3.7 Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

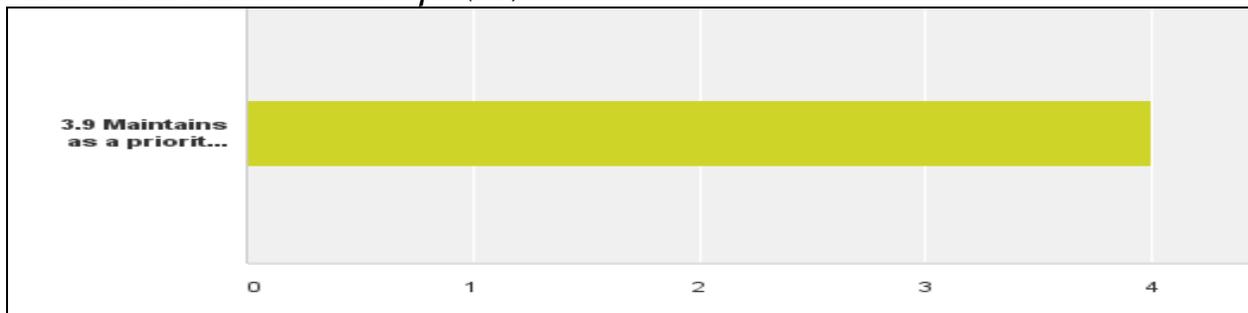
*Administration, Faculty, and Staff Feedback for the Improvement Planning Standard:
Bar Graph (3.1 – 3.8)*



*Administration, Faculty, and Staff Feedback for the Improvement Planning Standard:
Faith-Based Schools Weighted Average (3.9)*

	1	2	3	4	Total	Weighted Average
3.9 Maintains as a priority in all planning activities the spiritual life of the school and its community.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

*Administration, Faculty, and Staff Feedback for the Improvement Planning Standard:
Faith-Based Schools Bar Graph (3.9)*



3.1 – 3.8: Indicators for all schools

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

3.9: Indicator for faith-based schools²³

MSA Indicator of Quality	Rating			
	1	2	3	4
3.9 The spiritual life of the community is a priority in all planning activities.				x

B.1. Stakeholders' comments to support the ratings:

- New to school. Still learning about the organization and its participants.
- I am extremely pleased with how St. Monica's School is run. I wouldn't send my child anywhere else.
- Careful planning by administration is evident through the provision of continued education workshops for faculty as part of a continued-education initiative to institute innovative instruction empowering students to become active participants in the learning process.
- Materials are updated and replaced whenever feasible, based on financial status, so that instruction is dynamic while incorporating advanced technological resources making our students prepared to successfully compete in the global marketplace.
- I absolutely love our school! I would love to see more advanced programs and more hands on experiences for the kids to learn!
- The school is the heart of the community.
- My granddaughter is in kindergarten. She just started in September 2014. Currently my expectations of the school are met. I would suggest having survey completed a few times a year as the expectations may change.
- Saint Monica's is a wonderful school and like every school there is always improvement needed, however I feel that my son's academic and spiritual needs are met, they have wonderful teachers. I honestly cannot think of any improvements needed maybe make the class sizes smaller?
- My son is in the 8th grade this year and we're going to miss St. Monica when he graduates in June. My daughter graduated a few years ago, she is exceling in high school. She was very well prepared!! Every teacher that

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my children have had at St. Monica was fair, well educated and caring. I absolutely love this school!!!

- The only area the school really needs to improve is parent communication. Parents are only informed of fees and days off. We need more feed back as to our child's progress other than the two conferences. It would also be helpful to have a class list provided and have more direct communication with the teachers throughout the year.
- We cannot find anything that needs improvement in St. Monica school, they are incredible! We are extremely happy with St. Monica's and are so thankful our children are now enrolled there! My only comment would be to myself, for not enrolling my children sooner!
- Saint Monica School is a great place for learning for all children. It is by far in my eyes the best school in our area. I am very pleased with this school and I am so happy that my children have this school to learn and grow.

B.2. Evidence:

Indicator No. 3	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	

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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school’s significant strengths in meeting the School Improvement Planning Standard.

- Due to the cohesive nature of our school community, all stakeholders take responsibility for implementing formal and informal improvement plans to foster academic and social success among our students.

- The HASA (Home and School Association) is always willing to support our school financially through fundraisers so that we can meet many of the goals set forth in our improvement plans.
- Leadership and governance are readily available to faculty, staff, students, parents and other members of the school community to discuss options for revising, updating, and creating improvement plans.

D.2. List the school’s significant areas in need of improvement in meeting the School Improvement Planning Standard.

- Financial constraints are the greatest barriers to our ability to implement all improvement plans we have in place (formally and informally). Sometimes we struggle in meeting all improvement goals set forth due to these financial constraints.

D.3. 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.

- As part of our Plan for Growth and Improvement, we are working on analyzing individual student’s mathematics Terra Nova scores with a below average score in one of more of the subcategories of this component of the standardized test. Based on these analyses, we will research strategies that can be implemented to support students’ abilities to increase performance on these mathematics subcategories.
- We will work on revising the security plan, as part of the facilities improvement plan, to increase safety and continue to foster a healthy, learning environment.
- As a part of our Growth and Improvement Plan, we will instill strong values and morals in our students through deeper connections with Christ continuing to make Catholic identity a primary priority.



E. Evidence to Support the Assessment of This Standard

Evidence	School
Strategic and/or long-range plan	x
Archdiocese of Philadelphia Policies and Procedures Manual	x
Enrollment plan (Registration Information)	x

FINANCES STANDARD FOR ACCREDITATION

A. Issues Related to this Standard

A.1. For Publicly-Funded Schools

x	This section is not applicable to our school.
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A.2. For Non-Public, Independent And Proprietary Schools

A.2.a. FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from tuition	78%	72%
% from fees	6%	6%
% from fund-raising and other special Activities	13%	19%
% from annual giving	2%	2%
% from grants	0%	0%
% from interest/investments/rental income	0%	0%
Other (describe): subsidy	1%	0%
TOTAL	100%	100%

A.2.b. ANNUAL PER PUPIL COSTS:

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	N/A	\$966.00
Elementary School/Lower School	\$4510.00	\$4204.00

A.2.c. INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage		
	Satisfactory	Needs Improvement	Unsatisfactory
Property liability	x		
Employee liability	x		
Administration liability	x		
Governing body liability	x		
Theft, fraud, deceit	x		
Tuition increase	x		
Travel and field trips	x		
Institution-owned vehicles	x		
Other (describe):	Not applicable		

A.3. 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.

Since St. Monica School did not receive ratings of “Needs Improvement” or “Unsatisfactory” for this standard, we do not have proposed improvements and/or corrective actions at this time.

A.4. Indicate any anticipated major capital expenditures within the next three years.

It is anticipated that in the next five years we will possibly replace and upgrade the heating system. Additionally, based on financial status, we would like to replace windows in the junior school and senior school to make the building more energy efficient.

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

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

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

Middle States Association Accreditation Standard 4: Finances

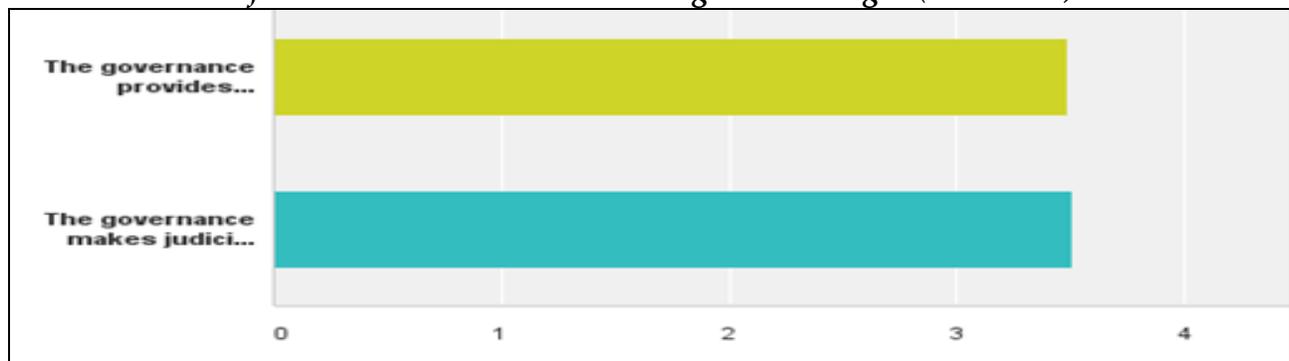
The Standard: Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner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

4.1 – 4.12: Indicators for all schools

Parent Feedback for the Finances Standard: Weighted Averages (4.1, 4.10, 4.15, & 4.16)

	1	2	3	4	Total	Average Rating
The school is financially stable, and that stability should continue in the future. (4.1)	1.45% 2	2.90% 4	43.48% 60	52.17% 72	138	3.46
Prospective students and their parents/guardians are informed in advance about any fees required to attend the school and participate in its educational program and activities. (4.10)	1.46% 2	3.65% 5	24.09% 33	70.80% 97	137	3.64
	1	2	3	4	Total	Average Rating
The governance provides financial resources necessary to support and enhance the religious nature of the school. (4.15)	3.68% 5	2.94% 4	34.56% 47	58.82% 80	136	3.49
The governance makes judicious use of financial resources based on the religious values of the school. (4.16)	3.70% 5	4.44% 6	28.89% 39	62.96% 85	135	3.51

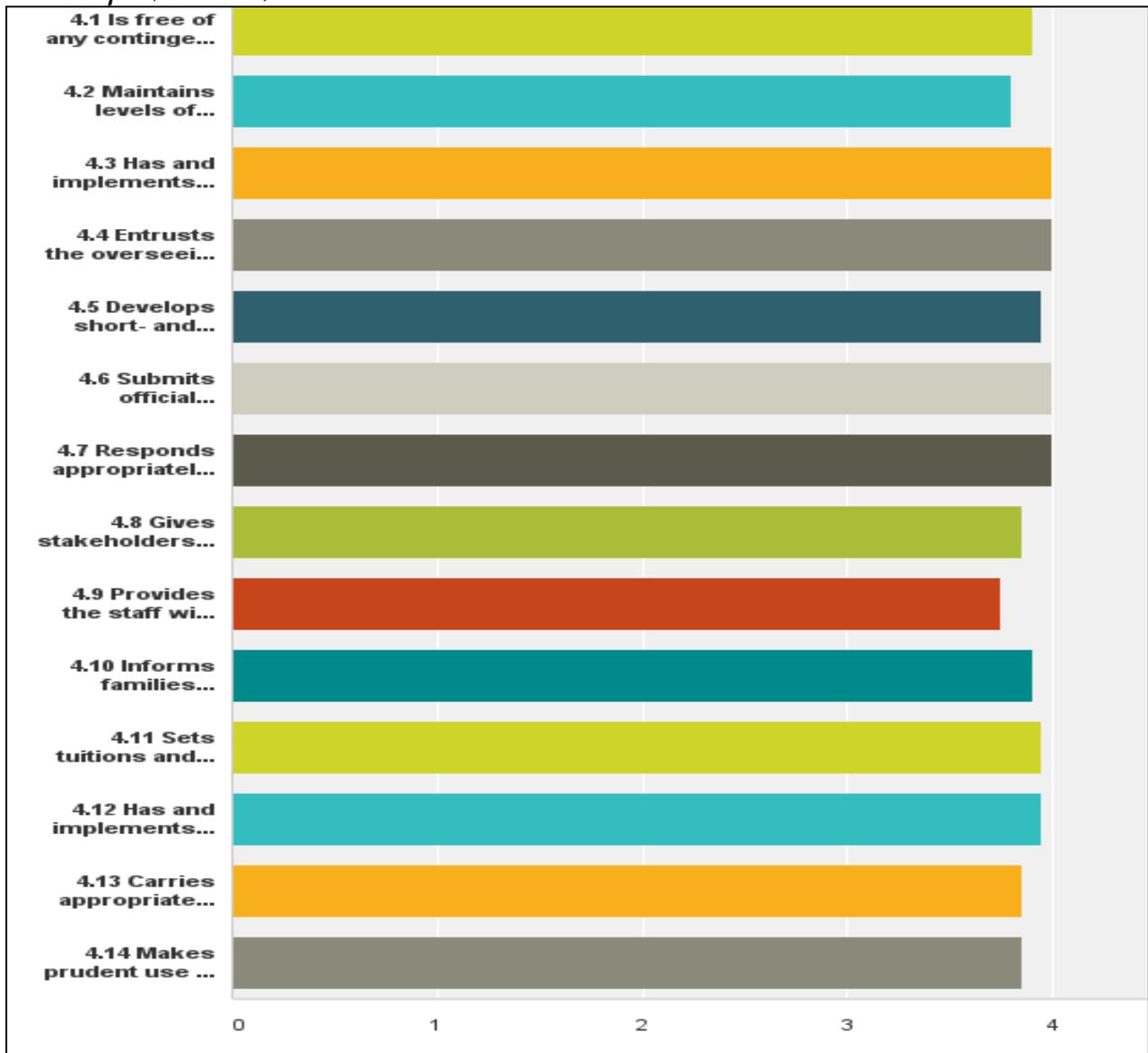
Parent Feedback for the Finances Standard: Weighted Averages (4.1 & 4.10)



Administration, Faculty, and Staff Feedback for Finances Standard: Weighted Averages (4.1– 4.14)

	1	2	3	4	Total	Weighted Average
4.1 Is free of any contingent financial liabilities or on-going litigations that could affect the school's ability to continue operation.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
4.2 Maintains levels of income and expenditures that are in appropriate balance.	0.00% 0	0.00% 0	20.00% 4	80.00% 16	20	3.80
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
4.4 Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
4.5 Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
4.7 Responds appropriately to the results and recommendations of financial audits or reviews.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
4.8 Gives stakeholders appropriate opportunities to provide input into financial planning.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
4.9 Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.	0.00% 0	0.00% 0	25.00% 5	75.00% 15	20	3.75
4.10 Informs families enrolling students in the school about any financial obligations for attending the school.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
4.12 Has and implements written, reasonable, and equitable tuition, collection, and refund policies.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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).	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
4.14 Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85

*Administration, Faculty, and Staff Feedback for Finances Standard:
Bar Graph (4.1– 4.14)*



Administration, Faculty, and Staff Feedback for Finances Standard for Faith-Based Schools: Weighted Averages (4.15– 4.17)

	1	2	3	4	Total	Weighted Average
4.15 Has the financial resources necessary to support and enhance the religious nature of the school.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
4.16 Considers the religious values of the school when making decisions regarding the use of its financial resources.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
4.17 Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

Administration, Faculty, and Staff Feedback for Finances Standard for Faith-Based Schools: Bar Graph (4.15– 4.17)



4.1 – 4.12: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
4.1 The school implements written financial policies and procedures that are in accordance with accepted business practices.			x	
4.2 The governance and leadership exercise prudent control over all financial operations.				x
4.3 Levels of income and expenditures are in appropriate balance. Current assets are sufficient to meet current liabilities.				x

MSA Indicator of Quality	Rating			
	1	2	3	4
4.4 Finances are currently stable and projections indicate continuing stability.			x	
4.5 The school develops short- and long-range financial plans to ensure resources are available to deliver its educational program and services.	Completed by the Finance Committee at the Parish level in the budget for major expenses			
4.6 Stakeholders have opportunities to provide input into financial plans. The staff is involved in determining priorities for curriculum and instructional needs.	Process completed by the Finance Committee at the Parish Level and also at the Archdiocesan Level			
4.7 Families enrolling students in the school are informed in advance of all financial obligations for attending the school.				x
4.8 Those entrusted with overseeing and conducting the financial and business operations of the school possess appropriate qualifications.				x
4.9 Periodic audits or financial reviews are conducted by qualified external agencies and the school responds appropriately.				x
4.10 The school has written, reasonable, and equitable tuition, collection, and refund policies.			x	
4.11 The school carries adequate insurance coverage including business interruption, casualty, property, and liability insurance for employees and the governance/owner, as appropriate.				x
4.12 The school makes prudent use of resources available through development activities, grants, foundations, and other partnerships.				x

4.13 – 4.15: Indicators for faith-based schools²⁴

MSA Indicator of Quality	Rating			
	1	2	3	4
4.13 The governance provides financial resources necessary to support and enhance the religious nature of the school.				x
4.14 The governance makes judicious use of financial resources based on the religious values of the school.				x
4.15 Institutional advancement efforts are supported by the governance, leadership, staff, parents, and alumni.			x	

B.1. Stakeholders' comments to support the ratings:

- Opportunities for financial assistance are provided to all families who meet eligibility requirements.
- The FACTS system has made processing tuition payments more efficient.
- It is evident that resources obtained through student tuition are utilized effectively and efficiently to provide innovative and relevant instruction to all students.
- Supporting students' academic growth, spirituality and Catholic identity are obvious priorities when allocating funds.
- Parents who have to leave their children in school for lunch have to pay \$20 or \$25 monthly and pack their lunch for that day. I don't think that is a fair.
- I am extremely pleased with how St. Monica's School is run. I wouldn't send my child anywhere else.

²⁴ 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.

B.2. Evidence:

Indicator No. 4	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	

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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
---	--

D. Implications for Planning

D.1. List the school's significant strengths in meeting the Finances Standard.

- Leadership and governance ensure all financial responsibilities are met.
- St. Monica School has an actively involved Home and School Association (HASA) that conducts a variety of fundraisers to provide financial support for technology upgrades and a variety of improvements needed to make the school a competitive learning environment.
- Shareholders provide financial support for our students through donations.

D.2. List the school's significant areas in need of improvement in meeting the Finances Standard.

- We will continue to identify additional financial resources through advertising to increase enrollment and create financial stability.

D.3. 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.

- No steps necessary since this is not a current objective addressed in the Action Plan.



E. Evidence to Support the Assessment of This Standard

Evidence	School
Student tuition and fee schedule (if applicable)	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



FACILITIES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. PHYSICAL FACILITIES

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
				x	Owned Leased
Senior School	2500 S. 16 th St.	1961	(1) Science Lab (2013) (2) Classrooms converted into two multipurpose rooms. (3) Resurfacing of terrazzo floors, hallways & steps. (4) Library – New carpeting and A/C (5) Gym – game room storage facility renovation and entry (6) Cafeteria floor/wall replaced.	x	Owned
					Leased
Junior School	1720 Ritner St.	1964	(1) Relocate K, 1 & 2 classrooms to second floor (2) Playground relocated to roof (4) Resurfacing of	x	Owned
					Leased

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
			Parking lot and new railing		
Bowling Alley	Shunk Street	1961	*Separate entities not part of school.	x	Owned
					Leased
Early Learning Center	1720 Ritner St.	1964		x	Owned
					Leased

A.2. ADEQUACY OF FACILITIES

BUILDINGS	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Senior School Building	x			
Junior School Building	x			
Bowling Alley	x			

RESIDENTIAL FACILITIES	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
Dormitories				x
Sleeping rooms				x
Common areas				x
Dining areas				x
Bathrooms				x
Recreational areas				x
Heating				x
Lighting				x
Ventilation				x
Provisions for the disabled (ADA)				x
Cleanliness				x

A.2.a. 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 proposed improvements and/or corrective actions that need to be taken since we do not have a rating of “Needs Improvement” or “Unsatisfactory”.

A.3. MAINTENANCE AND CLEANING STAFF

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	2	x	Satisfactory
			Needs Improvement
			Unsatisfactory
Clothing	N/A		Satisfactory
			Needs Improvement
			Unsatisfactory
Grounds	3	x	Satisfactory
			Needs Improvement
			Unsatisfactory

A.3.a. 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 proposed improvements and/or corrective actions that need to be taken since we do not have a rating of “Needs Improvement” or “Unsatisfactory”.

A.4. CONDITION OF FACILITIES

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
School Building(s)	x			
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-Hot Water Heater	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-Gym	x			
Dormitories				x
Chapel				x
Other:				x

A.4.a. 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.

- Consideration will be given to provide affordable accommodations for people with disabilities.
- Research options to heating system and hot water heater to an energy conversation system.
- Administration, faculty, staff and stakeholders are discussing strategies to improve upon crisis management and increased building security as described in the Plan for Growth and Improvement.

A.5. ADEQUACY AND QUALITY OF MAINTENANCE/CLEANING

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
School Building(s)	x			
Furnishings	x			
Provisions for the Disabled				x
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				x

Facility	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
System				
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

A.5.a. 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.

Since there are no ratings of “Needs Improvement” or “Unsatisfactory” for this section, we do not have proposed improvements and/or corrective actions at this time.



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

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

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

Middle States Association Accreditation Standard 5: Facilities

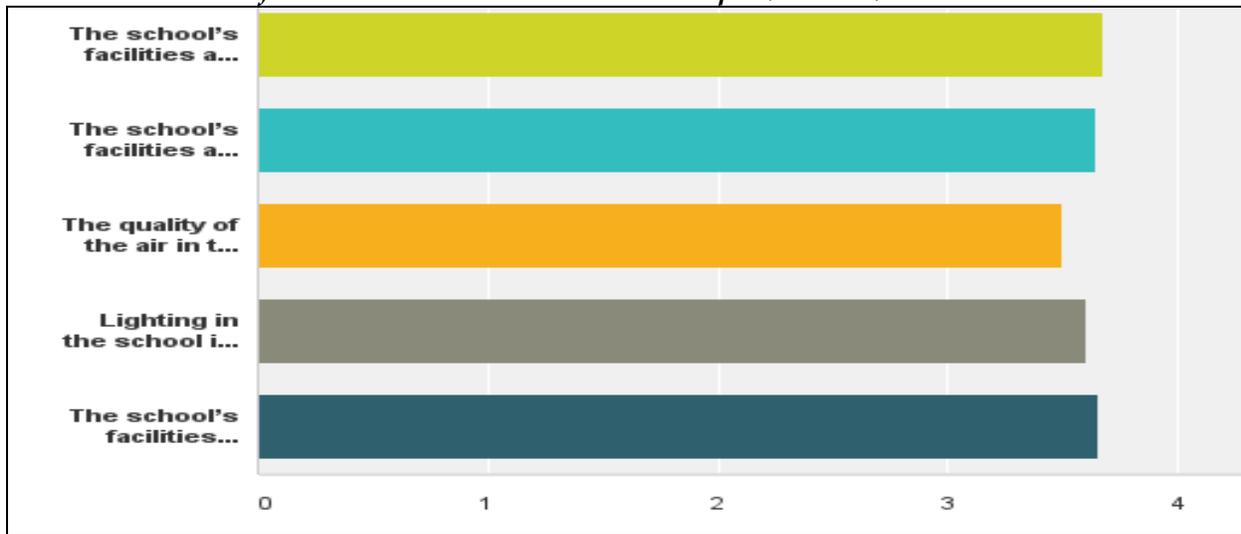
The Standard: School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They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

5.1 – 5.6: Indicators for all schools

Parents Feedback for Facilities Standard: Weighted Averages (5.1– 5.9)

	1	2	3	4	Total	Weighted Average
The school's facilities are healthy, safe, and well maintained. (Standard)	2.14% 3	2.86% 4	20.71% 29	74.29% 104	140	3.67
The school's facilities are adequate in space and equipment for a high quality educational program. (5.1)	2.88% 4	2.16% 3	23.02% 32	71.94% 100	139	3.64
The quality of the air in the school is good.	2.94% 4	6.62% 9	27.94% 38	62.50% 85	136	3.50
Lighting in the school is good. (5.8)	2.16% 3	1.44% 2	30.94% 43	65.47% 91	139	3.60
The school's facilities provide for safe entry, exit, and traffic flow within the facility. (5.9)	2.16% 3	1.44% 2	25.18% 35	71.22% 99	139	3.65

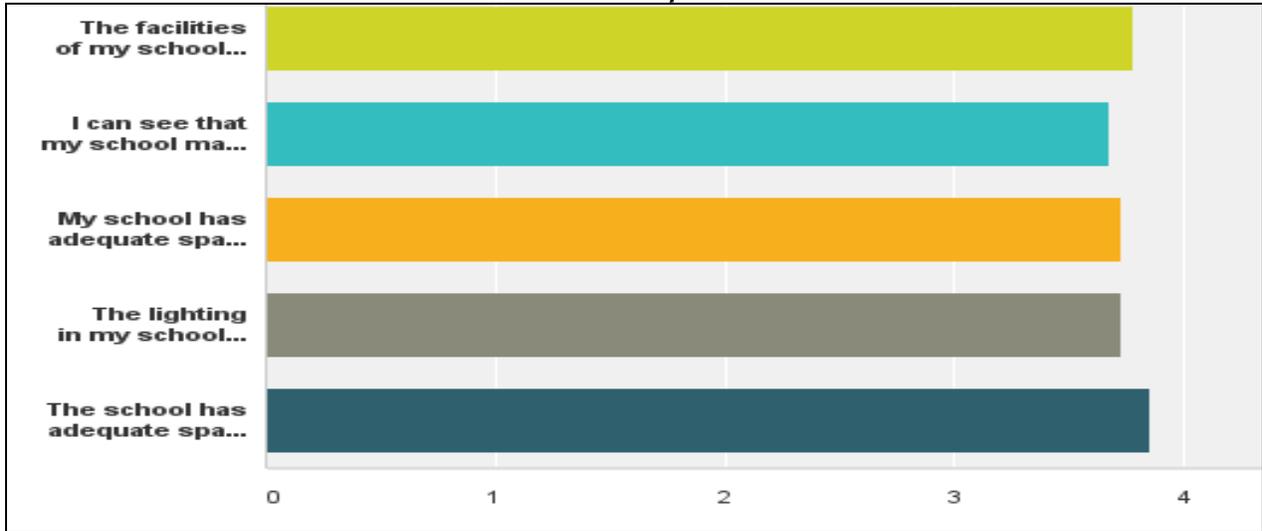
Parents Feedback for Facilities Standard: Bar Graph (5.1– 5.9)



Student Feedback Facilities Standard: Weighted Averages (5.1 – 5.9)

	1	2	3	4	Total	Weighted Average
The facilities of my school are healthy, safe, and well maintained. (Standard)	0.85% 2	2.13% 5	14.89% 35	82.13% 193	235	3.78
I can see that my school makes repairs and improvements to its facilities when needed. (5.4)	0.85% 2	4.68% 11	20.85% 49	73.62% 173	235	3.67
My school has adequate space and equipment for high quality programs. (5.1)	1.71% 4	3.85% 9	14.53% 34	79.91% 187	234	3.73
The lighting in my school is good. (5.8)	1.28% 3	2.55% 6	18.30% 43	77.87% 183	235	3.73
The school has adequate space for safe entry, exit, and traffic flow within the building. (5.9)	1.29% 3	0.86% 2	9.87% 23	87.98% 205	233	3.85

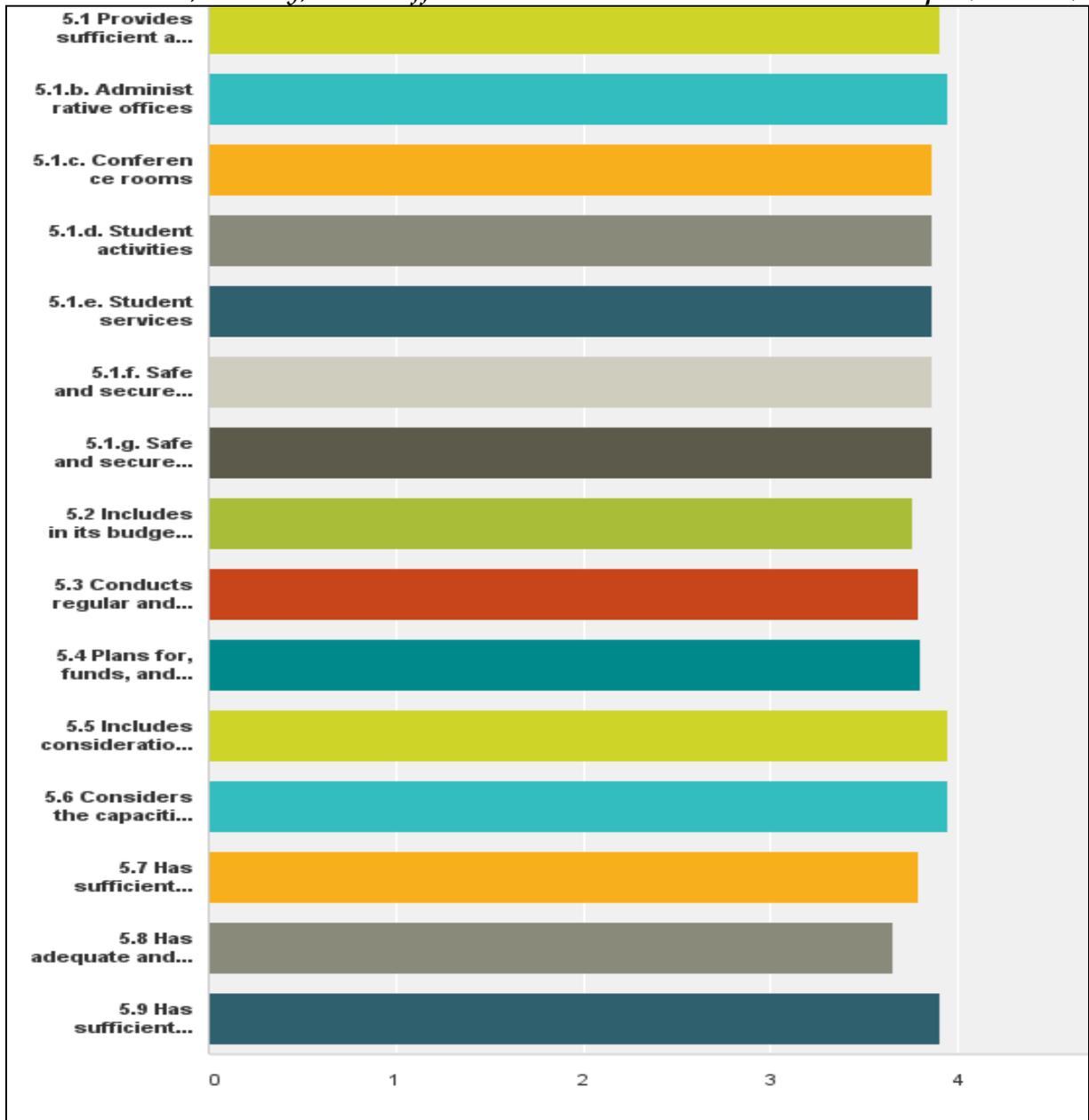
Student Feedback Facilities Standard: Bar Graph (5.1 – 5.9)



***Administration, Faculty, and Staff Feedback Facilities Standard:
Weighted Averages (5.1 – 5.9)***

	1	2	3	4	Total	Weighted Average
5.1 Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including: 5.1.a. Instructional areas/classrooms	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
5.1.b. Administrative offices	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
5.1.c. Conference rooms	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
5.1.d. Student activities	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
5.1.e. Student services	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
5.1.f. Safe and secure storage of school property, equipment, and materials (e.g., cleaning supplies and chemicals).	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
5.1.g. Safe and secure storage of student belongings	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
5.2 Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.	0.00% 0	0.00% 0	23.81% 5	76.19% 16	21	3.76
5.3 Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.	0.00% 0	0.00% 0	21.05% 4	78.95% 15	19	3.79
5.4 Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.	0.00% 0	0.00% 0	20.00% 4	80.00% 16	20	3.80
5.5 Includes considerations regarding the appropriateness and adequacy of its facilities in its strategic planning.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
5.6 Considers the capacities of its facilities and equipment before adopting new programs.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
5.7 Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.	0.00% 0	0.00% 0	21.05% 4	78.95% 15	19	3.79
5.8 Has adequate and appropriate lighting throughout its facilities.	0.00% 0	0.00% 0	35.00% 7	65.00% 13	20	3.65
5.9 Has sufficient space for entering, exiting, and traffic flow within its facilities.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90

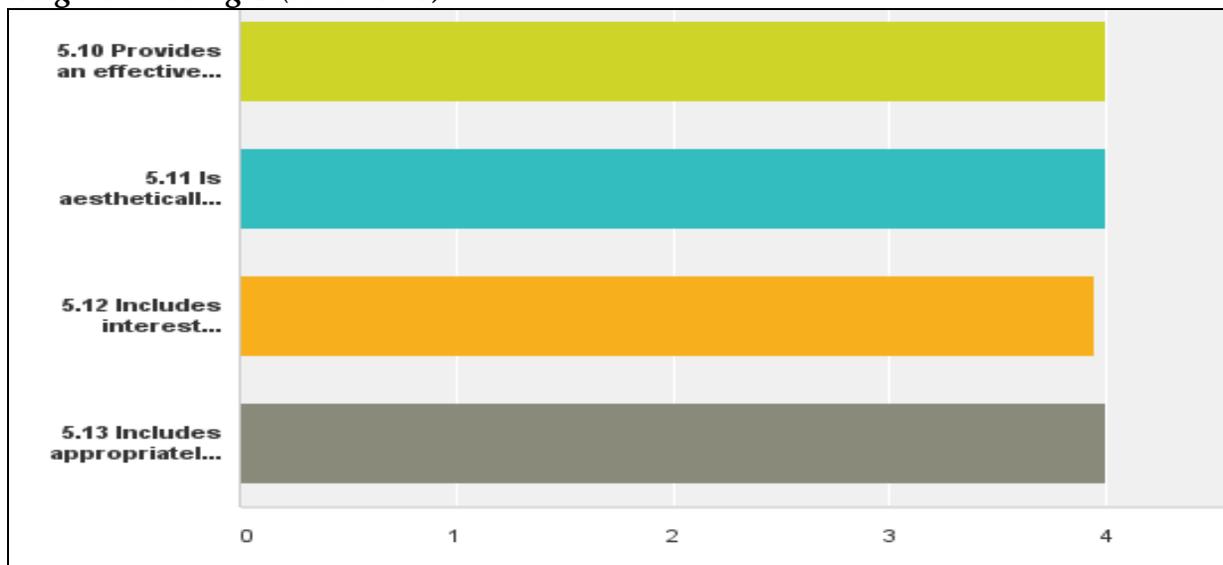
Administration, Faculty, and Staff Feedback Facilities Standard: Bar Graph (5.1 – 5.9)



**Administration, Faculty, and Staff Feedback Facilities Standard:
Weighted Averages (5.10 – 5.13)**

	1	2	3	4	Total	Weighted Average
5.10 Provides an effective learning environment which supports the education goals for students and effective teaching for faculty.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
5.11 Is aesthetically pleasing with predominantly child-produced items on display	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
5.12 Includes interest centers that have materials in an orderly, accessible arrangement with sufficient space for the number of children and activities intended.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
5.13 Includes appropriately sized furniture designed to assure accessibility to children.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

**Administration, Faculty, and Staff Feedback Facilities Standard:
Weighted Averages (5.10 – 5.13)**



5.1 – 5.6: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
5.1 The school's facilities and equipment are appropriate for achieving its philosophy/mission and are healthy, safe, and well maintained.			x	
5.2 The school plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities and equipment.			x	
5.3.a The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for instruction;				x
5.3.b The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for instruction;				x
5.3.c The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for administration;				x
5.3.d The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for: conferences;				x
5.3.e The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for student activities;				x
5.3.f The facilities offer a variety of spaces for providing quality programs and services for				x

MSA Indicator of Quality	Rating			
	1	2	3	4
all segments of the school's population and include appropriate accommodation for storage of school property; and				
5.3.g The facilities offer a variety of spaces for providing quality programs and services for all segments of the school's population and include appropriate accommodation for storage for student belongings.				x
5.4 Sufficient systems are in place to monitor and adjust air quality to appropriate levels.			x	
5.5 Lighting is adequate and appropriate in student and staff areas.			x	
5.6 Sufficient space is available for ingress, egress, and traffic flow within the facilities.				x

B.1. Stakeholders' comments to support the ratings:

- Facilities and accommodations are provided for various Parish and community run events such as: Fathers and Sons, GEMS, senior citizens functions, political events, social events, fundraisers, community events, and athletic events.
- Adequate office space, counseling services/remediation/speech & language therapy space, meeting space, rest areas, storage space, athletic space, eating space, and administrative space are available to all members of the school community.
- In the case of an emergency, the Senior School building is equipped with a Fall-Out Shelter.
- I love my school (student feedback).

B.2. Evidence:

Indicator No. 5	Evidence
	Since we received an overall rating of satisfactory on this standard and none of the indicators' rating were "Needs Improvement" or "Unsatisfactory", we do not have evidence to support these ratings at this time.

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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Root Cause Analysis

Foundational Issue: Facilities		
Are there facilities standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	x	<u>NO</u>
Data to support your conclusion:	As indicated by the ratings on all indicators of three or greater, as well as the satisfactory stakeholder’s comments, we do not believe the two areas that need improvement are hindering our organizational capacity in any way. We as a school community are dedicated to further improving our learning atmosphere by increasing safety measures and upgrading the heating system and windows in the near future.	
Hypothesis derived from your conclusion:	Please see comments and rating above.	



E. Implications for Planning

E.1. List the school's significant strengths in meeting the Facilities Standard.

- St. Monica School gymnasium facilities are ranked best in Region 6.
- A state-of-the art, hands-on, fully functional science laboratory was installed 2013.

E.2. List the school's significant areas in need of improvement in meeting the Facilities Standard.

- In the near future, a new, energy efficient heating system may possibly be installed.
- New windows will possibly be installed making the building more energy efficient.

E.3. 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.

- Reapply for grant for new windows (more energy efficient).
- Institute a plan to install a new heating system.

F. Evidence to Support the Assessment of This Standard

Evidence	School
Floor plan of facilities	x
Policies related to facilities	x

SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

A. Self-Assessment of Adherence to the Indicators of Quality

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

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

Middle States Association Accreditation Standard 6: School Climate and Organization

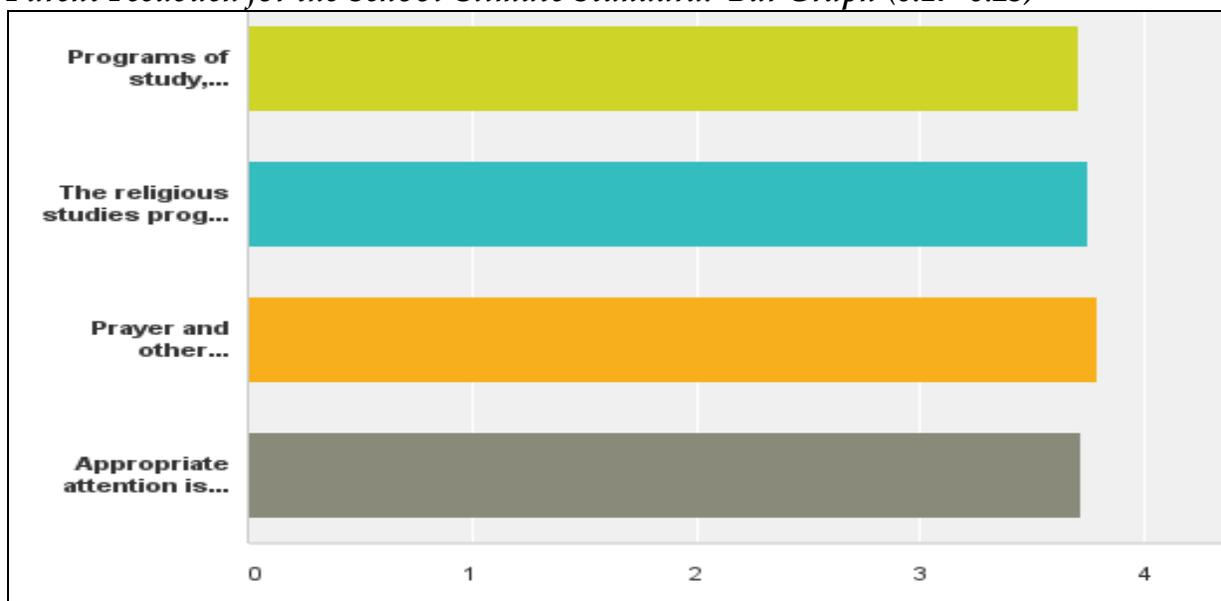
The Standard: The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations,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

6.1 – 6.48: Indicators for all schools

Parent Feedback for the School Climate Standard: Weighted Averages (6.17–6.25)

	1	2	3	4	Total	Weighted Average
The members of the school's staff (teachers, administrators, and support staff) are qualified and competent. (6.17)	2.17% 3	2.90% 4	22.46% 31	72.46% 100	138	3.65
Members of the school's staff display professional satisfaction and good morale. (6.6)	2.16% 3	1.44% 2	20.86% 29	75.54% 105	139	3.70
Staff members demonstrate they are committed to the school and dedicated to their work. (6.5)	2.16% 3	0.72% 1	20.14% 28	76.98% 107	139	3.72
The school's families and the community demonstrate commitment to, pride in, and support of the school. (6.30)	2.16% 3	0.72% 1	16.55% 23	80.58% 112	139	3.76
Members of the staff, students, and families feel safe in the school. (6.29)	2.16% 3	0.72% 1	12.95% 18	84.17% 117	139	3.79
The school has a well defined code of student conduct that supports a positive learning environment. (6.26, 6.28)	2.16% 3	1.44% 2	15.11% 21	81.29% 113	139	3.76
The school's code of student conduct is administered fairly and uniformly. (6.25)	2.17% 3	1.45% 2	18.12% 25	78.26% 108	138	3.72

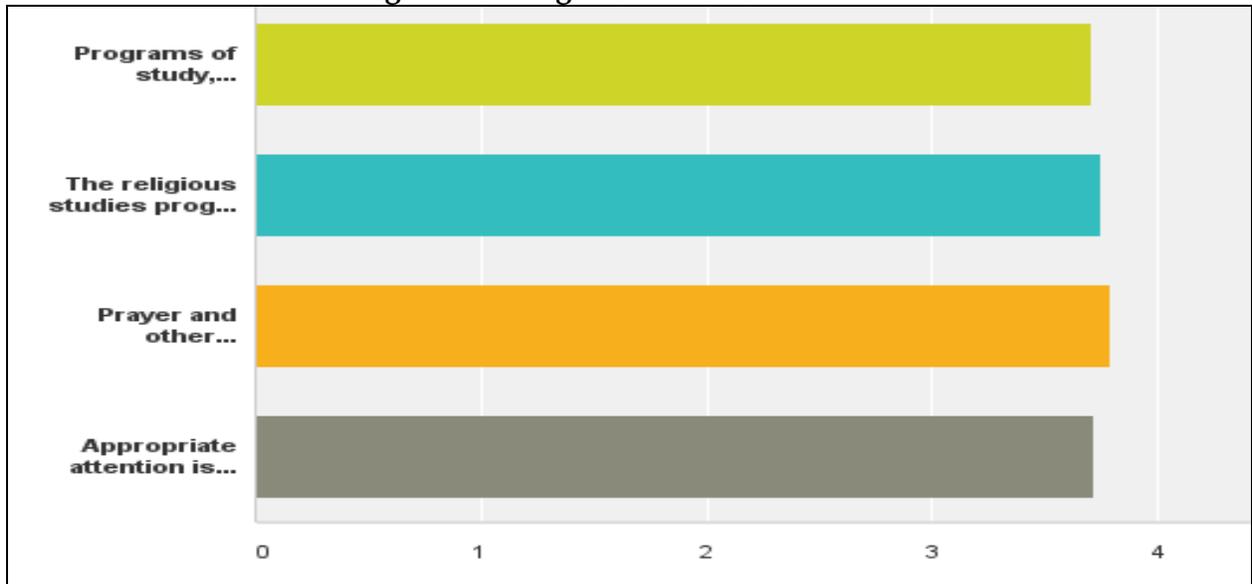
Parent Feedback for the School Climate Standard: Bar Graph (6.17–6.25)



**Parent Feedback for the School Climate Standard, Faith-Based Schools:
Weighted Averages (6.38–6.44)**

	1	2	3	4	Total	Weighted Average
Programs of study, activities, athletics, the code of conduct, and discipline actions reflect the religious values of the school. (6.38)	2.21% 3	0.00% 0	22.06% 30	75.74% 103	136	3.71
The religious studies program for students is well defined and consistent with school's religious beliefs and values. (6.43)	1.46% 2	0.73% 1	18.98% 26	78.83% 108	137	3.75
Prayer and other expressions of faith are integral parts of the school's educational program and activities. (6.44)	2.21% 3	0.00% 0	13.97% 19	83.82% 114	136	3.79
Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature. (6.39)	2.19% 3	1.46% 2	18.98% 26	77.37% 106	137	3.72

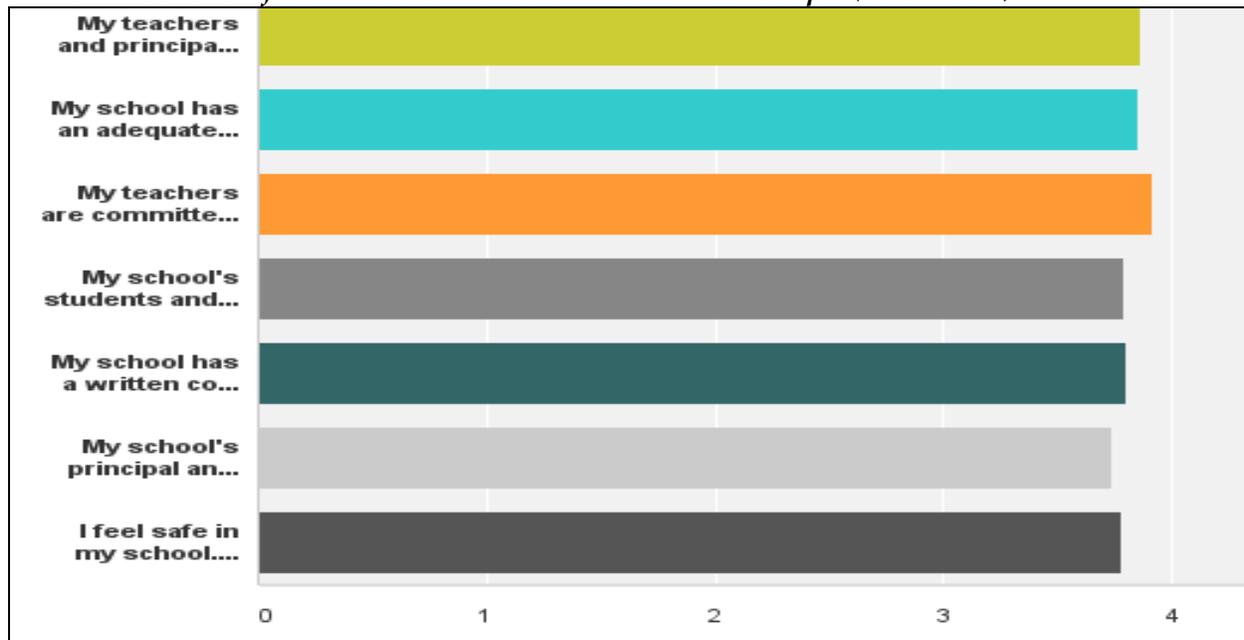
**Parent/School Community Member Feedback for the School Climate Standard,
Faith-Based Schools: Weighted Averages (6.38–6.44)**



Student Feedback for School Climate Standard: Weighted Averages (6.15 – 6.29)

	1	2	3	4	Total	Weighted Average
My teachers and principal are qualified and knowledgeable to meet student needs. (6.15)	0.42% 1	2.12% 5	8.90% 21	88.56% 209	236	3.86
My school has an adequate number of teachers and staff members to provide an excellent education to its students. (6.33)	0.85% 2	0.85% 2	10.64% 25	87.66% 206	235	3.85
My teachers are committed to the school and dedicated to their work. (6.5)	0.00% 0	0.85% 2	7.63% 18	91.53% 216	236	3.91
My school's students and their families are proud of and support our school. (6.30)	0.85% 2	1.70% 4	15.32% 36	82.13% 193	235	3.79
My school has a written code of student conduct that supports a positive learning environment. (6.26, 6.28)	0.84% 2	1.27% 3	14.77% 35	83.12% 197	237	3.80
My school's principal and teachers apply the student conduct code fairly and uniformly. (6.25)	2.97% 7	2.97% 7	11.02% 26	83.05% 196	236	3.74
I feel safe in my school. (6.29)	1.69% 4	2.11% 5	12.66% 30	83.54% 198	237	3.78

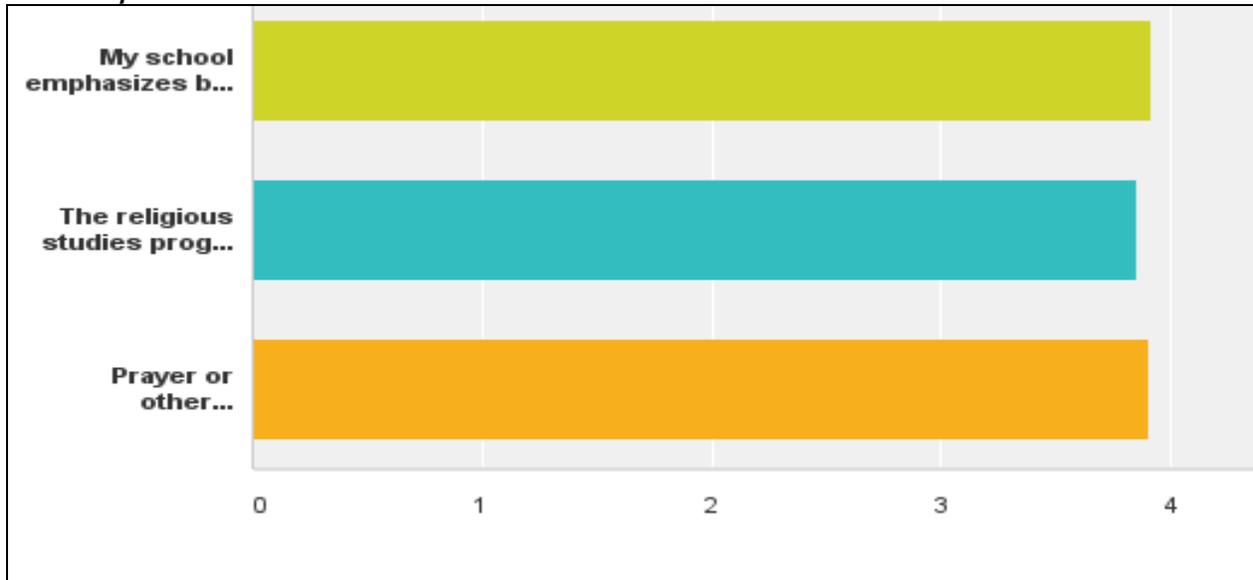
Student Feedback for School Climate Standard: Bar Graph (6.15 – 6.29)



**Student Feedback for School Climate Standard, Faith-Based Schools:
Weighted Averages (6.37 – 6.44)**

	1	2	3	4	Total	Weighted Average
My school emphasizes both faith and education for life. (6.37)	0.00% 0	1.69% 4	5.93% 14	92.37% 218	236	3.91
The religious studies program in my school promotes the religious nature of the school. (6.38)	0.00% 0	3.39% 8	8.05% 19	88.56% 209	236	3.85
Prayer or other expressions of faith are important parts of our school's curriculum and daily activities. (6.44)	0.42% 1	0.85% 2	7.20% 17	91.53% 216	236	3.90

**Student Feedback for School Climate Standard, Faith-Based Schools:
Bar Graph (6.37 – 6.44)**



**Administration, Faculty, & Staff Feedback for School Climate Standard:
Weighted Averages (6.1 – 6.14)**

	1	2	3	4	Total	Weighted Average
6.1 An understanding and acceptance of the high expectations the school holds for learning and citizenship.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.2 A sense of being trusted, supported, and recognized for their accomplishments and contributions.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.3 Pride in their school.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.4 A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.5 Commitment to the school, dedication to their work, and pride in the outcome of their efforts.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.6 Professional satisfaction and good general morale.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.9 The day-to-day operation of the school.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
6.11 Evaluating staff members' performance.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.12 Handling complaints/ grievances by members of the staff.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.13 Orienting and mentoring of new staff members.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.14 Appropriate orientation and supervision for service providers not employed by the school.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90

*Administration, Faculty, & Staff Feedback for School Climate Standard:
Weighted Averages (6.1 – 6.14)*

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.18 Is assigned to work based on the members' education, preparation, experience, expertise, and commitment to the school's success.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.19 Is evaluated regularly based on professional standards and expectations that have been communicated to the staff in advance.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.20 Is evaluated with the knowledge of the staff member and reported to the staff member in writing as well as verbally.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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).	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.22 Is provided opportunities to offer input into the content of professional development experiences.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
6.23 Is encouraged by the leadership to affiliate with professional organizations.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
6.24 Feels safe in the school.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.25 Enforces the student code of conduct fairly and uniformly.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.26 Understand and abide by the school's code of conduct.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.27 Feel safe in the school.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

**Administration, Faculty, & Staff Feedback for School Climate Standard:
Weighted Averages (6.28 – 6.30)**

	1	2	3	4	Total	Weighted Average
6.28 Understand and support the school's code of student behavior.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.29 Feel safe in the school.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

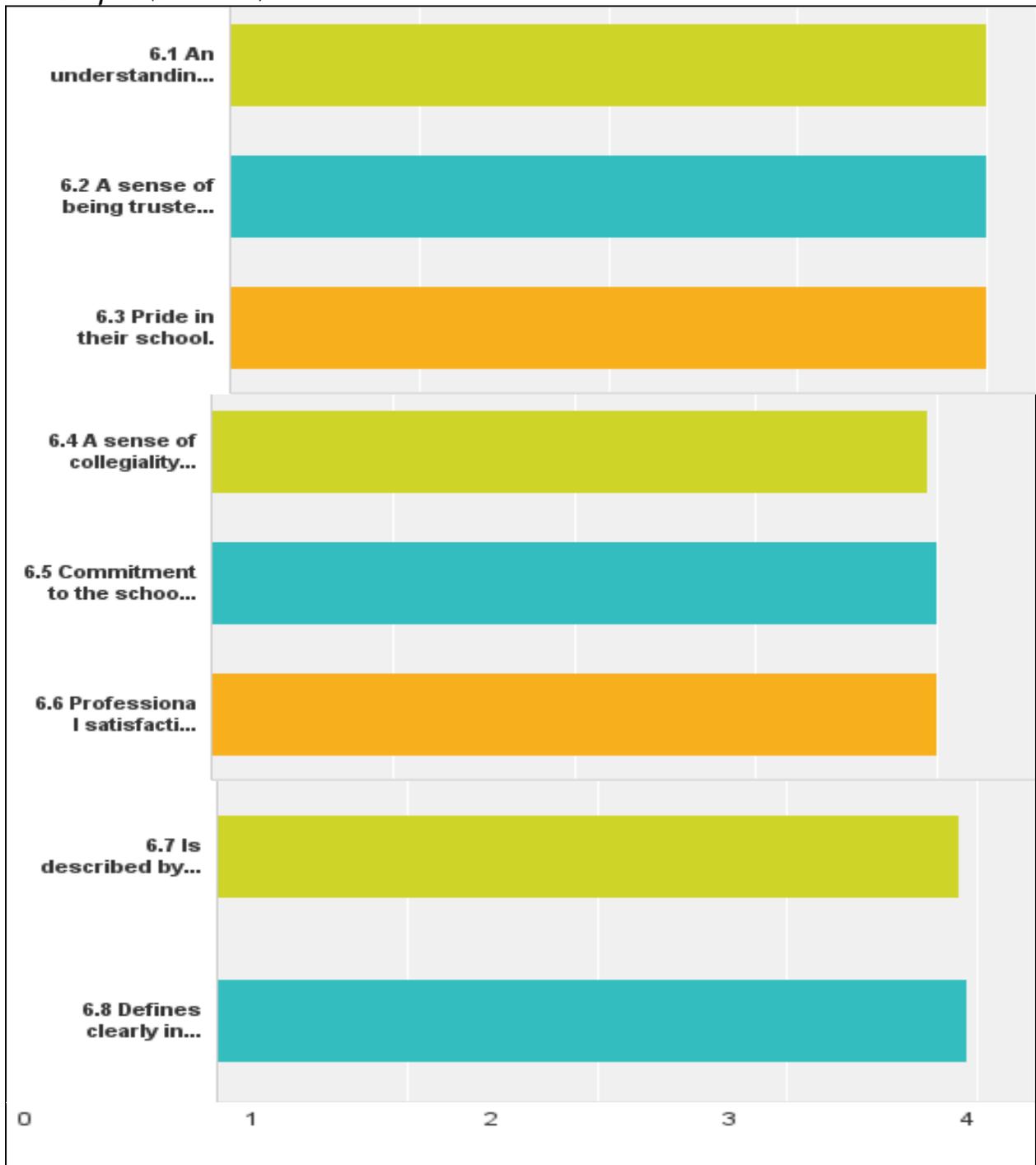
Administration, Faculty, & Staff Feedback for School Climate Standard, Faith-Based Schools: Weighted Averages (6.37 – 6.44)

	1	2	3	4	Total	Weighted Average
6.37 Portrays an identifiable integration of faith, life, and culture.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.40 Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundational documents of the school.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.41 Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.42 Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
6.43 The religious studies program for students is consistent with the mission of the school and the sponsoring institution.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
6.44 Opportunities for prayer and/or expressions of faith are integrated into its curriculums and daily activities.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

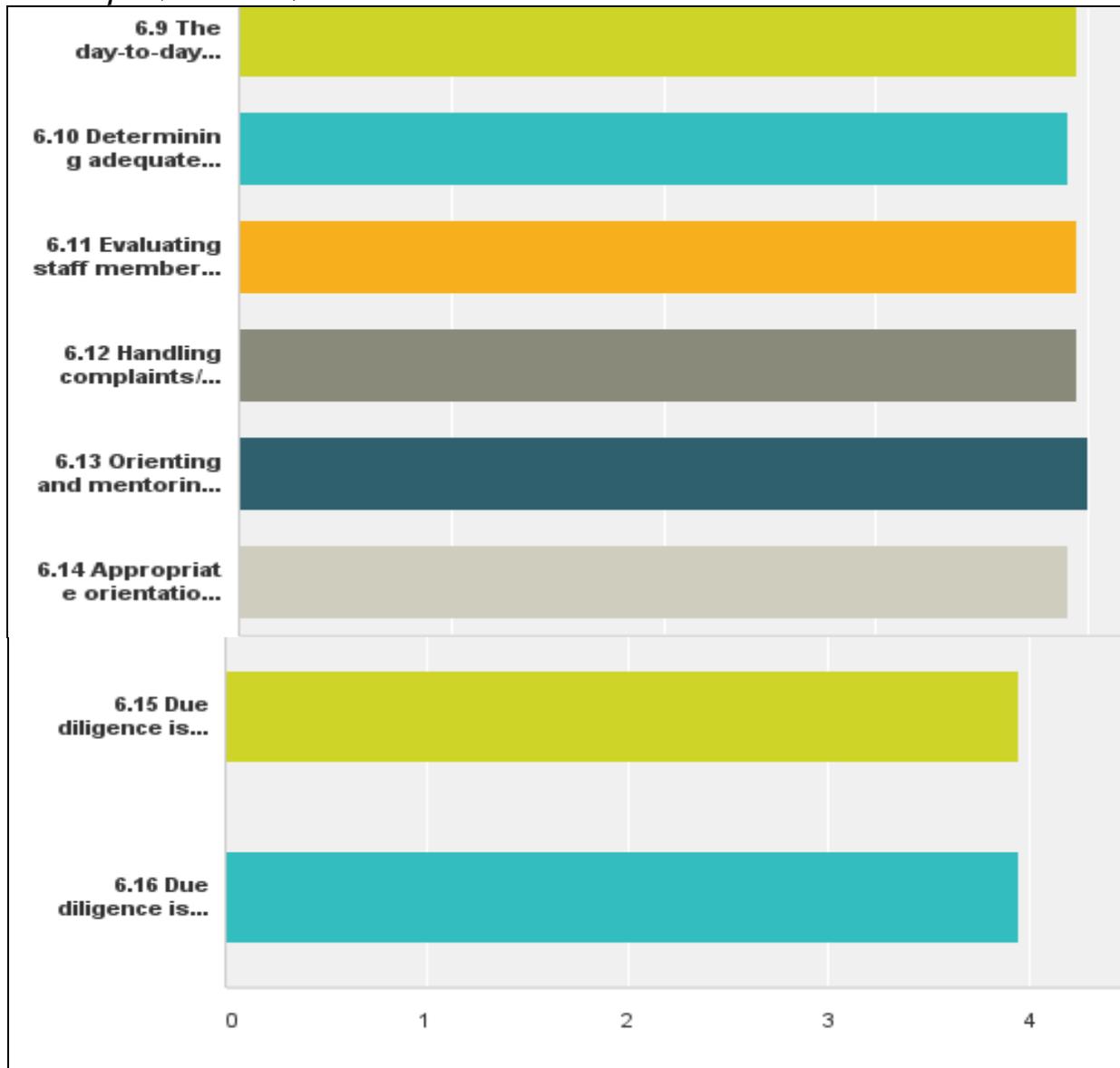
**Administration, Faculty, & Staff Feedback for School Climate Standard:
Weighted Averages (6.45 – 6.48)**

	1	2	3	4	Total	Weighted Average
6.45 In accordance with Act 24 of 2011 and Section 111 of the Pennsylvania School Code, 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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
6.46 In accordance with Act 24 of 2011, require all employees as of September 29, 2011 who have not been subject to a previous background check to:	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
a. provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
b. if they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

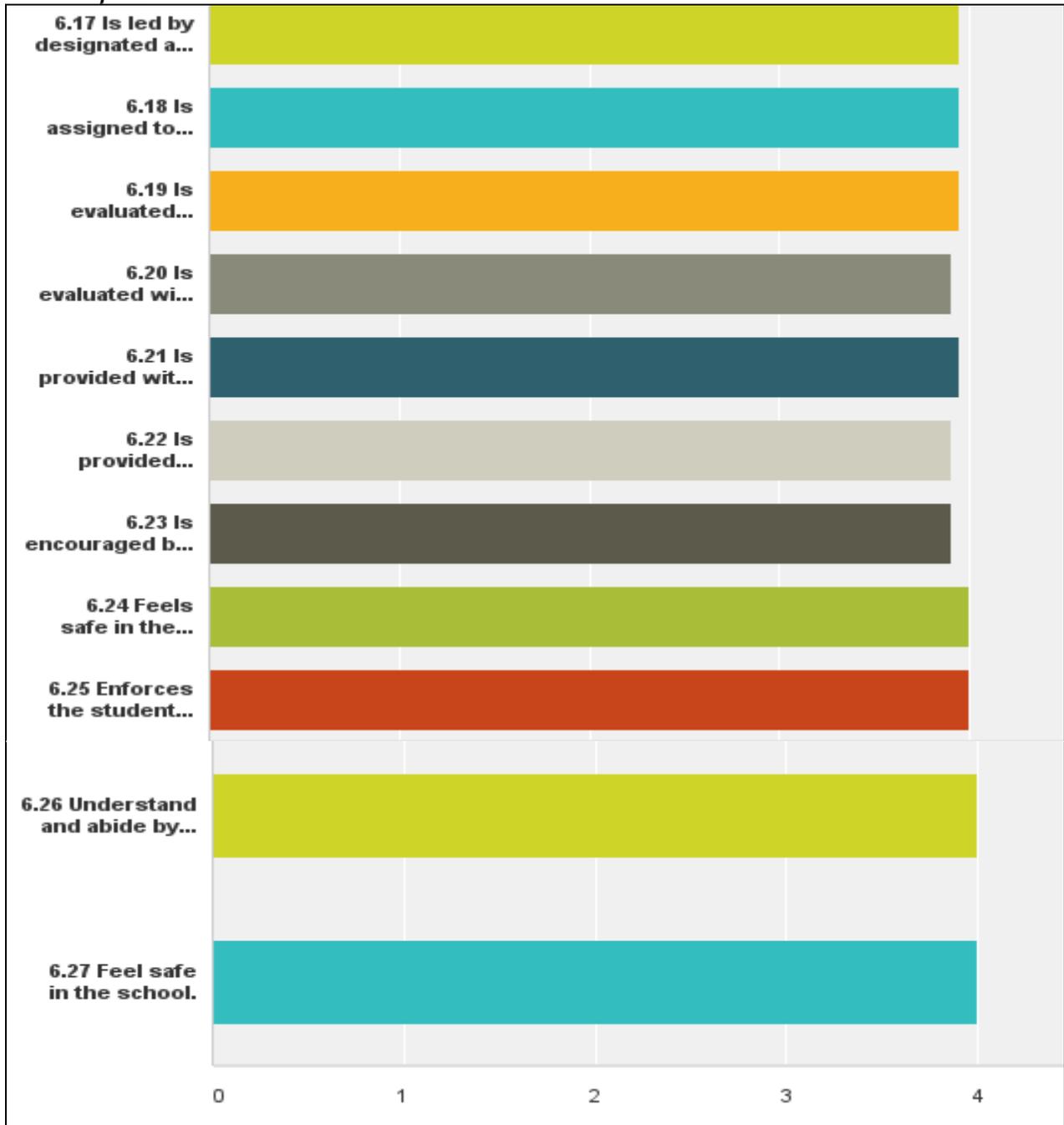
*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graphs (6.1 – 6.8)*



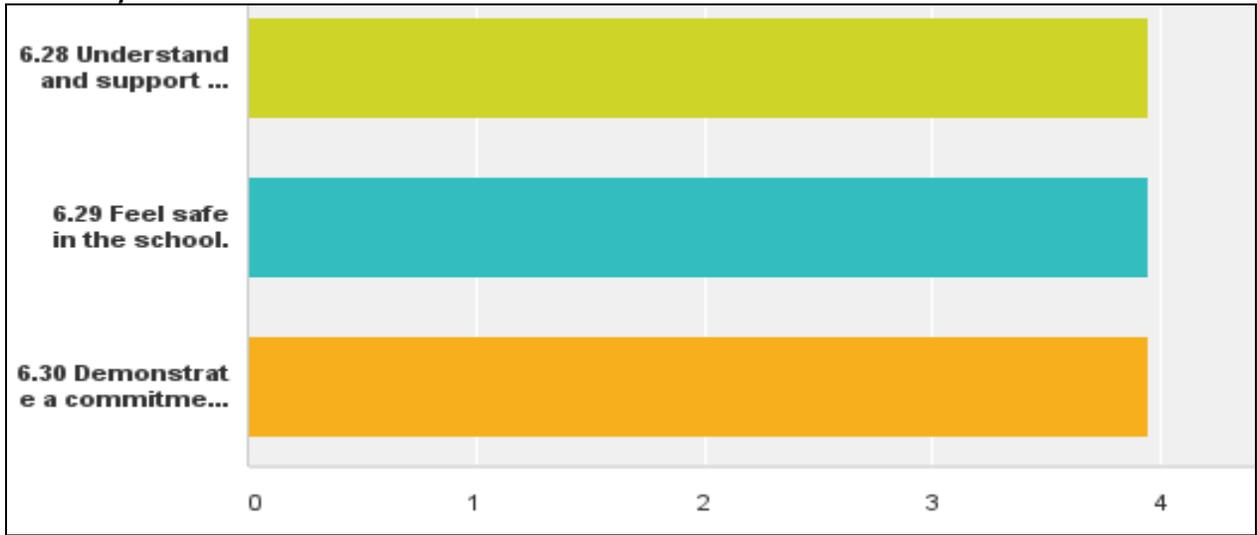
*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graph (6.9 – 6.16)*



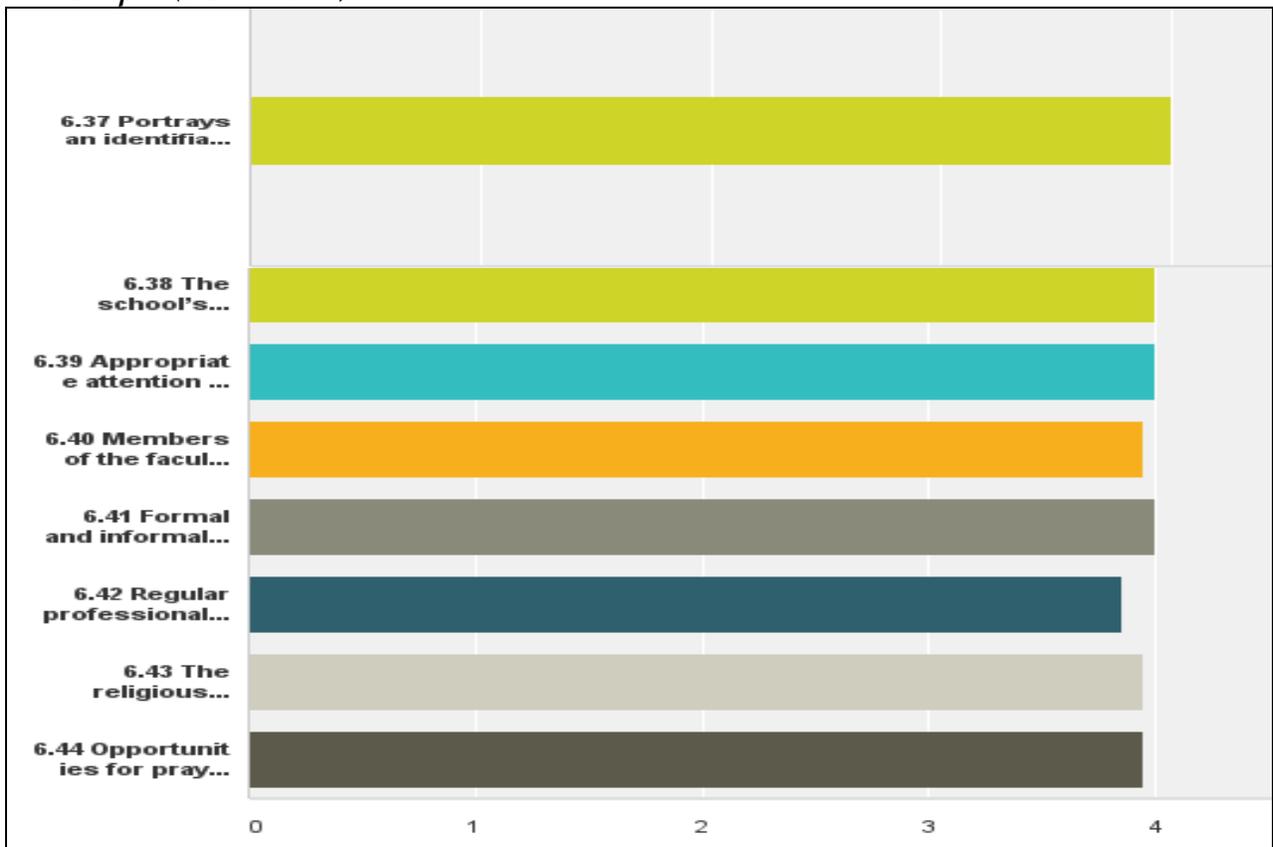
*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graph (6.17 – 6.27)*



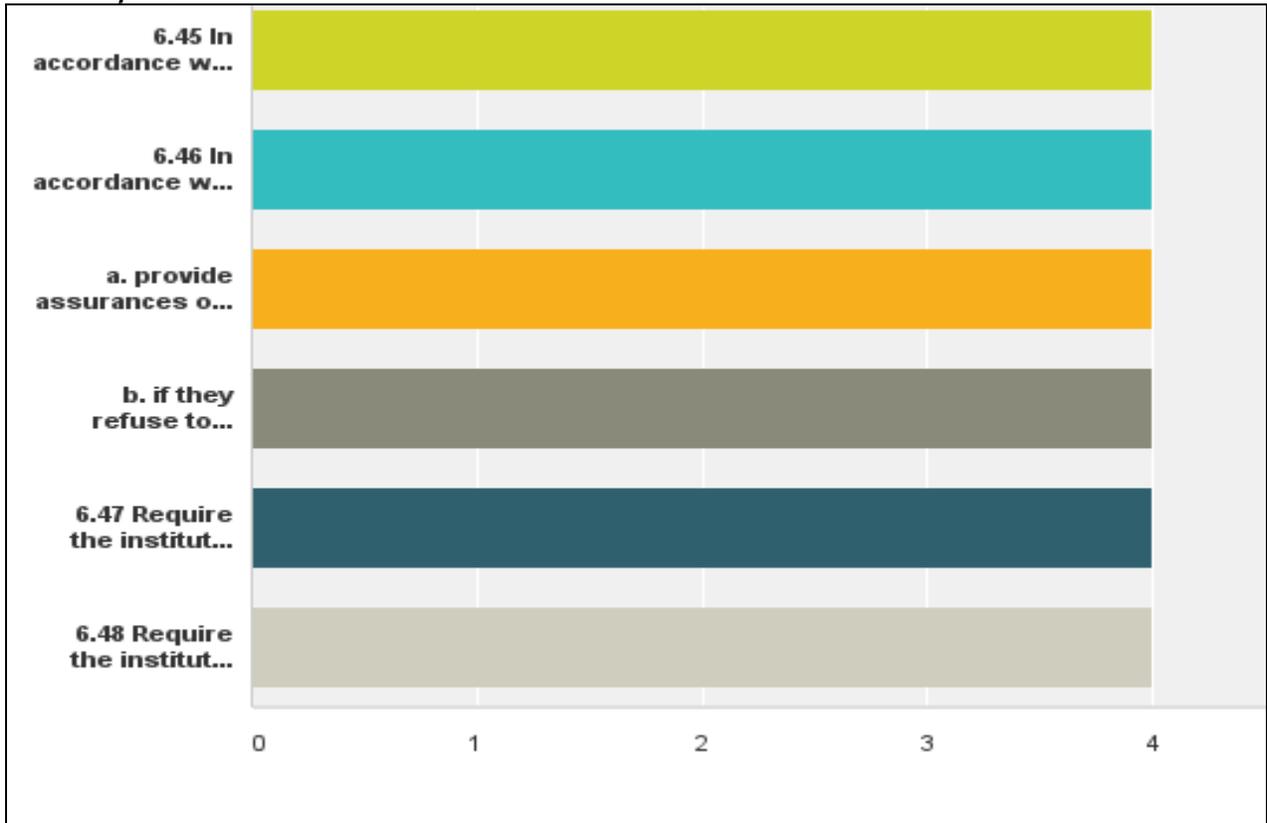
*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graph (6.28 – 6.30)*



*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graph (6.37 – 6.44)*



*Administration, Faculty, & Staff Feedback for School Climate Standard:
Bar Graph (6.45 – 6.48)*



6.1 – 6.19: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
6.1 The school’s design, organization, climate, and leadership support attainment of the school’s philosophy/mission.				x
6.2 Designated, qualified leadership provides coordination, supervision, and direction for the educational program, student services, and student activities.				x
6.3 A logical and clear table of organization for the school includes written job descriptions that specify levels of responsibility and reporting relationships.			x	
6.4 Administrative, instructional, and support				x

MSA Indicator of Quality	Rating			
	1	2	3	4
staffs are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.				
6.5 Staff members, including administrators, are assigned to work based on their education, preparation, experience, expertise, and commitment to the school's success.				x
6.6 The school implements written personnel policies and procedures for the operation of the school and makes them available to all employees.				x
6.7 The school implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment for all staff.				x
6.8 The school implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of the staff member and reported in writing as well as verbally. Results are used to make professional development recommendations. Staff members have an opportunity to discuss and appeal their appraisals.				x
6.9 Staff members are provided opportunities to offer input into the content of their professional development programs.			x	
6.10 The school implements written policies and procedures for handling complaints/grievances by members of the staff.				x
6.11 The school implements written policies and procedures for orienting and mentoring new staff members.				x
6.12 The school implements written policies and				x

MSA Indicator of Quality	Rating			
	1	2	3	4
procedures to ensure that service providers not employed by the school are appropriately oriented, supervised, and supported.				
6.13 The working environment for the staff promotes collegiality, high expectations, trust, support, and recognition for accomplishments and contributions.				x
6.14 Professional satisfaction and good general morale characterize the school's staff.				x
6.15 Staff members are committed to the school, dedicated to their work, and take pride in the outcome of their efforts.				x
6.16 The leadership encourages staff members' affiliation with professional organizations.			x	
6.17 The school's families and community demonstrate commitment to, pride in, and support for the school through participation, promotion of its mission, and financial support.				x
6.18 Members of the staff, students, and their families feel safe in the school.				x
6.19 A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families. The code is enforced fairly and uniformly.				x

6.20 – 6.28: Indicators for schools that are part of a public school district, archdiocesan/diocesan system, corporation, or other school organization with a central office staff

MSA Indicator of Quality	Rating			
	1	2	3	4
6.20 A logical and clearly understood table of organization exists for the system of schools with written job descriptions that specify levels of responsibility and reporting relationships.				x
6.21 The design, organization, and climate of the system of schools support attainment of the school’s philosophy/mission.				x
6.22 Administrative, instructional, and support staffs of the central office are qualified, competent, and sufficient in number to meet the needs of the total educational program, student services, and student activities.				x
6.23 Central office staff members possess the qualifications of education, preparation, experience, and commitment that contribute to the school’s success. Staff members are assigned to work by reason of their training and expertise.			x	
6.24 The central office’s leadership and staff work cooperatively to create a climate for teaching and learning that fosters the attainment of the school’s philosophy/mission.			x	
6.25 The organization implements written personnel policies and procedures for the operation of the system of schools and makes them available to all employees.				x
6.26 The organization implements written policies and procedures for determining adequate compensation, arriving at reasonable workloads and acceptable working conditions, and defining just and fair treatment.			x	
6.27 Central office leadership supports a comprehensive program of professional development for all				x

MSA Indicator of Quality	Rating			
	1	2	3	4
members of the staff that addresses system-wide learning expectations and specific student needs by allocating appropriate time and resources.				
6.28 Central office leadership encourages the school staff members' affiliation with professional organizations.			x	

6.29 – 6.31: Indicators for schools with early age programs

x	These Indicators are not applicable to our school.
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6.32: Indicator for schools that provide distance education

x	This Indicator is not applicable to our school.
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6.33 – 6.43: Indicators faith-based schools²⁵

MSA Indicator of Quality	Rating			
	1	2	3	4
6.33 The school's environment portrays an identifiable integration of faith, life, and culture.				x
6.34 Programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.				x
6.35 Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the				x

²⁵ 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.

MSA Indicator of Quality	Rating			
	1	2	3	4
school's religious nature.				
6.36 The faculty is provided with opportunities to advance its understanding of the religious beliefs and foundational documents of the school.				x
6.37 The school provides formal and informal opportunities for the spiritual development of the faculty and staff members.				x
6.38 Professional development opportunities regularly provide for the spiritual development of the faculty and staff as spiritual leaders in the school community.				x
6.39 The religious studies program for students is well defined and consistent with the mission of the school and the sponsoring institution.				x
6.40 Prayer and/or expressions of faith are integral components of the school's curriculum and daily activities.				x
6.41 Students play an appropriate role in planning, organizing and conducting the school's faith-based experiences.				x
6.42 Criteria for hiring school personnel include an assessment of the candidates' understanding and commitment to the foundational beliefs and mission of the school.				x
6.43 The criteria for performance evaluations of the faculty and staff members include understanding and commitment to the mission and beliefs of the school.				x

6.44 – 6.46: Indicators for all Pennsylvania public, independent, and faith-based schools

MSA Indicator of Quality	Rating			
	1	2	3	4
6.44 The school has and implements a written policy that requires all applicants for employment with the school, including employees of independent contractors but excluding employees who do not have direct contact with students, to undergo the following background checks prior to being hired or contracted: <ul style="list-style-type: none"> a. Pennsylvania State Police Request for Criminal Records Check; b. PA Department of Public Welfare Child Abuse History Clearance; and c. Federal Criminal History Record Information (CHRI) from a FBI fingerprint-based background check.²⁶ 				x
6.45 The school has and implements a written policy that requires the school 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
6.46 The school has and implements a policy that requires the school to keep on file copies of the required background check reports for all staff hired or contracted on or after April 1, 2007. ²⁷				x

²⁶ Act 114 of 2006 (state law) specifies that all applicants for employment with public and private schools including employees of independent contractors, but excluding employees who do not have direct contact with students undergo background checks noted in Indicator 6.11. In addition, Act 114 extended the background check requirements to include student teacher candidates prior to their field experience. Student teacher background check reports are to be submitted to their higher education administrator.

²⁷ Act 114 of 2006 and the PA Public School Code, Section 1-111 requires public and private schools to keep a copy of each background check report for each staff person hired on or after April 1, 2007 for the duration of time the individual is employed by that school. This also applies to school contractors.

A.1. Stakeholders' comments to support the ratings:

- I think St. Monica's School is a leader in the diminishing era of Catholic grade schools. I hope and pray it is able to continue its mission and thrive so my child can have a full Catholic school experience like I did. Thank you.
- I am extremely pleased with how St. Monica's School is run. I wouldn't send my child anywhere else.
- This is my third child about to graduate from St. Monica School. He is also third generation in St. Monica's. I cannot say enough positive things about St. Monica's. Their staff and the education here are top rate. I would (and have) highly recommended St. Monica School to anyone looking for a total education for their children in which they are heard and loved. St. Monica's is not only a school or a parish but a family.
- Overall, my child has had a very safe and positive experience at our school. My child has experienced a great deal of academic success that has mostly been supported by faculty and administration.
- The school has maintained their family feel since from when I attended in the 80's and has kept up with or exceeded the quality of education of this day and age.
- I'd like the school to focus on development and viability for the future and for the information for the school to be up to date and posted on the website.
- My son is in the 8th grade this year and we're going to miss St. Monica when he graduates in June. My daughter graduated a few years ago, she is exceling in high school. She was very well prepared!! Every teacher that my children have had at St. Monica was fair, well educated and caring. I absolutely love this school!!!
- My granddaughter is in kindergarten. She just started in September 2014. Currently my expectations of the school are met. I would suggest having survey completed a few times a year as the expectations may change.
- The school is the heart of the community.
- I absolutely love our school! I would love to see more advanced programs and more hands on experiences for the kids to learn!

A.2. Evidence:

Indicator No. 6	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	



B. Self-Assessment of Adherence to the Standard for Accreditation

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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C. Implications for Planning

C.1. List the school's significant strengths in meeting the School Climate and Organization Standard.

- Technological needs are assessed frequently and fundraisers are held in order to continually upgrade systems and resources making our school a competitive force in implementing 21st century instruction.
- Faculty are provided opportunities to continue education through innovative workshops enabling the instruction to be dynamic creating a participatory and relevant learning environment.
- St. Monica School alumni return as faculty members, parents, and volunteers because of their dedication to supporting the mission of our school and fostering a strong and effective school climate.

C.2. List the school’s significant areas in need of improvement in meeting the School Climate and Organization Standard.

- The greatest area of improvement in meeting the School Climate and Organization standard is continued financial support and stability. As the cost of living increases and income remains somewhat stagnant, it is difficult to maintain enrollment and financial support.

C.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to School Climate and Organization that should be included in the action plan in the Plan for Growth and Improvement.

- We will continue to research and provide a variety of innovative technologies, dynamic instructional strategies, while making learning relevant to 21st century students, and find new ways to market our school to new school community members as well as encouraging former members to return.



D. Evidence to Support the Assessment of This Standard

Evidence	School
Floor plan of facilities	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

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Drill	x		
Earthquake	x		
Shelter in Place	x		
Intruder in the Building		x	
Weather	x		
Reunification		x	

A.1.a. 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.

- St. Monica School is in frequently communicates with officials from the First Police District of Philadelphia. Administration and the Internal Coordinators have had a preliminary meeting with the Philadelphia Police Department to revise our emergency plans and to discuss the upcoming risk assessment.
- In early Spring of 2014, we will perform a risk assessment in conjunction with the First Police District of Philadelphia and the local Philadelphia Fire Department in determine opportunities for improving our safe learning environment.

A.2. EMERGENCY DRILLS:

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

A.2.a. 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

A.3. HEALTH AND SAFETY INSPECTION SCHEDULE:

Type of Inspection	Frequency		Results of Inspections		
			S	NI	U
Fire Alarm System		Semi-Monthly			
		Monthly			
	x	Annually	x		
Food Services (CARES- After School Program Only)		Semi-Monthly			
		Monthly			
	x	Annually	x		
Elevator(s)	Not applicable				
Internal Communications System	Not applicable				
Technology Arts/Industrial Arts Equipment	Not applicable				
Athletic Equipment – Not Inspected	Not formally inspected				
Playground Equipment	Not applicable				
Water Supply	Provided by and inspected by the City of Philadelphia				
Swimming Pool Water	Not applicable				

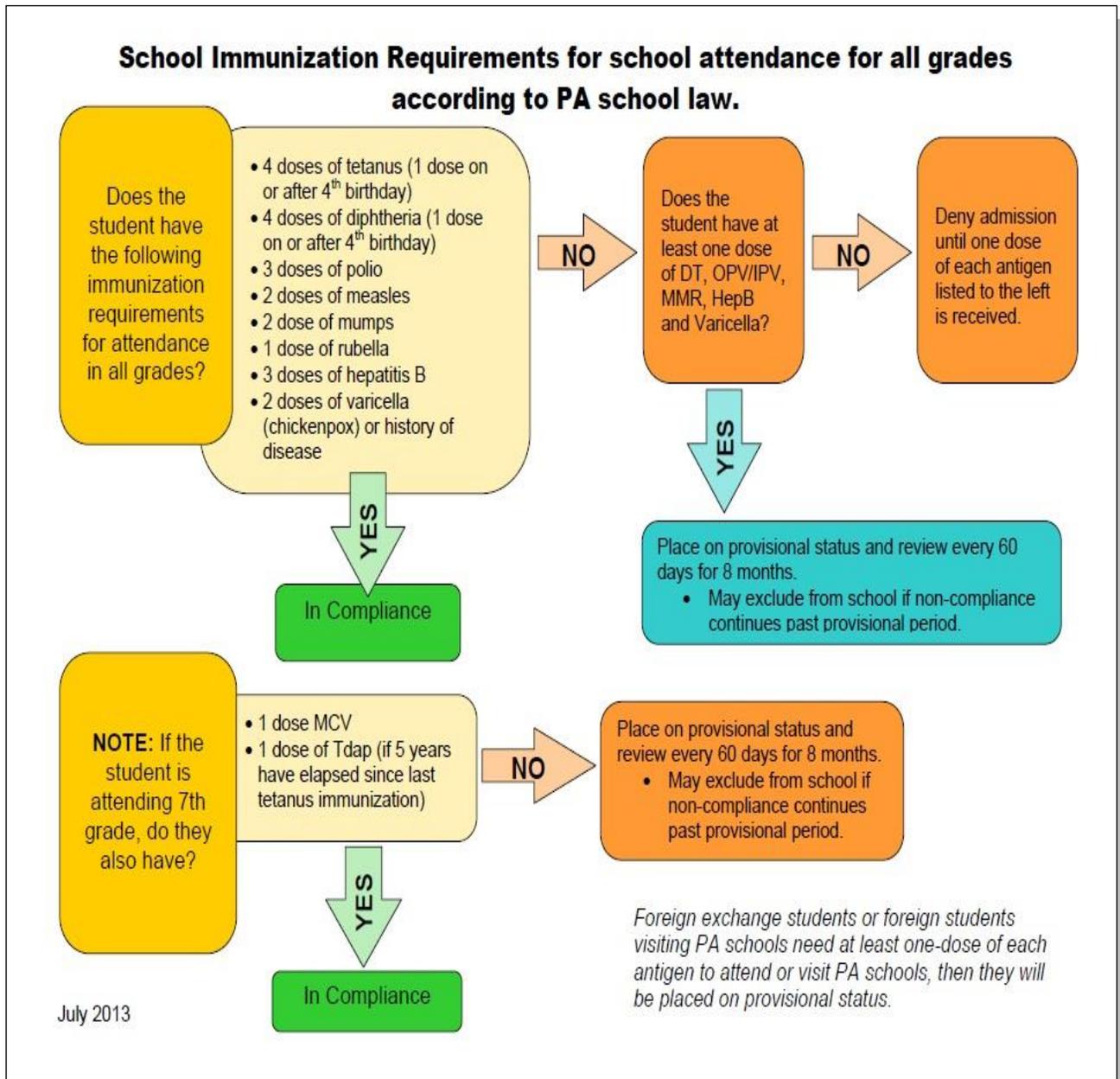
A.3.a. Provide a description of proposed improvements and/or corrective actions that need to be taken if a rating of “Needs Improvement” or “Unsatisfactory” is assigned. Include a description of actions that have been initiated or are formally planned.

Not applicable

A.4. SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
Vision	School District of Philadelphia Part-Time Nurse		Semi-Monthly
Hearing	School District of Philadelphia Part-Time Nurse		Monthly
Physical	School District of Philadelphia Part-Time Nurse	x	Annually
Tuberculosis	Not applicable		

A.5. SUMMARY OF INNOCULATIONS:



Retrieved on February 15, 2015 from http://www.portal.state.pa.us/portal/server.pt/community/immunizations/14141/school_children_immunizations/557995

A.6. PROVISIONS FOR HEALTH AND SAFETY:

Health and Safety Issue	Quality and Adequacy		
	S	NI	U
Adequate health care services at all times		x	
Health care at school functions that take place away from the school's premises	Not applicable		
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	Not applicable		
Provisions for preventing the spread of infectious substances and diseases	x		
Safety lines in required areas	Not applicable		
Students and the staff wear 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		
Other: Fallout Shelter	x		

A.6.a. 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.

- CPR and emergency-situation training will continue to be offered to members of administration, faculty, and staff, which includes training as to the correct use of defibrillators.
- St. Monica School is in the process of researching opportunities to obtain defibrillators.
- Our school in in talks with the local police and fire departments to determine the best method of acquiring fire blankets and other safety equipment.

A.7. HEALTH AND SAFETY STAFF:

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



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

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

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

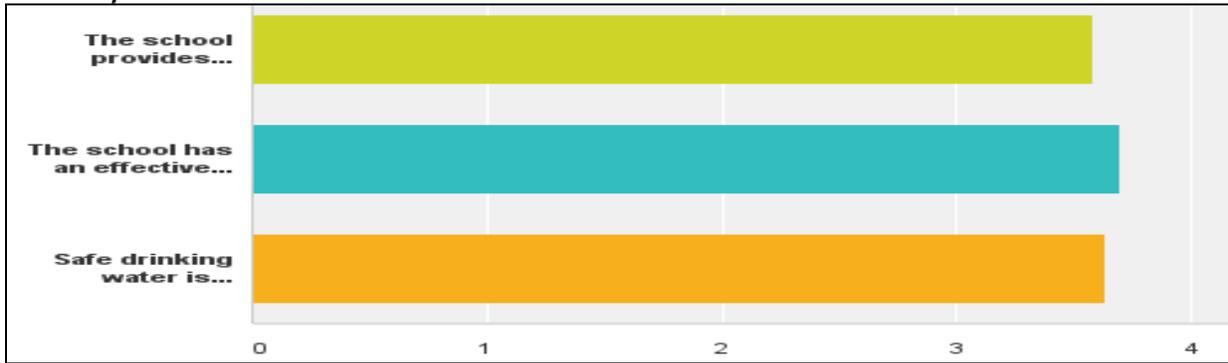
Middle States Association Accreditation Standard 7: Health and Safety

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

Parent/Community Member Feedback for Health and Safety Standard: Weighted Averages (7.12 – 7.15)

	1	2	3	4	Total	Weighted Average
The school provides students with opportunities to develop skills that contribute to personal wellness and healthy lifestyle. (7.12)	2.17% 3	5.80% 8	23.91% 33	68.12% 94	138	3.58
The school has an effective system to control access to the school by visitors or other outsiders. (7.13)	2.19% 3	2.92% 4	17.52% 24	77.37% 106	137	3.70
Safe drinking water is available in the school. (7.15)	1.45% 2	3.62% 5	25.36% 35	69.57% 96	138	3.63

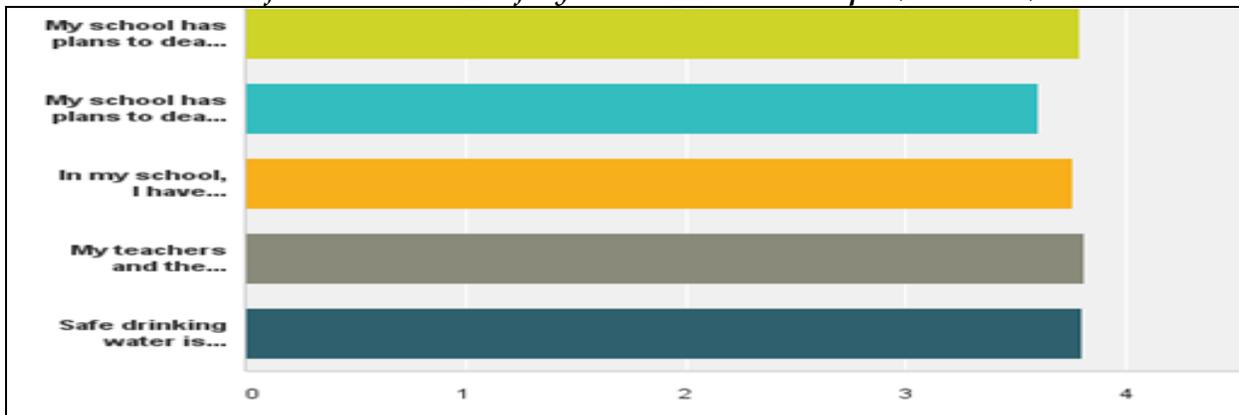
**Parent/Community Member Feedback for Health and Safety Standard:
Bar Graph (7.12 – 7.15)**



Student Feedback for Health and Safety Standard: Weighted Averages (7.4 – 7.15)

	1	2	3	4	Total	Weighted Average
My school has plans to deal with emergencies (such as fire), and we practice drills regularly. (7.4)	0.42% 1	3.39% 8	13.14% 31	83.05% 196	236	3.79
My school has plans to deal with accidents and illnesses. (7.4)	2.13% 5	4.26% 10	25.53% 60	68.09% 160	235	3.60
In my school, I have opportunities to develop knowledge about and how to practice personal wellness and a healthy lifestyle. (7.12)	0.43% 1	2.55% 6	17.87% 42	79.15% 186	235	3.76
My teachers and the school's staff model positive health and safety practices. (7.14)	1.70% 4	2.13% 5	9.79% 23	86.38% 203	235	3.81
Safe drinking water is available in our school. (7.15)	1.27% 3	3.81% 9	8.90% 21	86.02% 203	236	3.80

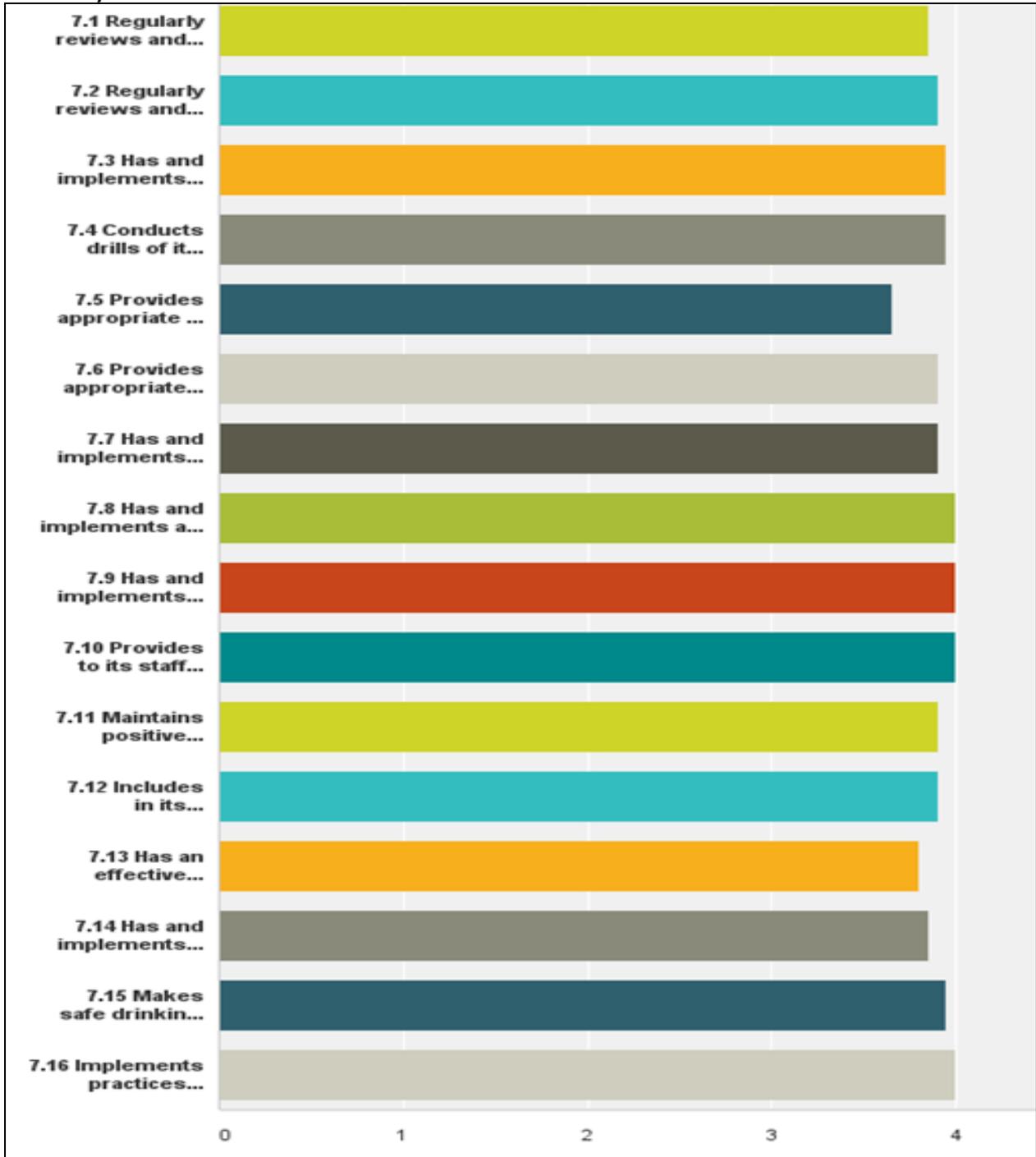
Student Feedback for Health and Safety Standard: Bar Graph (7.4 – 7.15)



**Administration, Faculty, and Staff Feedback for Health and Safety Standard:
Weighted Averages (7.1 – 7.16)**

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
7.2 Regularly reviews and updates its plans for responding to emergencies and crises.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	35.00% 7	65.00% 13	20	3.65
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
7.7 Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
7.8 Has and implements a system to account for the whereabouts of its students at all times.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
7.11 Maintains positive working relationships with local health and safety authorities and health service providers.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
7.13 Has an effective system to control access to the school by visitors and other non-school personnel.	0.00% 0	0.00% 0	20.00% 4	80.00% 16	20	3.80
7.14 Has and implements expectations for members of the staff to model positive health and safety practices.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
7.15 Makes safe drinking water available for the students, the staff, and visitors to the school.	0.00% 0	0.00% 0	5.26% 1	94.74% 18	19	3.95
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

*Administration, Faculty, and Staff Feedback for Health and Safety Standard:
Bar Graph (7.1 – 7.16)*



7.1 – 7.15: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
7.1 The school has satisfactory written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.				x
7.2 The school provides adequate health care at school functions that take place away from the school's premises.	Not applicable			
7.3 Appropriate training is provided for all staff members on how to implement emergency and crisis plans, handle accidents and illnesses, and prevent the spread of infectious diseases.				x
7.4 The school appropriately manages the storage and administration of student medications.			x	
7.5 The school safely stores equipment and supplies.			x	
7.6 A system exists to account for the whereabouts of students at all times.				x
7.7 The school maintains comprehensive, current health records for all students and staff.				x
7.8 The school conducts and maintains written records of regular emergency drills.				x
7.9 Designated members of the staff inform faculty and families (as appropriate to maintain confidentiality) about students' health or physical needs.				x
7.10 The school ensures that the staff is kept up-to-date on relevant health, wellness, and safety information and practices, including procedures to deal with individual student needs.				x
7.11 Working relationships with local authorities and health service providers are positive and ongoing.				x
7.12 The educational program includes opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.				x

MSA Indicator of Quality	Rating			
	1	2	3	4
7.13 The school has an effective system to control access to the school by visitors and other non-school personnel.		x		
7.14 Staff members model positive health and safety practices.				x
7.15 Safe drinking water is available throughout the day for the staff and students.				x

7.16: Indicator for schools with early age programs

x	These Indicators are not applicable to our school.
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B.1. Stakeholders’ comments to support the ratings:

- The official from the First District of the Philadelphia Police Department visit our school periodically to ensure student safety and patrol the school community several times throughout each day.
- The faculty is provided documentation detailing all health concerns and special needs of students in each teacher’s charge.
- We will implore the School District of Philadelphia to provide our school with a full time school nurse.
- Canvass the school community for members who are willing to volunteer to participate in our improvement of health and safety initiatives.
- As a student of St. Monica School, I feel as though my school is extremely safe and a great place for my friend and I to learn.
- The teachers care about my child’s physical, emotional, and educational well being.
- Administration, faculty, and staff personally address student health issues and/or learning disabilities allowing the students to feel as though everyone in the school really cares about them.
- I feel really safe because there are always grownups available to watch us and take care of us even in the school yard during lunch recess.

- Many times health care professionals volunteer their services to provide our students dental checks, vision checks, and assemblies helping the students to be more aware of their health.
- Our school has a zero-tolerance for bullying and works with students to eliminate bullying behavior making the school a safe place for all students.

B.2. Evidence:

Indicator No. 7	Evidence
	<ul style="list-style-type: none"> • St. Monica School administration, staff, and members of the health and safety sub-committee will meet with officials from the First Police District of Philadelphia as well as officials from the local fire department to perform a risk assessment. • Upon completion of the initial risk assessment, administration, staff, and members of the sub-committee will create and implement and newly improved health and safety plan. • Philadelphia police department and fire department officials will revisit the school to assessment the newly implemented plans and assist the school community in identifying opportunities for further improvement.



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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Root Cause Analysis

Foundational Issue: Health and Safety		
Are there health and safety standard indicators not met or in need of improvement that inhibit the attainment of the organizational capacity objective?		YES
	x	NO
Data to support your conclusion:	Although we recognize areas of improvement such as additional hours for our school nurse and increase security measures, as indicated by the ratings provided by stakeholders, our school environment has an overall satisfactory rating for health and safety.	
Hypothesis derived from your conclusion:	See survey feedback from parents, students, administration, faculty, and staff.	

E. Implications for Planning

E.1. List the school's significant strengths in meeting the Health and Safety Standard.

- We have strong connections and long-term relationships with the Philadelphia Police Department, Philadelphia Fire Department, local healthcare providers, and City officials who are involved in politics (many of whom are alumni).
- All coaches, school volunteers, faculty, staff, and administration are trained and have clearances and background checks on file.
- Members of the school community who surround the school facilities take care to observe suspicious activities and report them to the local

authorities and school administration assisting in making the school a safe and healthy environment for students and all stakeholders.

E.2. List the school's significant areas in need of improvement in meeting the Health and Safety Standard.

- An updated security system and safety plan will be assessed, revised, frequently reviewed for continued improvements, and implemented beginning in the Spring of 2015.
- Routine emergency drills will be assessed for effectiveness, improved, and practiced regularly.
- Implore the School District of Philadelphia to provide the school with a full-time, school nurse. If this is not possible due to financial constraints, we will survey members of the school community with healthcare experience for volunteers.

E.3. 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.

- Our school is in the process of revising our security plan and updating our safety equipment.

F. Evidence to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	x
Records of most recent health and safety inspections	
Record of emergency drills	x
Emergency Procedures section of Faculty Handbook	

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL MINUTES PER ACADEMIC WEEK								
Grade Level	English Language Arts	Math	Science	Social Studies	The Arts	Other Languages Italian	Health P.E.	Technology
K	900	225	45	45	45	45	45	30
1	900	225	45	45	45	45	45	30
2	900	225	45	45	45	45	45	30
3	750	225	150	150	45	45	45	45
4	750	225	150	150	45	45	45	45
5	500	275	220	220	55	45	55	55
6	500	275	220	220	55	45	55	55
7	500	275	220	220	55	45	55	55
8	500	275	220	220	55	45	55	55

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

x	The instructional hours are reported for one academic week
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4. Exceeds	The evidence indicates the school system exceeds the expectations of this Indicator

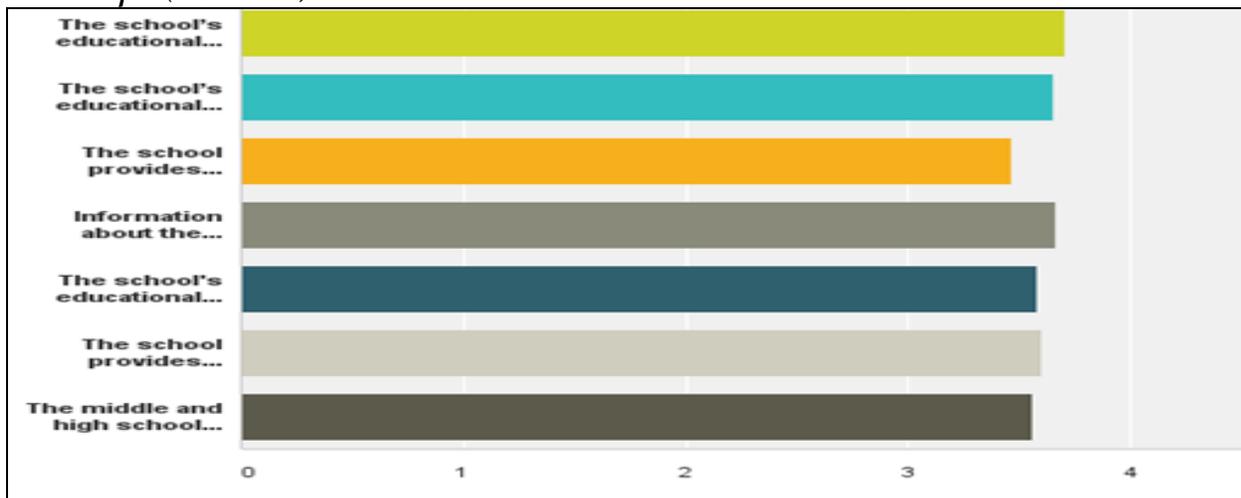
Middle States Association Accreditation Standard: Educational Program

The Standard: An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

**Parent/Community Members Feedback for the Educational Program Standard:
Weighted Averages (8.4 – 8.46)**

	1	2	3	4	Total	Weighted Average
The school's educational program provides instruction in basic core academic subjects (language arts and literature, mathematics, science, and social sciences). (8.4)	1.46% 2	2.19% 3	20.44% 28	75.91% 104	137	3.71
The school's educational program provides instruction in courses such as the arts, health, physical education, and world languages. (8.4)	1.47% 2	3.68% 5	22.79% 31	72.06% 98	136	3.65
The school provides instruction in effective use of information technology. (8.5)	2.92% 4	7.30% 10	29.20% 40	60.58% 83	137	3.47
Information about the school's educational program, school policies, and other information is available in written form to students and their parents. (8.2)	2.99% 4	1.49% 2	22.39% 30	73.13% 98	134	3.66
The school's educational program is meeting the needs of my child or children.	2.22% 3	5.93% 8	23.70% 32	68.15% 92	135	3.58
The school provides appropriate activities to assist students with the transition from one school to another (pre-kindergarten to kindergarten, pre-K or kindergarten to elementary school, elementary to middle school, middle to high school). (8.42, 8.44, 8.46)	2.26% 3	5.26% 7	22.56% 30	69.92% 93	133	3.60
The middle and high school educational programs provide appropriate educational programs for students who are concluding formal study as well as those planning further education. (8.46)	1.56% 2	6.25% 8	26.56% 34	65.63% 84	128	3.56

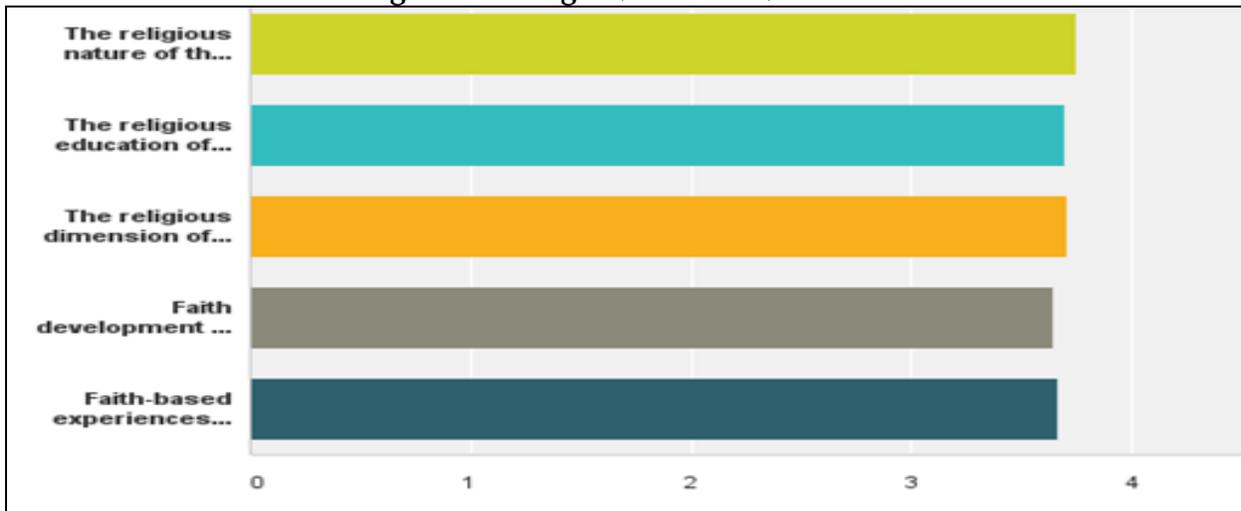
**Parent/Community Members Feedback for the Educational Program Standard:
Bar Graph (8.4 – 8.46)**



***Parent/Community Members Feedback for the Educational Program Standard,
Faith-Based Schools: Weighted Averages (8.54 – 8.63)***

	1	2	3	4	Total	Weighted Average
The religious nature of the school is appropriately reflected throughout the school's educational program. (8.54)	2.22% 3	1.48% 2	15.56% 21	80.74% 109	135	3.75
The religious education of the students is a concern of all faculty members. (8.59)	2.24% 3	1.49% 2	20.90% 28	75.37% 101	134	3.69
The religious dimension of all areas of the curriculum is acknowledged. (8.55)	2.24% 3	0.75% 1	20.90% 28	76.12% 102	134	3.71
Faith development and community service programs are seen as integral parts of the school's educational programs. (8.57)	2.26% 3	3.76% 5	21.80% 29	72.18% 96	133	3.64
Faith-based experiences that foster the religious formation of the students are provided regularly. (8.63)	1.49% 2	2.99% 4	23.88% 32	71.64% 96	134	3.66

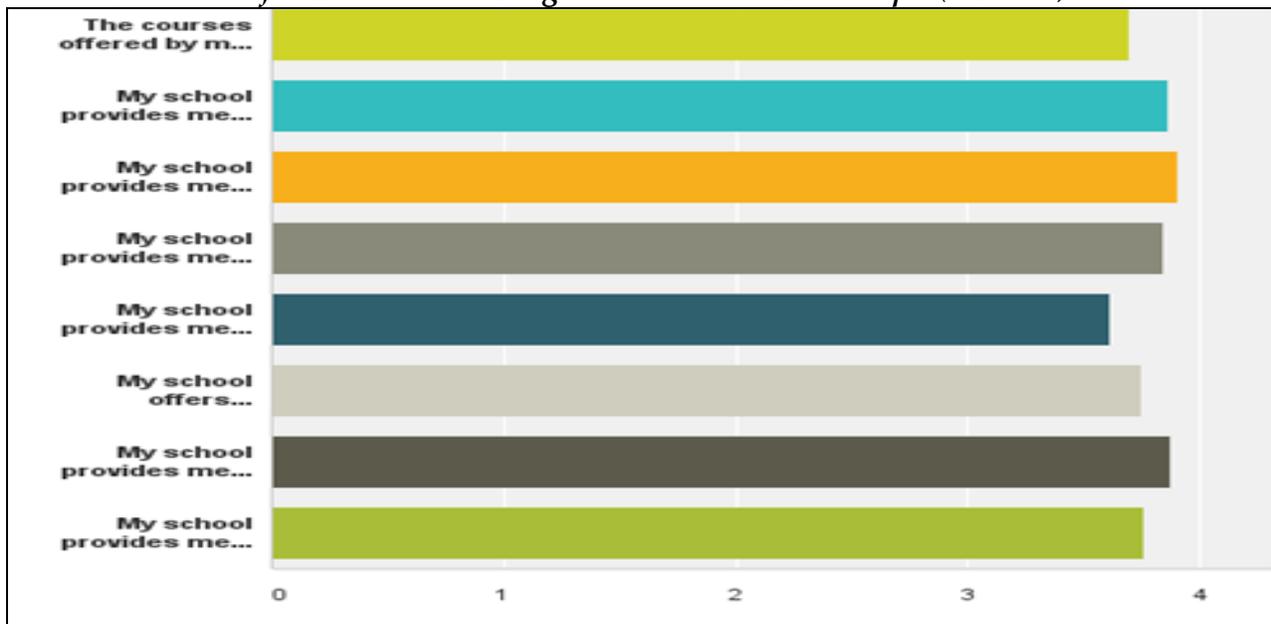
***Parent/Community Members Feedback for the Educational Program Standard,
Faith-Based Schools: Weighted Averages (8.54 – 8.63)***



Student Feedback for Educational Program Standard: Weighted Averages (8.1 – 8.5)

	1	2	3	4	Total	Weighted Average
The courses offered by my school interest me and meet my needs. (Standard)	2.12% 5	2.12% 5	20.34% 48	75.42% 178	236	3.69
My school provides me with instruction in the basic subject areas of language arts and literature, mathematics, science, and social studies. (8.2)	0.85% 2	0.43% 1	10.21% 24	88.51% 208	235	3.86
My school provides me with experiences in art, music, health, world languages, and physical education. (8.3)	0.00% 0	1.28% 3	7.26% 17	91.45% 214	234	3.90
My school provides me with experiences that promote critical thinking, reasoning, problem-solving skills, and study skills. (8.4)	0.00% 0	2.54% 6	10.59% 25	86.86% 205	236	3.84
My school provides me with instruction in effective use of information technology (e.g. computers, iPads, the Internet) and provides opportunities for me to apply those skills. (8.5)	1.69% 4	7.20% 17	19.92% 47	71.19% 168	236	3.61
My school offers opportunities for me to develop social skills such as increasing self-control and a sense of responsibility as I interact with my teachers and other students in interaction with adults and peers. (8.7)	2.12% 5	1.69% 4	15.68% 37	80.51% 190	236	3.75
My school provides me with textbooks and other learning materials I need for all subjects. (Standard)	0.00% 0	2.54% 6	7.63% 18	89.83% 212	236	3.87
My school provides me with instruction in how to use technology (for example, computers) for learning. (8.5)	1.28% 3	3.40% 8	13.62% 32	81.70% 192	235	3.76

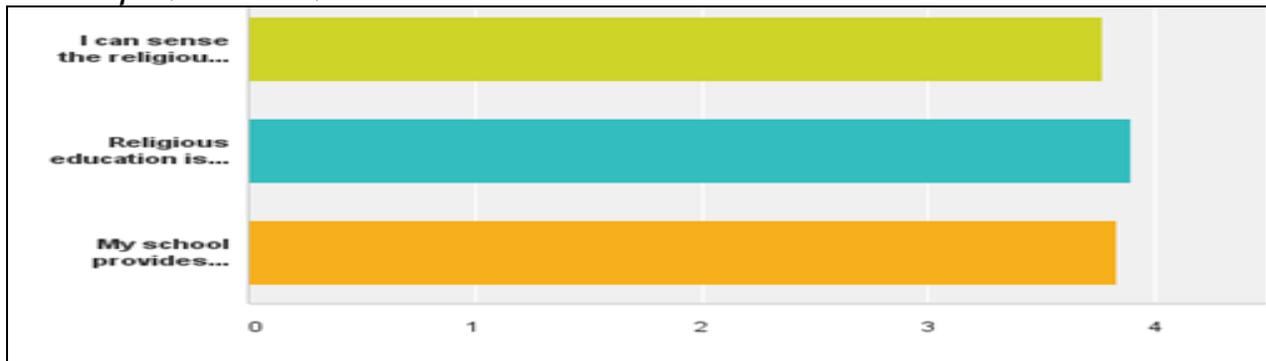
Student Feedback for Educational Program Standard: Bar Graph (8.1 – 8.5)



**Student Feedback for Educational Program Standard, Faith-Based Schools:
Weighted Averages (8.54 –8.63)**

	1	2	3	4	Total	Weighted Average
I can sense the religious nature of my school in all of my subjects and activities (8.54)	1.70% 4	2.13% 5	13.19% 31	82.98% 195	235	3.77
Religious education is a priority in my school. (8.59)	1.28% 3	0.43% 1	6.81% 16	91.49% 215	235	3.89
My school provides regular experiences to help me grow in my faith. (8.63)	0.85% 2	2.55% 6	9.79% 23	86.81% 204	235	3.83

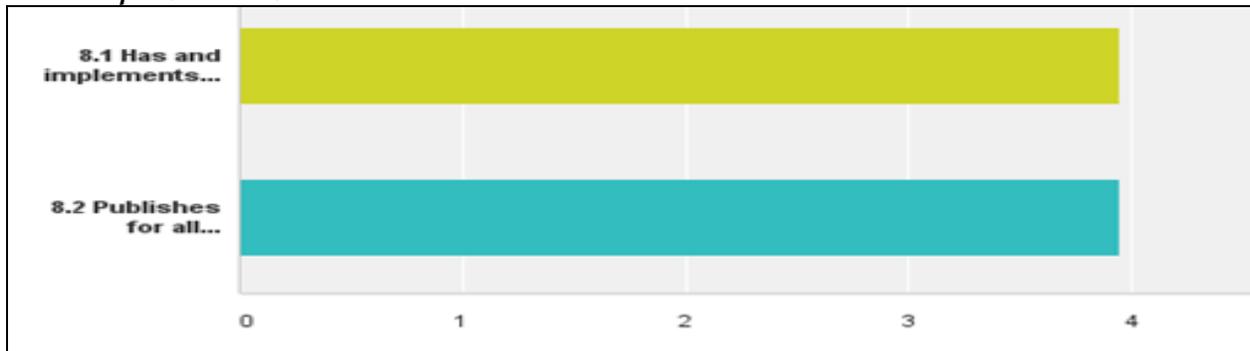
**Student Feedback for Educational Program, Faith-Based Schools:
Bar Graph (8.54 – 8.63)**



**Administration, Faculty, and Staff Feedback for Educational Program:
Weighted Averages (8.1– 8.2)**

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.2 Publishes for all students and their families an overview of the school's educational program and its programs of study.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

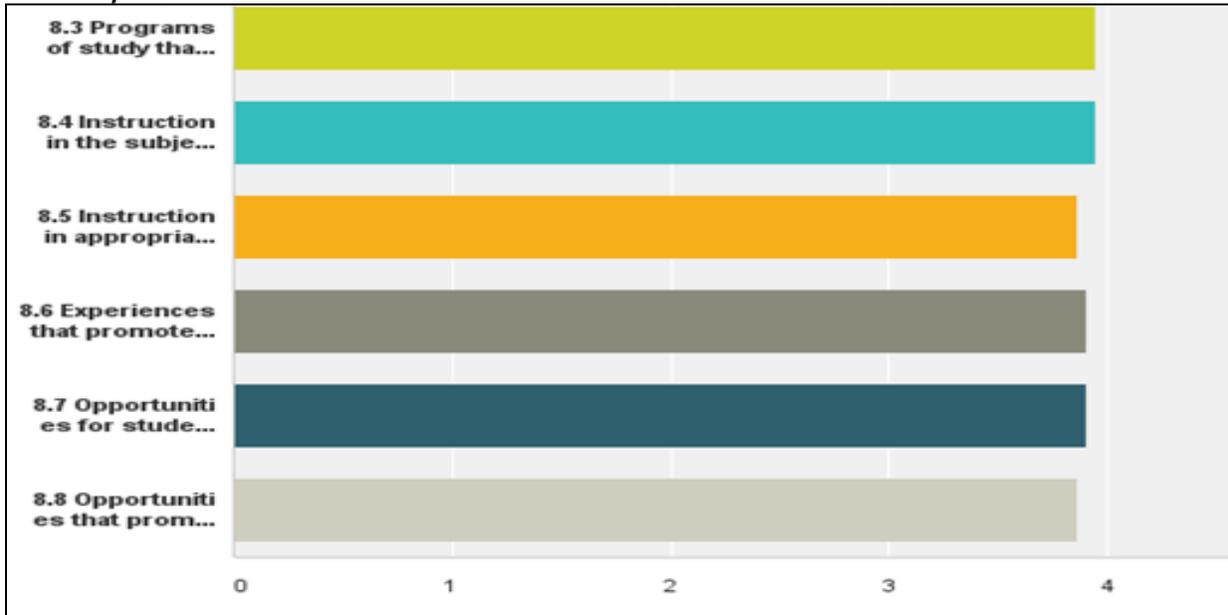
*Administration, Faculty, & Staff Feedback for the Educational Program Standard:
Bar Graph (8.1 –8.2)*



*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Weighted Averages (8.3 –8.8)*

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
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.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.8 Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86

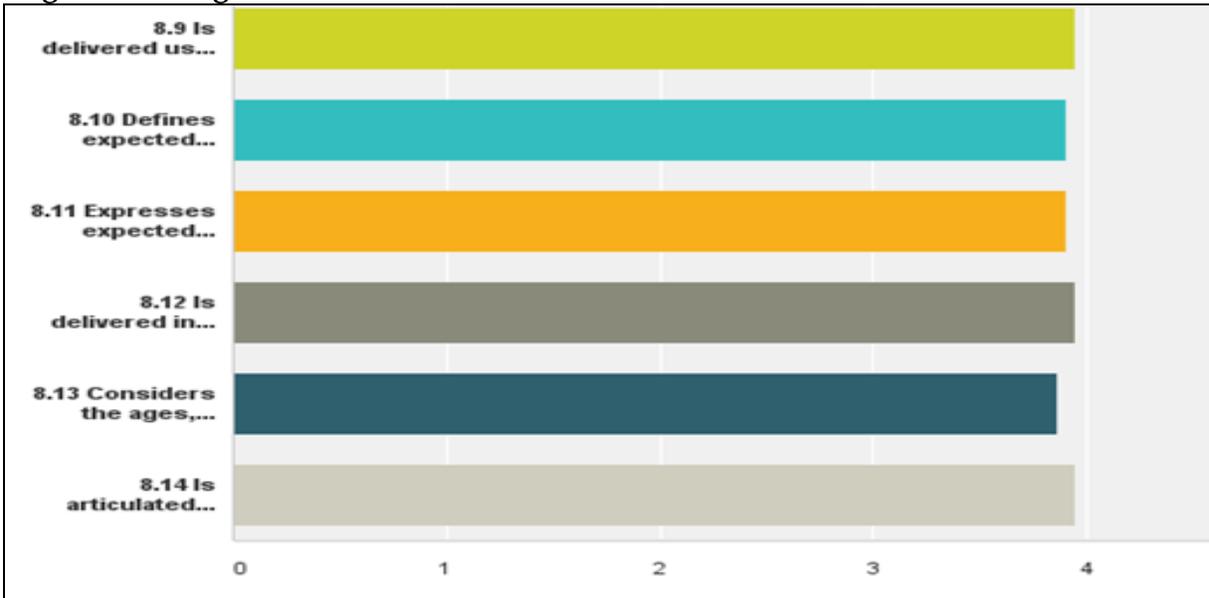
*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Bar Graph (8.3 – 8.8)*



*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Weighted Averages (8.9 – 8.14)*

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

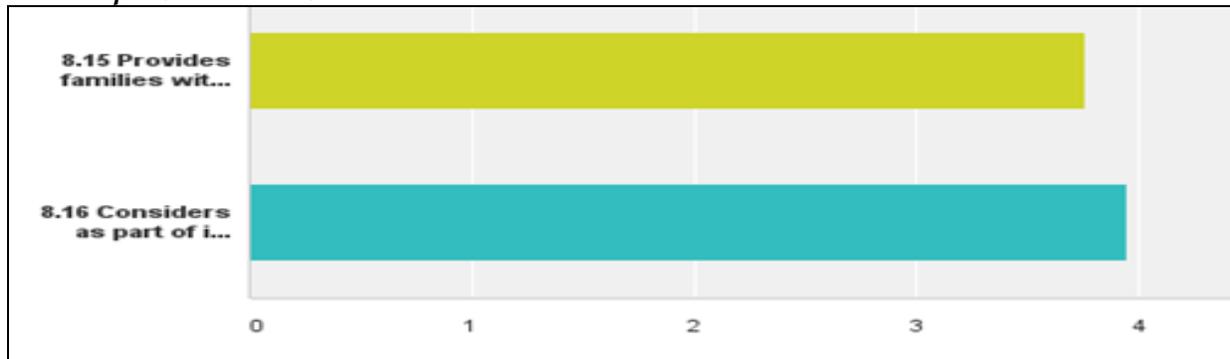
*Administration, Faculty, & Staff Feedback for Education Program Standard:
Weighted Averages (8.9 – 8.14)*



*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Weighted Averages (8.15 – 8.16)*

	1	2	3	4	Total	Weighted Average
8.15 Provides families with appropriate opportunities to offer input regarding the school's curriculum.	0.00% 0	4.76% 1	14.29% 3	80.95% 17	21	3.76
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

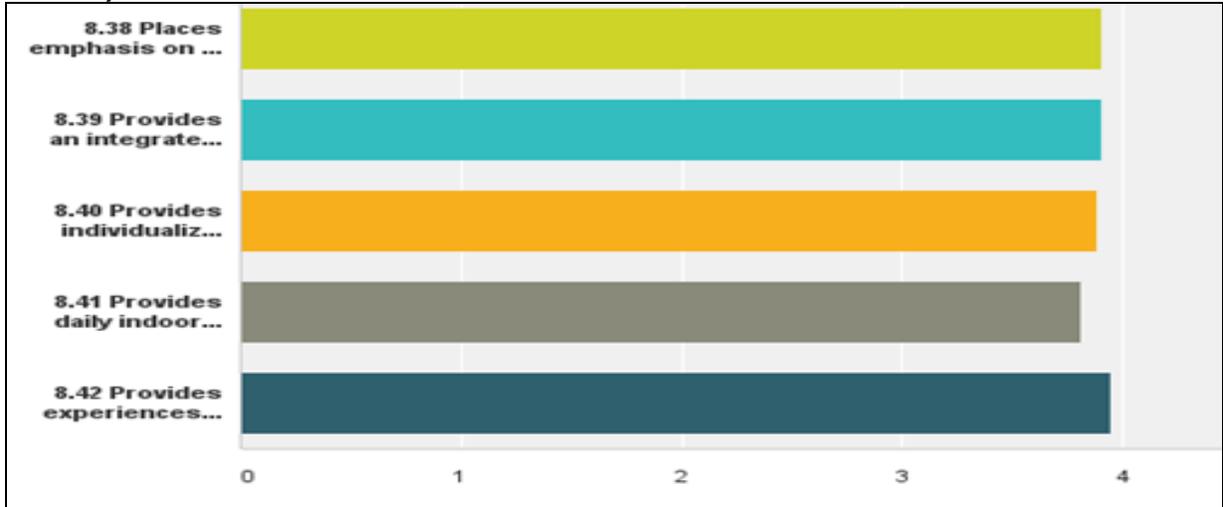
**Administration, Faculty, & Staff Feedback for Educational Program Standard:
Bar Graph (8.15 – 8.16)**



**Administration, Faculty, & Staff Feedback for Educational Program Standard:
Weighted Averages (8.38 – 8.42)**

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.39 Provides an integrated approach to children's social, emotional, physical, cognitive, and language development.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.40 Provides individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.	0.00% 0	5.88% 1	0.00% 0	94.12% 16	17	3.88
8.41 Provides daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
8.42 Provides experiences that prepare students for successful transition to middle and secondary school settings.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

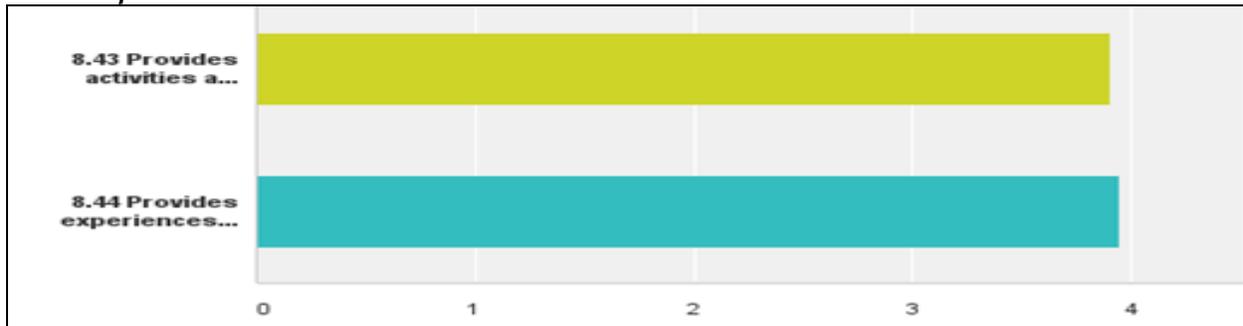
*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Bar Graph (8.38 – 8.42)*



*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Weighted Averages (8.43 – 8.44)*

	1	2	3	4	Total	Weighted Average
8.43 Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.44 Provides experiences that prepare students for successful transition to the secondary school setting.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

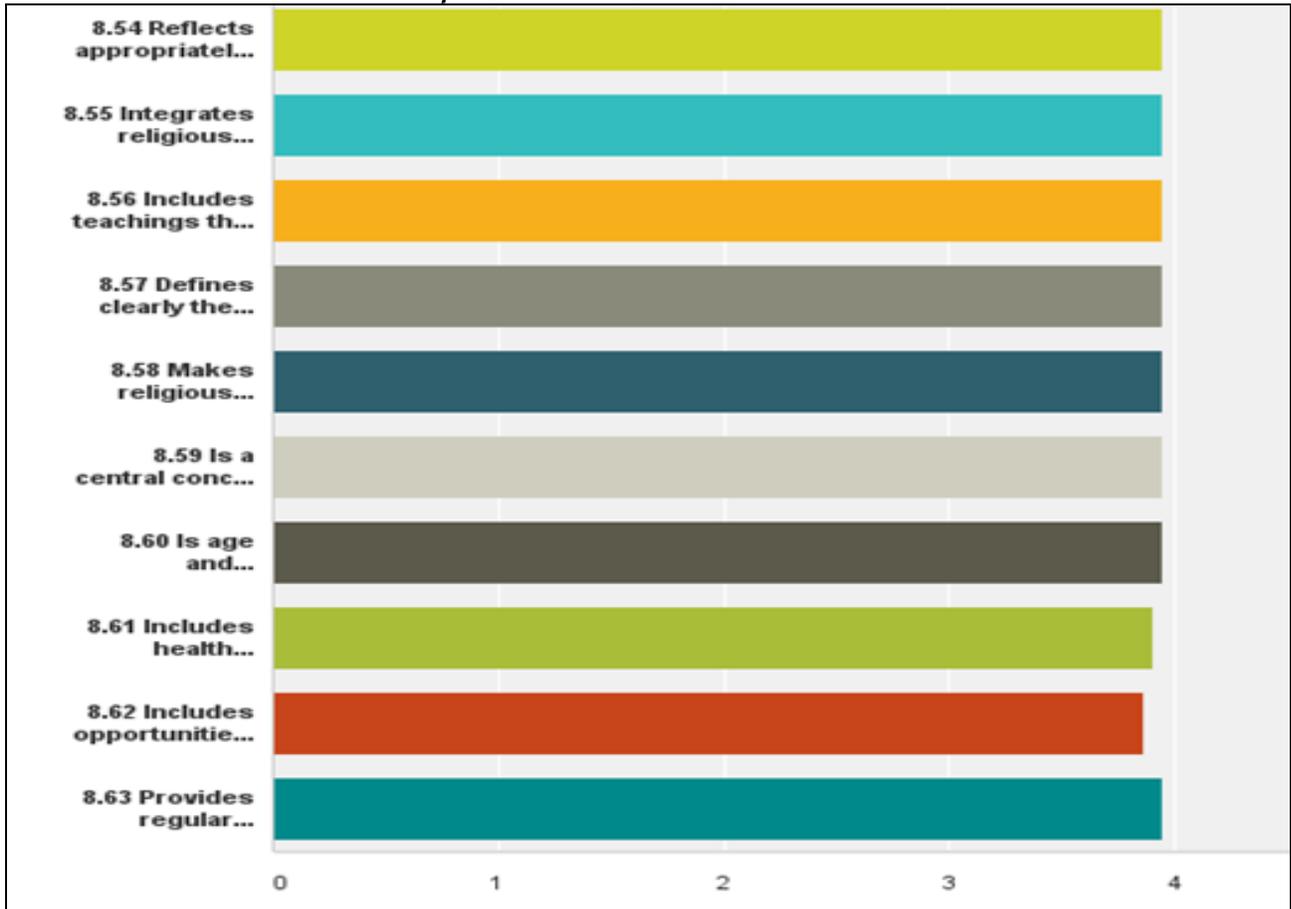
*Administration, Faculty, & Staff Feedback for Educational Program Standard:
Bar Graph (8.43 – 8.44)*



***Administration, Faculty, & Staff Feedback for Educational Program Standard,
Faith-Based Schools: Weighted Averages (8.54 – 8.63)***

	1	2	3	4	Total	Weighted Average
8.54 Reflects appropriately the religious nature of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.55 Integrates religious teachings into all areas of the educational program.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
8.56 Includes teachings that are grounded in the beliefs, values, and traditions of the sponsoring faith-community.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.57 Defines clearly the objectives for faith development and community service programs for students that reflect the mission of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.58 Makes religious education for students a priority in scheduling, budgeting, and planning.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.59 Is a central concern of all of the school's leaders, faculty members, and staff.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.60 Is age and developmentally appropriate.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.61 Includes health education that is consistent with the religious beliefs and values of the sponsoring faith-community.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.62 Includes opportunities for students to apply their learning beyond the classroom (e.g., community service projects, internships, job shadowing).	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
8.63 Provides regular faith-based experiences that foster the religious formation of the students.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

Administration, Faculty, & Staff Feedback for Educational Program Standard, Faith-Based Schools: Bar Graph (8.54 – 8.63)



8.1 – 8.16: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
8.1 Written curriculum guides identify program objectives and define the scope and sequence of the educational program. The guides are functional.				x
8.2 The educational program provides instruction in the basic subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, and social sciences.				x

MSA Indicator of Quality	Rating			
	1	2	3	4
8.3 The educational program includes experiences in visual and performing arts, health, world languages, and physical education.			x	
8.4 The educational program provides experiences that promote students' critical thinking, reasoning, problem-solving skills, and study skills.				x
8.5 The educational program includes instruction in effective uses of information technology and provides opportunities for application.			x	
8.6 A variety of group learning settings (e.g., individual, small group, large group) is provided for students daily.			x	
8.7 The educational program offers opportunities for development of social skills—such as increasing self-control and a sense of individual and group responsibility—in interaction with adults and peers.				x
8.8 Written curriculum and instruction policies and procedures provide direction to the staff, leadership, and other stakeholders in the development, implementation, and improvement of the educational program.				x
8.9 Provision is made for both horizontal and vertical articulation and coordination of the educational program among all levels of the school.			x	
8.10 An overview of the educational program, school policies and procedures, and other pertinent information is available in written form to students and their parents.				x
8.11 The educational program defines desired student outcomes as expressed in terms of student understanding, knowledge, attitudes, skills, and habits.				x
8.12 Course or program objectives are simply stated				x

MSA Indicator of Quality	Rating			
	1	2	3	4
and understandable to students.				
8.13 The educational program considers the ages, cultures, and varying levels of ability of students.			x	
8.14 The instructional program is designed to meet students' needs in accordance with the school's philosophy/mission.				x
8.15 The educational program and its expectations for learning are understood and supported by the school's stakeholders.			x	
8.16 Curriculum development is a dynamic, emergent process influenced by the attributes and interests of the children, their families, and teachers.			x	

8.17 – 8.23: Indicators for schools with early age programs

x	These Indicators are not applicable to our school.
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8.24 – 8.25: Indicators for schools with elementary school programs

MSA Indicator of Quality	Rating			
	1	2	3	4
8.24 The educational program places emphasis on the development of cognitive, psychomotor, and affective skills, plus the knowledge and competencies that establish the basis for greater understanding.				x
8.25 The educational program provides experiences that prepare students for successful transition to middle and secondary school settings.			x	

8.26 – 8.27: Indicators for schools with middle school programs

x	These Indicators are not applicable to our school.
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8.28 – 8.31: Indicators for schools with secondary school programs

x	These Indicators are not applicable to our school.
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8.32 – 8.36: Indicators for schools that provide distance education

x	These Indicators are not applicable to our school.
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8.37 – 8.48: Indicators for faith-based schools²⁸

MSA Indicator of Quality	Rating			
	1	2	3	4
8.37 The religious nature of the school is appropriately reflected throughout the curriculum.				x
8.38 The school teaches the faith of the sponsoring institution in accordance with its official teachings and traditions.				x
8.39 Religious education of the students is a priority in scheduling, budgeting, and planning.				x
8.40 The religious education of the students is a concern of all faculty members.				x

²⁸ 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.

MSA Indicator of Quality	Rating			
	1	2	3	4
8.41 The religious dimension of all areas of the curriculum is acknowledged.				x
8.42 The school provides religious formation programs for its faith-community members that are based on the faith-community's beliefs, values, and traditions.				x
8.43 The religious education program is developmentally appropriate in nature.				x
8.44 Religious social teachings are integrated throughout the school's educational program.				x
8.45 The curriculum for the health education program(s) is consistent with the teachings and values of the religious beliefs on which the school is founded.				x
8.46 Faith development and community service programs for students have clearly defined objectives reflecting the mission of the school.				x
8.47 Faith development and community service programs are seen as integral components of the school's educational programs.				x
8.48 Faith-based experiences that foster the religious formation of the students are provided regularly.				x

B.1. Stakeholders' comments to support the ratings:

- As a parent it is very encouraging to see how most of my child's teacher's (over the years) has worked to connect lessons with experiences the child will have in the real world.
- For the most part, the foundation for student learning is provided in kindergarten and built upon each year up to and including eighth grade.
- Students are provided with a variety of avenues to express his or her personal knowledge of the curriculum included in the educational program at St. Monica School. It is refreshing that the instruction is still as rigorous as it was in the past, while new innovations and methods of

instruction have been applied empowering students to learn at their own rates and in their own ways.

- I think St. Monica's School is a leader in the diminishing era of Catholic grade schools. I hope and pray it is able to continue its mission and thrive so my child can have a full Catholic school experience like I did. Thank you.
- This is my third child about to graduate from St. Monica School. He is also third generation in St. Monica's. I cannot say enough positive things about St. Monica's. Their staff and the education here are top rate. I would (and have) highly recommended St. Monica School to anyone looking for a total education for their children in which they are heard and loved. St. Monica's is not only a school or a parish, but a family.
- Overall, my child has had a very safe and positive experience at our school. My child has experienced a great deal of academic success that has mostly been supported by faculty and administration.
- This is a very good school with exceptional teachers and a good curriculum.
- St. Monica School deserves to have the reputation of the best Catholic school in the Philadelphia area. This school is an excellent learning environment that allows students to grow academically, socially, and emotionally, while being prepared to enter into higher education and the workforce as spiritual role models and strong, academic competitors.
- Technology is incorporated into daily instruction, which is encouraging students to be interested and actively involved in learning.
- Interesting and creative projects that tie into daily lessons are included in instruction at every grade level.
- Teachers create excitement and participation among the students by making learning fun and relevant through use of hands-on activities, technology, and physical activities.
- The school uses First in Math to emphasize mathematics lesson by using games and positive competition.
- This is my third child about to graduate from St. Monica School. He is also third generation in St. Monica's. I cannot say enough positive things about St. Monica's. Their staff and the education here are top rate. I would (and have) highly recommended St. Monica School to anyone looking for a total education for their children in which they are heard and loved. St. Monica's is not only a school or a parish but a family.

B.2. Evidence:

Indicator No. 8	Evidence
	Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.

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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school’s significant strengths in meeting the Educational Program Standard.

- Common Core State Standards as aligned with Archdiocesan guidelines enable teachers to implement consistent, relevant, and rigorous integrated instruction from kindergarten through eighth grade.
- Integrated lesson plans that are aligned with the school mission are incorporated into daily instruction.
- Unit projects that encourage active participation through kinesthetic learning and incorporation of technology are performed at each grade level throughout the school year.
- Student-driven learning in encourages in each classroom.
- Teachers utilize various types of formal and informal assessments to evaluate effectively each individual student’s special skills and talents.
- Materials, supplies, and resources (technological and otherwise) are readily available for teachers to use in providing instruction.
- Workshops and frequent opportunities are provided to learning more about implementing the Common Core State Standards and most recently a workshop and student assembly for the new science and technology standards (STREAM).

- There is a full-time Title I, Reading teacher who conducts classes for eligible students at least two times per week.
- A Title I extended day program in Reading and Math is provided for eligible students in grades two through eight two day per week during the school year and over an eight-week period during the summer.
- A mathematics tutor provided remediation and additional instruction for students in grades 6 through 8 Tuesdays and Wednesdays during the school year.
- In September 2014, the Children’s Literacy Initiative Program for kindergarten students was implemented through provisions from the Connelly Foundation.

D.2. List the school’s significant areas in need of improvement in meeting the Educational Program Standard.

- Acquire funding and support for an Honors Math Program.
- Increase student awareness of the importance of academics and the relevance to real-world scenarios.
- Acquire funding for additional field trips and research programs that offer virtual field trips to supplement classroom instruction making it relevant and dynamic.

D.3. 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.

- As part of the Growth and Improvement Plan for St. Monica School, we have identified as an objective the importance of increase student’s awareness of the connection between instruction and real-world experiences. Over the next several years, we will incorporate additional technological innovations such as gamification and virtual field trips to make learning relevant to each of our students despite socioeconomic circumstances.
- As part of increasing student awareness of the connection between what is learned in the classroom and real-world scenarios, we will invite shareholders from the school community to demonstrate how classroom instruction has assisted them in being successful in the global marketplace.

- Increasing student awareness of the connection between academics learned in the classroom and real-life will also encourage the students to be lifelong learners through the use of technology, written and oral communication skills, and application of problem-solving methods while continuing the spiritual mission of our school. Teachers will assist in making these connections through pointing out similarities between games the students play (for instance Minecraft) and academic knowledge.



E. Evidence to Support the Assessment of this Standard

Evidence	School
Program of studies or other overview of the components of the educational program	x
Written curriculum guides for each component of the educational program	x
Master schedule	x
Policies related to educational program	x



ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. EVIDENCE OF STUDENT LEARNING:

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
TerraNova, Third Edition Level 11 Form G Multiple Assessment Test Book	1	Math, Reading, Language, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
TerraNova, Third Edition Level 12 Form G Multiple Assessment Test Book	2	Math, Reading, Language, Science and Social Studies	x		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
InView Level 1 Test Book TerraNova, Third Edition Level 13 Form 2 Common Core Test Book	3	Innate Cognitive Abilities Math, Reading, Language, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
InView Level 2 Test Book TerraNova, Third Edition Level 14 Form 2 Common Core Test Book	4	Innate Cognitive Abilities Math, Reading, Language, Science and Social Studies	x		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
InView Level 2 Test Book TerraNova, Third Edition Level 15 Form 2 Common Core Test Book	5	Innate Cognitive Abilities Math, Reading, Language, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
InView Level 3 Test Book TerraNova, Third Edition Level 16 Form 2 Common Core Test Book	6	Innate Cognitive Abilities Math, Reading, Language, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
InView Level 3 Test Book TerraNova, Third Edition Level 17 Form 2 Common Core Test Book	7	Innate Cognitive Abilities Math, Reading, Language, Science and Social Studies	x		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
End-of-Year Testing	K-8	Religion, Math, Reading, ELA, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Performance Assessments	K-8	Religion, Math, Reading, ELA, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
IHM Math Contest	7-8	Math	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Mathletes	7-8	Math	x		

Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Lesson, Chapter, Unit, and Benchmark Tests	K	Religion, Math, ELA	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Lesson, Chapter, Unit, and Benchmark Tests	1-8	Religion, Math, ELA, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
Unit Projects	K-8	Religion, Math, ELA, Science and Social Studies	x		
Name of Assessment	Grade Level(s) Administered	Curricular Area(s) Assessed	Evaluation of Most Recent Results		
			S	NI	U
ELA Portfolios	1-8	ELA	x		

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

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

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

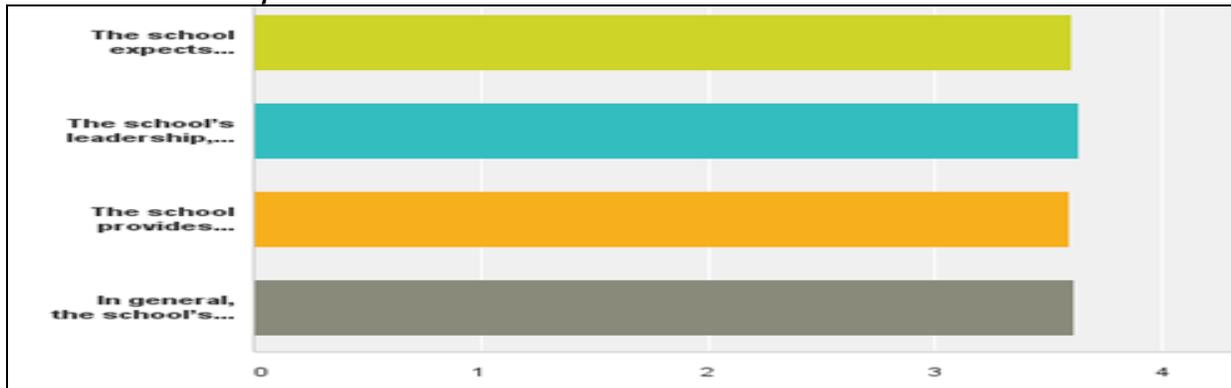
Middle States Association Accreditation Standard 9: Assessment and Evidence of Student Learning

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

Parent/Community Member Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.2 –9.11)

	1	2	3	4	Total	Weighted Average
The school expects progress in student learning and performance, and progress is accurately, clearly, and systematically reported to the school community. (9.2)	2.21% 3	4.41% 6	25.00% 34	68.38% 93	136	3.60
The school's leadership, teachers, and staff are committed to and accept responsibility for students' learning. (9.3)	2.21% 3	3.68% 5	22.79% 31	71.32% 97	136	3.63
The school provides regular communication about how well my child is learning. (9.10)	2.22% 3	2.96% 4	28.15% 38	66.67% 90	135	3.59
In general, the school's students are achieving at levels expected by the community.	2.21% 3	2.94% 4	26.47% 36	68.38% 93	136	3.61

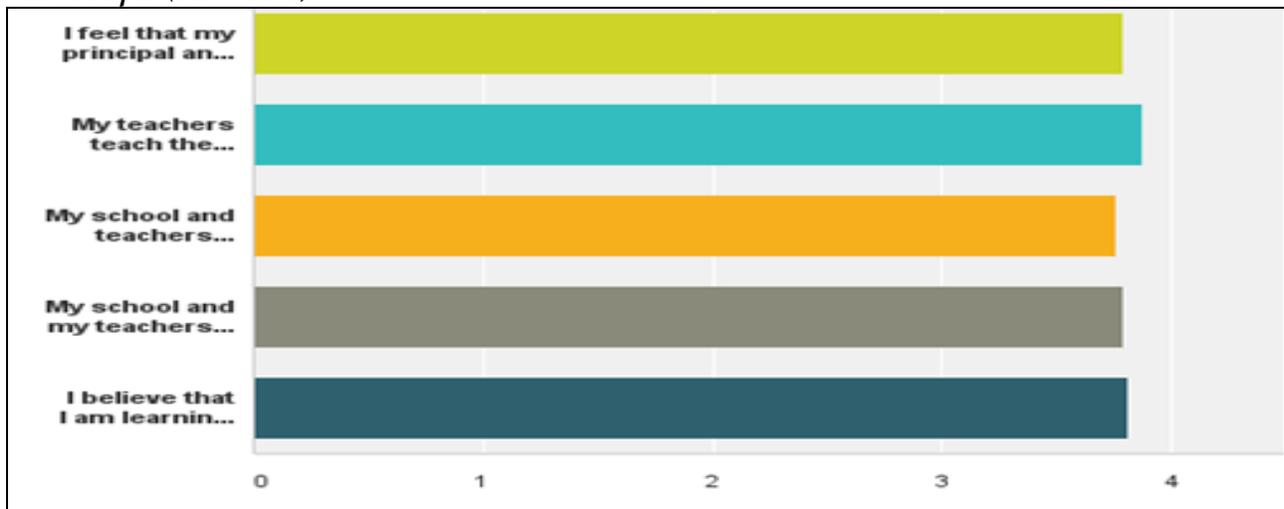
Parent/Community Member Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.2 –9.11)



**Student Feedback for Assessment and Evidence of Student Learning Standard:
Weighted Averages (9.3 – 9.10)**

	1	2	3	4	Total	Weighted Average
I feel that my principal and teachers really care about my learning, and I can sense that they take responsibility for ensuring that I learn. (9.3)	0.00% 0	1.28% 3	18.72% 44	80.00% 188	235	3.79
My teachers teach the information and skills they include in tests and other learning activities that are graded. (Standard)	0.43% 1	1.70% 4	8.51% 20	89.36% 210	235	3.87
My school and teachers provide me with ways that I can monitor my progress and my grades. (9.15)	0.85% 2	1.70% 4	17.87% 42	79.57% 187	235	3.76
My school and my teachers make sure I know how my grades will be determined. (9.9)	0.43% 1	2.14% 5	15.81% 37	81.62% 191	234	3.79
I believe that I am learning at the level my school and my parents/guardians expect.	0.43% 1	1.29% 3	15.45% 36	82.83% 193	233	3.81

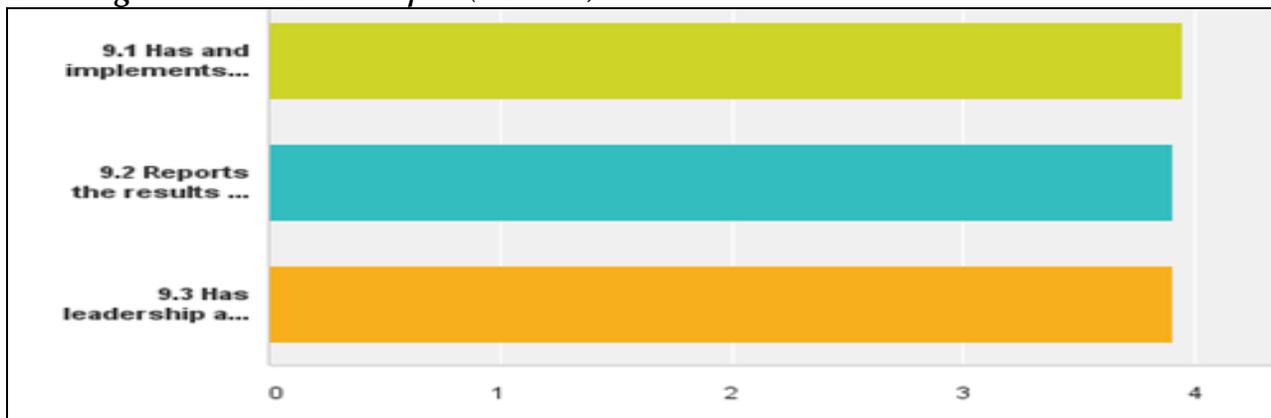
**Student Feedback for Assessment and Evidence of Student Learning Standard:
Bar Graph (9.3 – 9.10)**



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.1 – 9.3)

	1	2	3	4	Total	Weighted Average
9.1 Has and implements written policies or procedural guidelines that govern the program for assessing student learning and performance.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
9.2 Reports the results of its assessment of students' learning and performance regularly, accurately, and clearly to the school's community of stakeholders.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
9.3 Has leadership and a staff that are committed to and participate and share in accountability for student learning and performance.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90

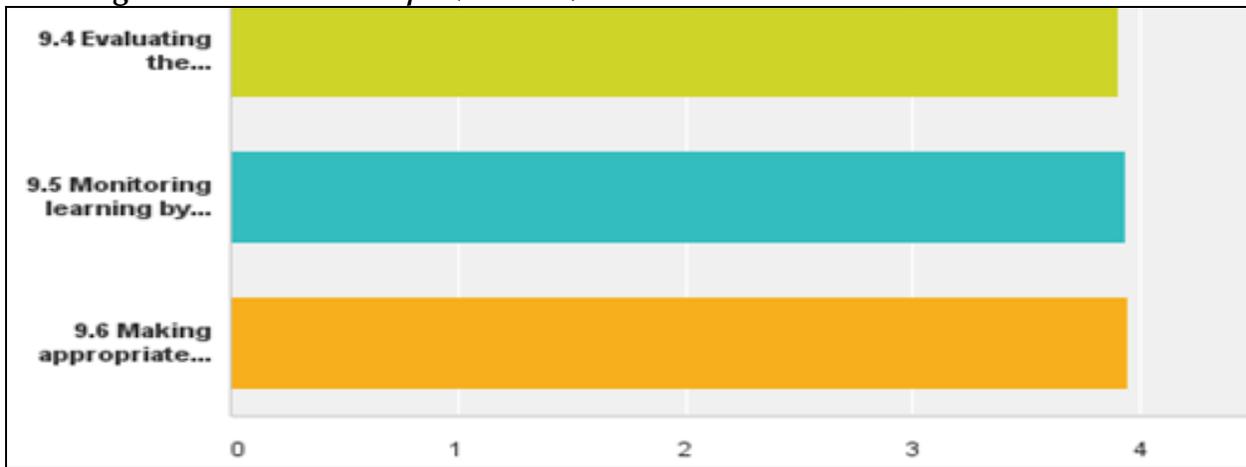
Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graphs (9.1 – 9.3)



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.4 – 9.6)

	1	2	3	4	Total	Weighted Average
9.4 Evaluating the effectiveness of the school's curricula, instructional methods, professional development program, and student services..	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
9.5 Monitoring learning by individual students as well as cohorts of students as they move through the school.	0.00% 0	0.00% 0	5.56% 1	94.44% 17	18	3.94
9.6 Making appropriate comparisons regarding the learning of its students and that of comparable local, state, and/or national groups of students.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

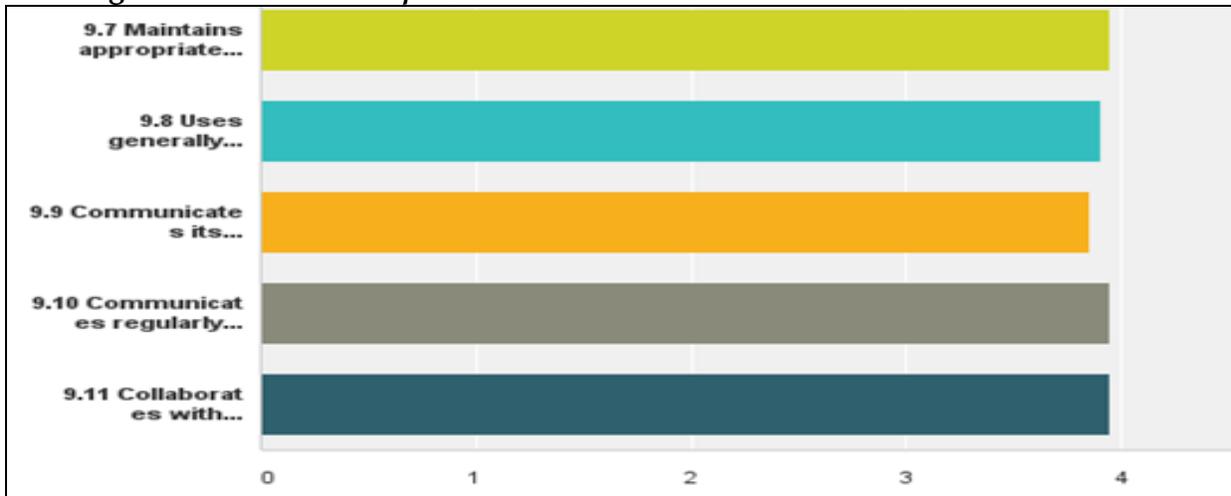
Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.4 – 9.6)



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.7 – 9.11)

	1	2	3	4	Total	Weighted Average
9.7 Maintains appropriate records of students' learning and performance.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
9.9 Communicates its assessment policies and program to the school's community of stakeholders.	0.00% 0	5.00% 1	5.00% 1	90.00% 18	20	3.85
9.10 Communicates regularly and meaningfully with families regarding students' progress in learning.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
9.11 Collaborates with families to develop, if necessary, appropriate strategies to assist the student to learn and perform at the expected levels.	0.00% 0	0.00% 0	5.26% 1	94.74% 18	19	3.95

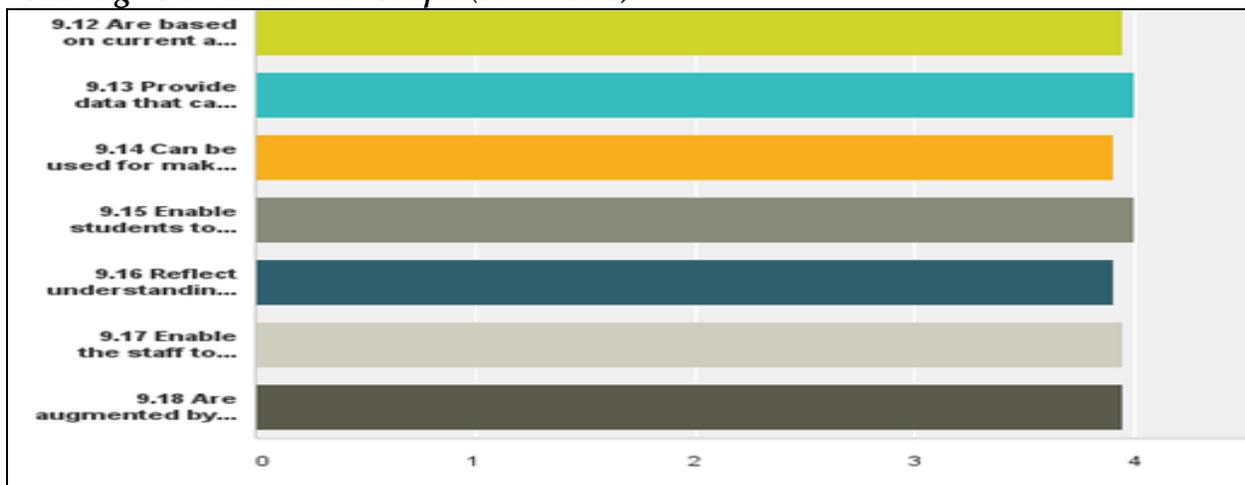
Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.7 – 9.11)



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.12 – 9.18)

	1	2	3	4	Total	Weighted Average
9.12 Are based on current and reliable research on child development and growth.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
9.13 Provide data that can inform decisions regarding allocating resources for the components of the school's educational program.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
9.14 Can be used for making recommendations to families whose children may benefit from further assessment/evaluation.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
9.15 Enable students to monitor their own learning progress and teachers to adapt their instruction to students' learning styles.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
9.16 Reflect understanding of different styles of learning.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
9.18 Are augmented by information and insights about students' learning and performance from students' families.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

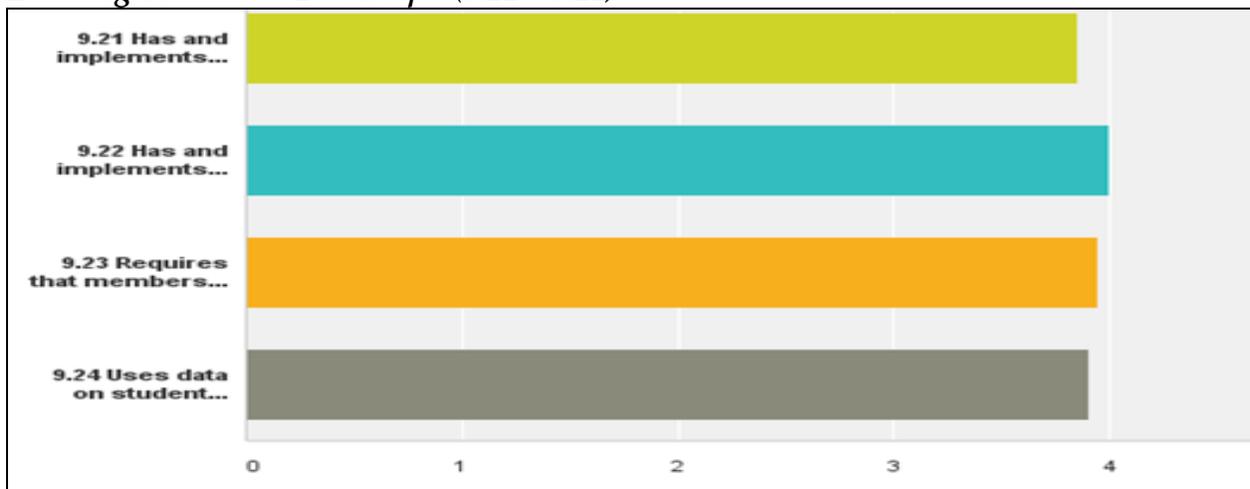
Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.12 – 9.18)



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Weighted Averages (9.21 – 9.24)

	1	2	3	4	Total	Weighted Average
9.21 Has and implements written policies and/or procedural guidelines that ensure students fulfill program requirements personally and without inappropriate assistance.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85
9.22 Has and implements written policies and/or procedural guidelines to ensure the identity of the students when assessing learning and performance electronically or by means other than in a location in which the student is in the presence and under the direct supervision of a staff member.	0.00% 0	0.00% 0	0.00% 0	100.00% 19	19	4.00
9.23 Requires that members of the staff who evaluate student assignments are qualified in the fields they are evaluating.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
9.24 Uses data on student learning and performance and completion rates to evaluate and revise, as needed, curriculums, instructional methods, and educational services.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90

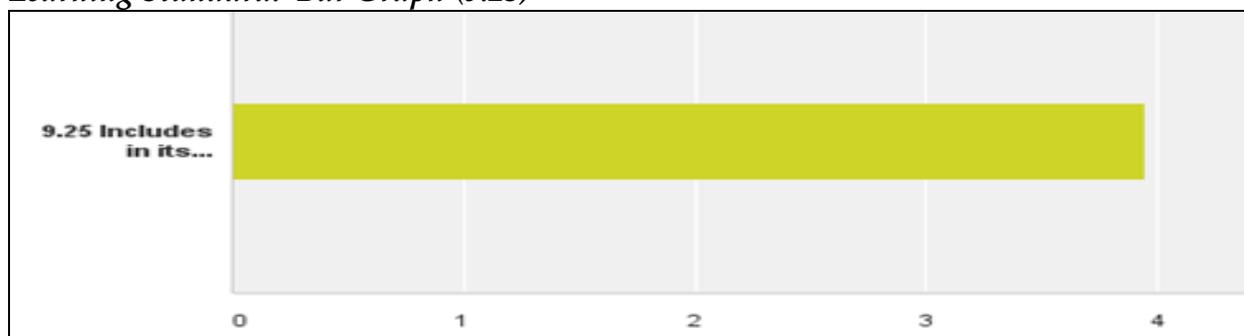
Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.21 – 9.24)



Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard, Faith-Based Schools: Weighted Averages (9.25)

	1	2	3	4	Total	Weighted Average
9.25 Includes in its assessments of students' learning and performance knowledge and application of the schools' religious beliefs and values.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

Administration, Faculty & Staff Feedback for Assessment and Evidence of Student Learning Standard: Bar Graph (9.25)



9.1 – 9.15: Indicators for all schools

MSA Indicator of Quality	Rating			
	1	2	3	4
9.1 The leadership and staff commit to, participate in, and share in accountability for student learning.				x
9.2 Assessment of student learning and performance is aligned with curriculum and instruction in a coherent system consistent with the school's philosophy/mission.				x
9.3.a Assessment results are analyzed with appropriate frequency and rigor for individual students as they move through the school				x
9.3.b Assessment results are analyzed with appropriate frequency and rigor for cohorts of students as they move through the school			x	

MSA Indicator of Quality	Rating			
	1	2	3	4
9.3.c Assessment results are analyzed with appropriate frequency and rigor for comparable (local, state, and national) groups outside of the school			x	
9.4 Assessment results are used to make decisions regarding allocation of resources.			x	
9.5 The assessment of student learning and performance enables students to monitor their own learning progress and teachers to adapt their instruction to students' specific learning needs.				x
9.6 Assessment methods and content address suitable social, emotional, physical, and cognitive/language goals for students.				x
9.7 Assessments take into account recent, reliable research findings on child development and growth.			x	
9.8 Assessments reflect understanding of the unique needs and backgrounds of each student.				x
9.9 Records of students' learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.				x
9.10 Assessment results are the basis for making recommendations to families whose children may benefit from further evaluation. Referrals to specialists are made for early identification of possible disabilities and/or health conditions.				x
9.11 Members of the staff work collaboratively with colleagues and families to review data about learners' progress and to develop appropriate strategies for continued progress.			x	
9.12 Families are viewed as an important source of information and insights about students.				x
9.13 The school communicates its assessment policies and practices to the total school community (e.g., via parent handbooks, web sites, teacher handbooks, policy manuals).			x	
9.14 Communication with families regarding students'				x

MSA Indicator of Quality	Rating			
	1	2	3	4
progress in learning and performance is regular, productive, and meaningful.				
9.15 Students learn and perform at levels expected, or progress is being made to raise results accordingly.				x

9.16: Indicator for schools with early age programs

x	These Indicators are not applicable to our school.
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9.17 - 9.20: Indicators for schools that provide distance education

x	These Indicators are not applicable to our school.
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9.21: Indicator for faith-based schools²⁹

MSA Indicator of Quality	Rating			
	1	2	3	4
9.21 Evaluation of the students' knowledge of the religious beliefs and values of the school is included in the school's assessment program.				x

²⁹ 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.

B.1. Stakeholders' comments to support the ratings:

- Students are given opportunities to show their specific skills by taking paper and pencil tests, performing oral presentations, role playing, group work, TerraNova tests, and projects.
- Parents are provided with test folders weekly to review their child's academic progress.
- Progress reports are sent out prior to report cards so that parents and students have the opportunity to address academic issues.
- I am a student and I think that tests and projects help me to learn better.
- As a parent, I feel as though the teachers try to evaluate student performance in many ways, not just through tests.

B.2. Evidence:

Indicator No. 9	Evidence
Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.	



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

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school's significant strengths in meeting the Assessment and Evidence of Student Learning Standard.

- ELA portfolios are updated with representative student work and passed along annually with each cohort of students.

- Teachers utilize various forms of formal and informal assessment to evaluate students and differentiate instruction based on individual student needs.
- Formative and summative assessment is performed consistently throughout the year and documentation is maintained.
- Teachers confer frequently and share documentation compiled from student progress.
- Tests, presentations, integrated, unit projects, quizzes, annual, standardized testing, performance assessments, and end-of-year testing are administered consistently throughout each grade level beginning in first grade.
- Multiple intelligences are considered when creating assessments so that students can demonstrate individual talents and strengths as best suited to their learning styles.

D.2. List the school’s significant areas in need of improvement in meeting the Assessment and Evidence of Student Learning Standard.

- Continuing to identify effective strategies to assess and evaluate individual student’s strengths and skills.
- The faculty and administration would like to increase its ability to convey the importance of academic performance on assessments to parents and students and the implications of below average performance that is not due to learning disabilities.

D.3. 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.

- Through building student awareness of the connection between classroom instruction and real-world scenarios, student performance on a variety of assessments should increase.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Example of student permanent records	x
Example student report card	x
Reports of the results of assessments administered to students	x
Policies related to assessment of student learning	x
Student ELA Portfolios	x

STUDENT SERVICES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. STUDENT SERVICES STAFF:

Type of Student Services Personnel	Number	Source		Adequacy of Type and Number		
				S	NI	U
Guidance Counselor	1		Staff			
		x	Outsourced	x		
Psychologist	1		Staff			
		x	Outsourced	x		
Psychiatrist	0		Staff	Not applicable		
			Outsourced			
Substance Abuse Counselor	0		Staff	Not applicable		
			Outsourced			
Certified Special Education Teacher	0		Staff	Not applicable		
			Outsourced			
Special Education Paraprofessional	0		Staff	Not applicable		
			Outsourced			
Food Services	0		Staff	Not applicable		
			Outsourced			

Transportation Services	3		Staff	x		
		x	Outsourced			
Admissions Counselor	0		Staff	Not applicable		
			Outsourced			
Other: Speech Therapist	1		Staff	x		
			Outsourced			
Other: Title One Services: Reading Specialist Extended Day Math & Reading Summer School Catapult Math and Reading Specialist	1 4 1	4	Staff	x		
		2	Outsourced			



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

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

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

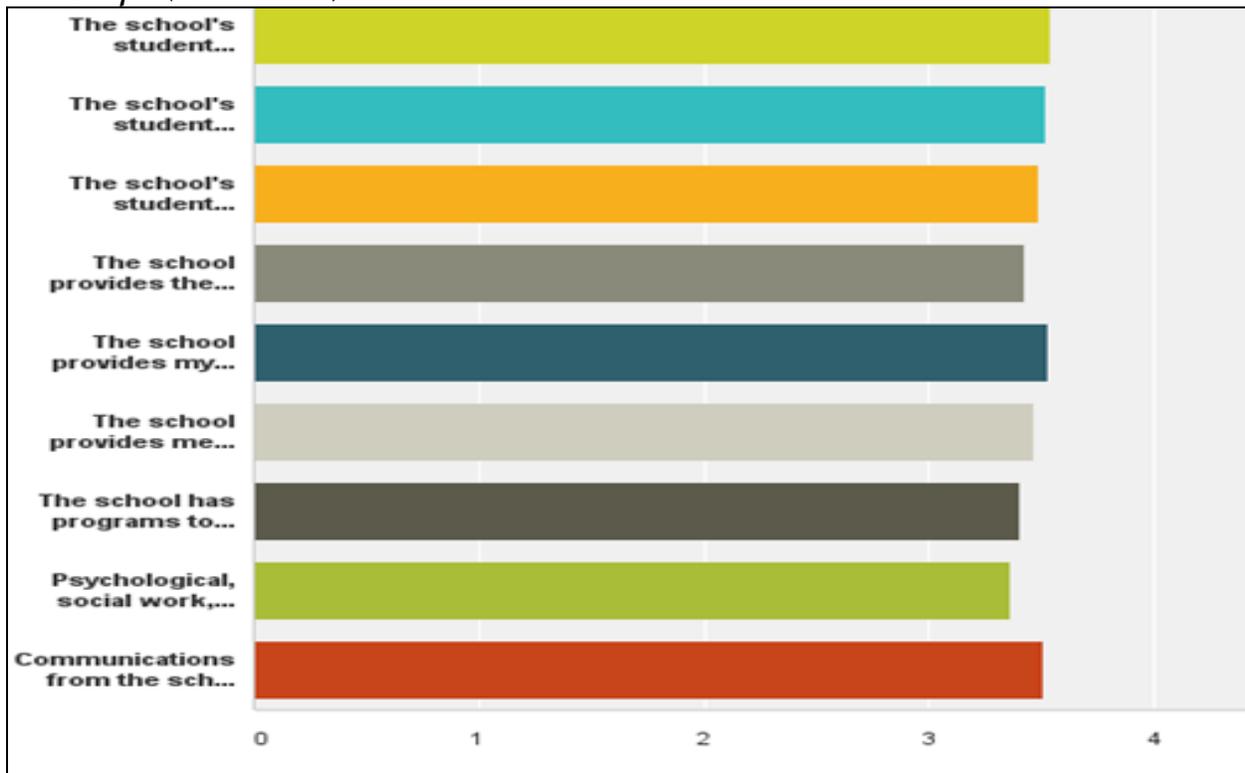
Middle States Association Accreditation Standard: Student Services

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

***Parent/Community Member Feedback for Student Services Standard:
Weighted Averages (10.1 – 10.26)***

	1	2	3	4	Total	Weighted Average
The school's student services provide all students the services they need to be successful learners.	1.49% 2	7.46% 10	26.12% 35	64.93% 87	134	3.54
The school's student services staff are qualified personnel and adequate in number.	2.22% 3	6.67% 9	28.15% 38	62.96% 85	135	3.52
The school's student services address non-academic as well as the academic needs of the students. (10.3)	2.24% 3	8.96% 12	26.87% 36	61.94% 83	134	3.49
The school provides the students with career awareness activities.	3.79% 5	8.33% 11	30.30% 40	57.58% 76	132	3.42
The school provides my child/children and me with sufficient orientation before my child/children entered the school. (10.8)	2.22% 3	4.44% 6	31.11% 42	62.22% 84	135	3.53
The school provides me with information about child development, education, and related topics. (10.9)	2.27% 3	6.82% 9	32.58% 43	58.33% 77	132	3.47
The school has programs to address my child's/children's special learning needs, if needed. (10.21)	1.55% 2	12.40% 16	30.23% 39	55.81% 72	129	3.40
Psychological, social work, and other services are available to support student learning. (10.21)	3.08% 4	13.08% 17	28.46% 37	55.38% 72	130	3.36
Communications from the school are clear, accurate, and up to date. (10.26)	1.49% 2	5.97% 8	32.09% 43	60.45% 81	134	3.51

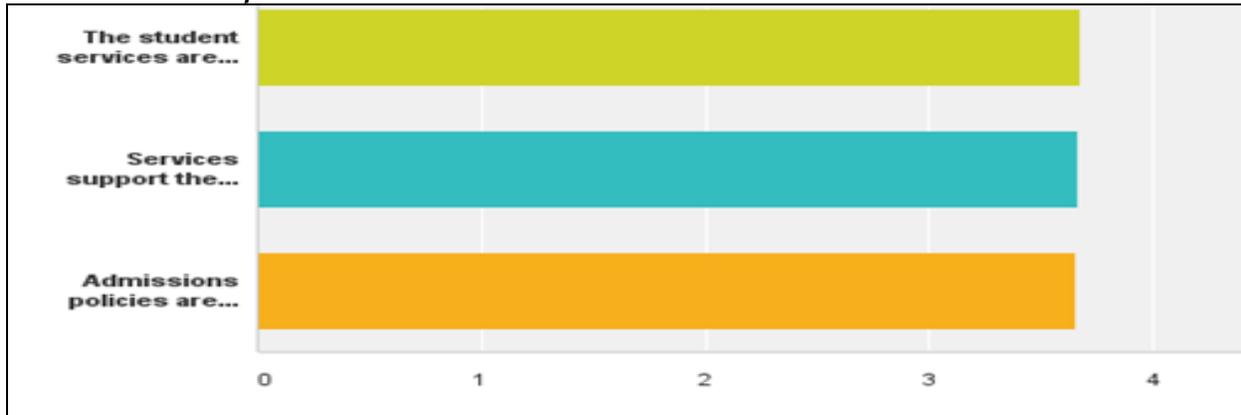
*Parent/Community Member Feedback for Student Services Standard:
Bar Graph (10.1 – 10.26)*



Parent/Community Member Feedback for Student Services Standard, Faith-Based Schools: Weighted Averages (10.32 – 10.35)

	1	2	3	4	Total	Weighted Average
The student services are appropriate for the school's religious identity and mission. (10.32)	2.26% 3	3.01% 4	20.30% 27	74.44% 99	133	3.67
Services support the development of the faith-based community of the school. (10.34)	2.24% 3	2.99% 4	20.90% 28	73.88% 99	134	3.66
Admissions policies are consistent with the school's religious values and traditions. (10.35)	2.22% 3	2.22% 3	23.70% 32	71.85% 97	135	3.65

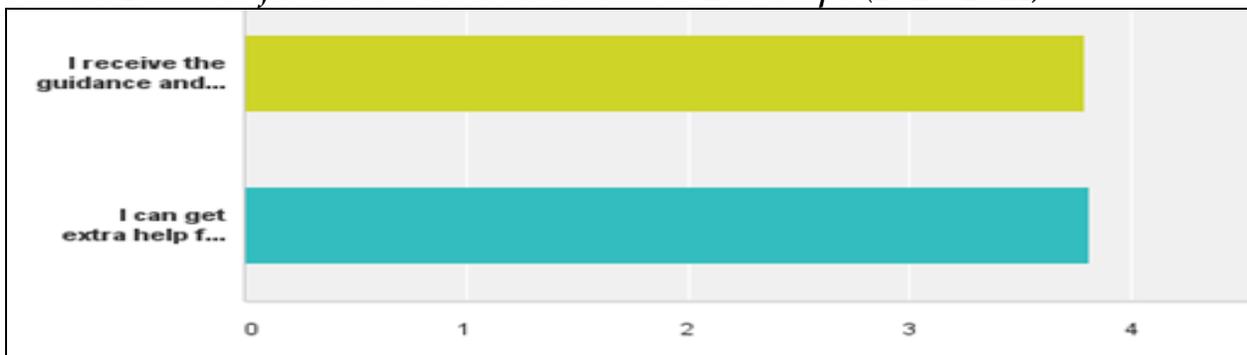
Parent/Community Member Feedback for Student Services Standard, Faith-Based Schools: Bar Graph (10.32 – 10.35)



Student Feedback for Student Services Standard: Weighted Averages (10.2 – 10.21)

	1	2	3	4	Total	Weighted Average
I receive the guidance and support I need to learn from my guidance counselors, principal, teachers, and other staff members. (10.2)	0.85% 2	3.42% 8	11.54% 27	84.19% 197	234	3.79
I can get extra help from my school if I have trouble with a subject. (10.21)	0.43% 1	2.16% 5	12.93% 30	84.48% 196	232	3.81

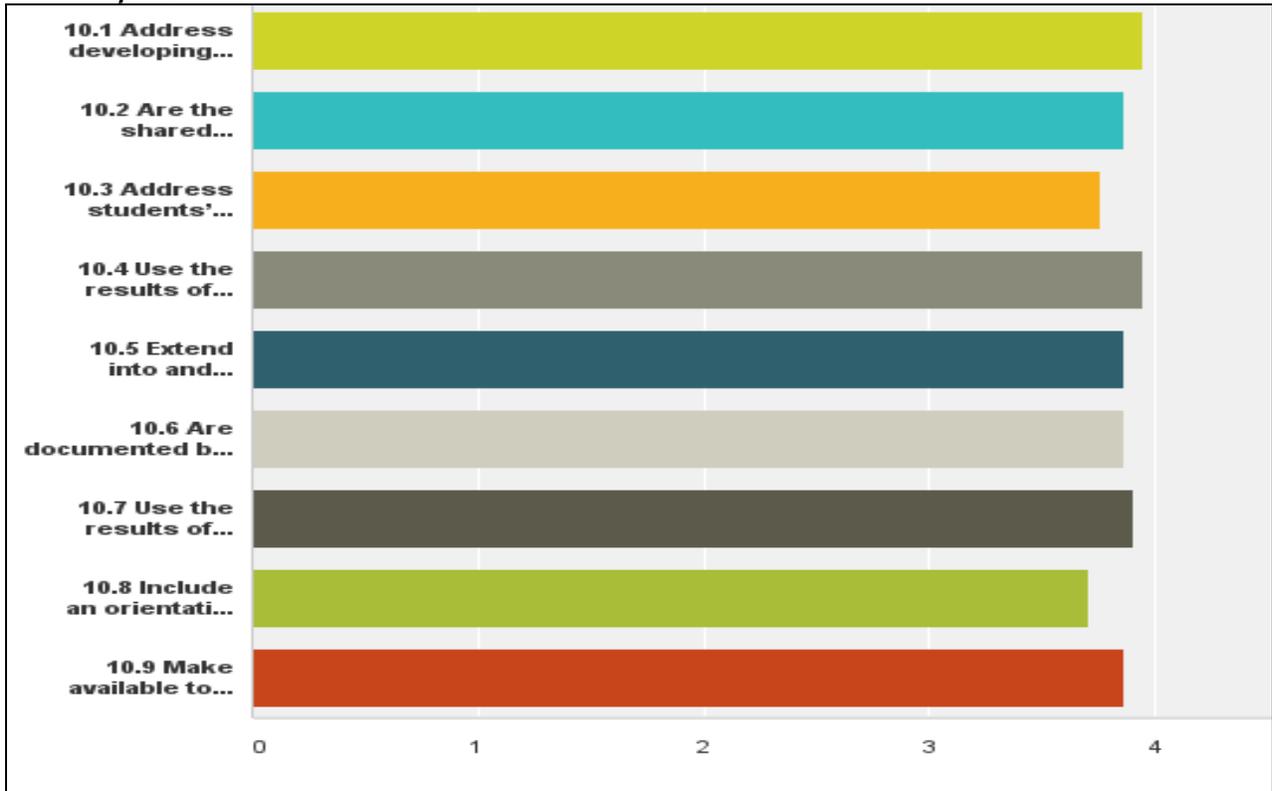
Student Feedback for Student Services Standard: Bar Graph (10.2 – 10.21)



**Administration, Faculty, & Staff Feedback for Student Services Standard:
Weighted Averages (10.1 – 10.9)**

	1	2	3	4	Total	Weighted Average
10.1 Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
10.2 Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
10.3 Address students' emotional and social needs as well as academic needs.	0.00% 0	4.76% 1	14.29% 3	80.95% 17	21	3.76
10.4 Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
10.5 Extend into and support services provided by community agencies.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
10.6 Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
10.8 Include an orientation program for new students and their families to share the school's mission, educational program, services, policies, and expectations.	0.00% 0	4.76% 1	19.05% 4	76.19% 16	21	3.71
10.9 Make available to students' families information about child development and learning.	0.00% 0	4.76% 1	4.76% 1	90.48% 19	21	3.86

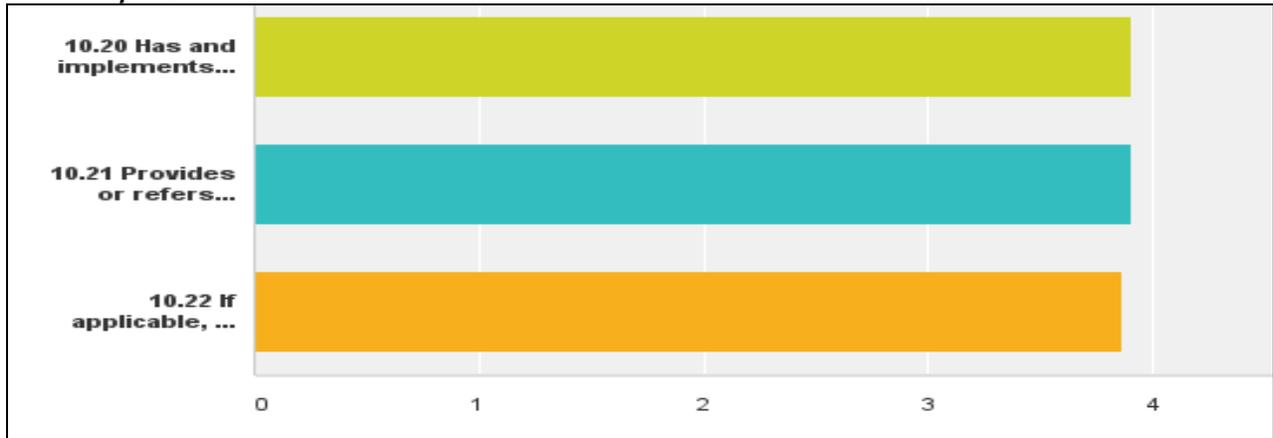
*Administration, Faculty, & Staff Feedback for Student Services Standard:
Bar Graph (10.1 – 10.9)*



*Administration, Faculty, & Staff Feedback for Student Services Standard:
Weighted Averages (10.20 – 10.22)*

	1	2	3	4	Total	Weighted Average
10.20 Has and implements written policies or procedural guidelines to identify and address the education of students with special needs.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
10.21 Provides or refers families to appropriate related services and/or accommodations to meet students' special needs.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
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.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86

**Administration, Faculty, & Staff Feedback for Student Services Standard:
Bar Graph (10.1 – 10.9)**



**Administration, Faculty, & Staff Feedback for Student Services Standard:
Weighted Averages (10.23 – 10.24)**

	1	2	3	4	Total	Weighted Average
10.23 Admission to the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
10.24 Placement of students in the appropriate components of the educational program and at the appropriate levels.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90

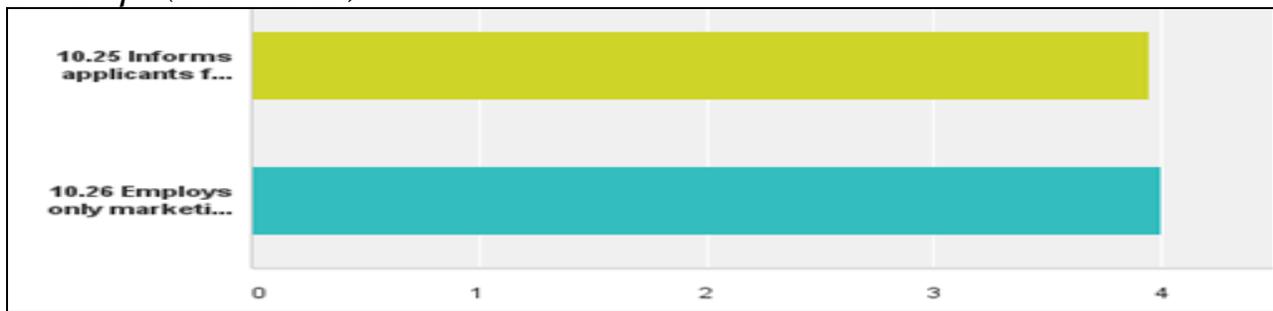
**Administration, Faculty, & Staff Feedback for Student Services Standard:
Bar Graph (10.23 – 10.24)**



**Administration, Faculty, & Staff Feedback for Student Services Standard:
Weighted Averages (10.25 – 10.26)**

	1	2	3	4	Total	Weighted Average
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
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.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00

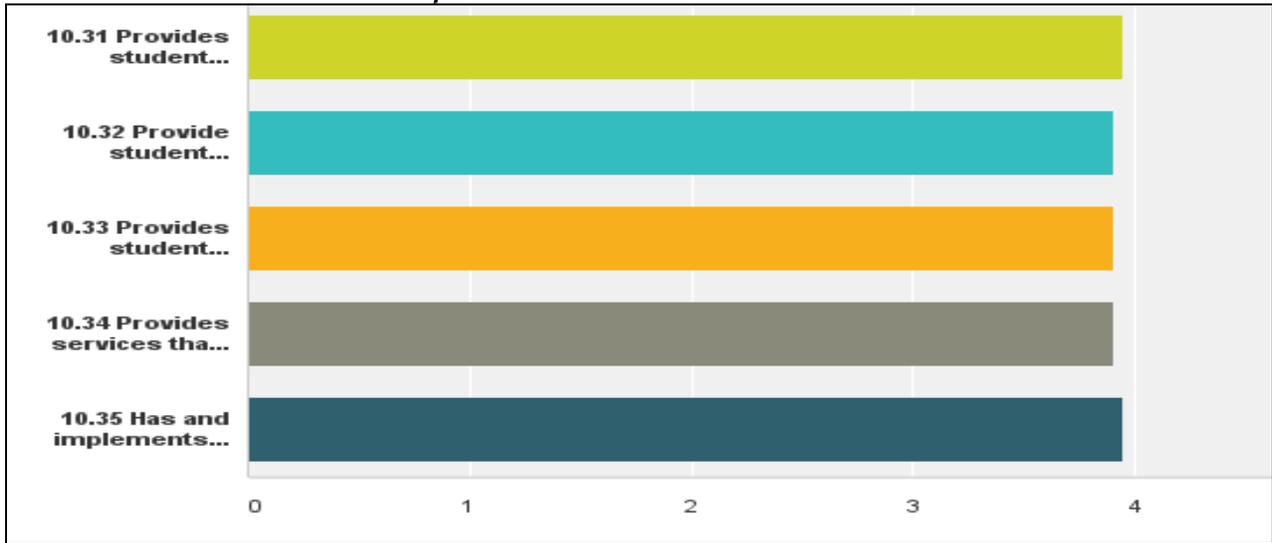
**Administration, Faculty, & Staff Feedback for Student Services Standard:
Bar Graph (10.25 – 10.26)**



Administration, Faculty, & Staff Feedback for Student Services Standard, Faith-Based Schools: Weighted Averages (10.31 – 10.35)

	1	2	3	4	Total	Weighted Average
10.31 Provides student services that reflect the school's religious identity and mission.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
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.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
10.33 Provides student services that are delivered cooperatively by counseling and campus ministry personnel.	0.00% 0	0.00% 0	10.00% 2	90.00% 18	20	3.90
10.34 Provides services that support development of the faith-based community of the school.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
10.35 Has and implements written admissions and placement policies or procedural guidelines that are consistent with the school's religious values and traditions.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95

Administration, Faculty, & Staff Feedback for Student Services Standard, Faith-Based Schools: Bar Graph (10.31 – 10.35)



10.1 – 10.26: Indicators for all schools

Student Support Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.1 Student support services address academic skills development, social skills development, personal growth, and career planning.				x
10.2 Counselors, administrators, teachers, and/or other staff members share responsibility for providing guidance and support to students.				x
10.3 The school is sensitive to the critical importance of non-academic needs of students. A process is in place to address students' emotional and social needs.				x
10.4 Assessment data are used to adapt curriculum and teaching methods, provide personalized counseling, and identify appropriate program placement for students.				x
10.5 Career awareness activities are provided as appropriate.	Not applicable			
10.6 Student support services extend into and incorporate community services as needed.			x	

MSA Indicator of Quality	Rating			
	1	2	3	4
10.7 Student data are current, comprehensive, and readily available for the staff's use.				x
10.8 Follow-up studies of graduates and other former students are carried out and data are shared with staff to help determine the effectiveness of the school's educational program and services.			x	
10.9 The school offers an orientation program for new students and their families to share the school's philosophy/mission, policies, procedures, and expectations.			x	
10.10 Families are provided with information about child development, education, and related topics through personal communications, pamphlets, meetings, and referrals to web sites and other resources.			x	

Transportation Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.11 Written policies and procedures are implemented to ensure the safety of students when being picked up, transported, and dropped off by transportation provided by the school.	Provided By School District of Philadelphia			
10.12 Appropriate training is provided to transportation providers.	Provided By School District of Philadelphia			
10.13 Transportation services provided or contracted by the school meet the safety requirements of all appropriate legal authorities.	Provided By School District of Philadelphia			

Food Services

MSA Indicator of Quality	Rating			
	1	2	3	4
10.14 Student dining areas are functional and hygienic.			x	
10.15 Meals provided by the school meet generally accepted nutritional standards. Information about nutritional values of the foods is available.	Only applicable to Cares, After-School Program: Food Provided by Archdiocese of Philadelphia Nutrition Services			
10.16 Appropriate training is provided to food services providers.	Rating of 4 for Cares Staff Only			
10.17 Food services personnel meet the health requirements of all appropriate authorities.	Rating of 4 for Cares Staff Only			
10.18 Food service facilities are inspected regularly and meet the health and safety requirements of all appropriate authorities.	Rating of 4 for Cares Staff Only			

Services for Student with Special Needs

MSA Indicator of Quality	Rating			
	1	2	3	4
10.19 The school implements written policies and procedures to identify and address the needs of students with special needs.				x
10.20 The school provides or refers families to appropriate related services and/or accommodations to meet student needs.				x
10.21 As applicable, the school is in compliance with all local, state, and federal requirements related to students with special needs.			x	

Admissions and Placement

MSA Indicator of Quality	Rating			
	1	2	3	4
10.22 The school implements written admissions policies and procedures.				x
10.23 The school implements written policies and procedures for placement of students in appropriate programs and levels.	Not applicable			
10.24 Applicants for enrollment and their families are clearly informed of the philosophy/mission of the school, the nature and extent of the educational program and services available, tuition and fees (if applicable), school policies, and expectations for satisfactory student performance.				x
10.25 The school accepts students for whom there is a reasonable expectation of success in the educational program as appropriate and interpreted by law.				x
10.26 All statements and representations relating to the school's educational programs, services, and resources are clear, accurate, and current.				x

10.27 – 10.31: Indicators for schools that provide distance education

x	These Indicators are not applicable to our school.
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10.32 – 10.35: Indicators for faith-based schools³⁰

MSA Indicator of Quality	Rating			
	1	2	3	4
10.32 The guidance/counseling services reflect the school’s religious identity and mission.	Not applicable – These services are provided by Federal and State Government Employees			
10.33 Counseling and campus ministry personnel cooperate on programs addressing emerging student needs.				
10.34 Guidance services support the development of the faith-based community of the school.				
10.35 Admissions policies are consistent with the school’s religious values and traditions.				x

B.1. Stakeholders’ comments to support the ratings:

- Consistent policies and procedures are in place to provide students with appropriate and necessary services as indicated by eligibility requirements.
- Students are considered for admission to our school in an equitable and fair manner.
- Admissions policies are directly aligned with the school’s mission, belief statements, and philosophy, which reflect our spiritual and religious values and traditions.
- Upon determination of eligibility based on results from WISC-IV and BASC testing administered by the school psychologist, students are provided with necessary services (accommodations and/or modifications) meeting his or her individual learning needs.
- In addition to modifications and accommodations determined and agreed upon during MDT meetings, eligible students are provided with individualized counseling services on a weekly basis or more frequently if necessary.

³⁰ 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.

- Consistent communication is facilitated among administration, faculty, counseling personnel, and parents to provided students with appropriate support that is agreed upon and comprehended by all parties.

B.2. Evidence:

Indicator No. 10	Evidence
	Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.



C. Self-Assessment Of Adherence to the Standard For Accreditation

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school’s significant strengths in meeting the Student Services Standard.

- Teachers work with special services personnel and administration to flexibly implement accommodations and modifications while differentiating instruction to meet each student’s individual learning styles.
- St. Monica School displays strength with meeting the student services standard as indicated by the following available student services:

Service:

Provided by:

Diagnostic services	Catapult Learning Inc.
Psychological services	Catapult Learning Inc.
Counseling services	Catapult Learning Inc.
Speech Therapy	Catapult Learning Inc.
Vision screening	School district of Philadelphia
Math and Reading Tutoring	Title 1
Hearing screening	School District of Philadelphia
Remedial Instruction (Reading & Math)	Catapult Learning Inc. & Title 1

- Students with special learning needs receive the following:
 - ~ Remedial education in math and reading from Catapult Learning Incorporated
 - ~ Title 1 tutoring
 - ~ Speech/Language therapy (as needed)
 - ~ Classroom accommodations and modification (as discussed in MDT meeting)
 - ~ One-on-one counseling and guidance services (as needed)
 - ~ Small group classes with a full-time reading specialists for all grades
 - ~ Access to PCs within the general classroom
 - ~ Access to portable electronic devices and technological learning tools
 - ~ One-on-one testing administration (reading test to student) if needed
 - ~ Printed notes rather than performing note taking
 - ~ Classroom areas that facilitate concentration with fewer distractions

D.2. List the school's significant areas in need of improvement in meeting the Student Services Standard.

The two areas in need of improvement are the addition of a social worker to support our students and be a liaison between school and family and the initiation of a gifted program that provided enrichment services for students outside of the general classroom setting.

D.3. 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.

At this time, our school will be focusing other objectives although student services are integral components of meeting each of these objectives.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Admissions criteria (if applicable)	x
Description of guidance and counseling services available	x
Policies related to student services	x

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. SUMMARY OF NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity
Altar Servers	28	S
Art Club	7	S
Ballroom Dancing	51	S
Band	23	S
Chess Club	16	S
Glee Club	11	S
Lego Club	16	S
Mathletes	7	S
National Junior Honor Society	18	S
Reading Olympics	30	S
Student Council	22	S

A.2. SUMMARY OF ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for			Number of Students Participating	Adequacy and Quality of the Activity		
	Males		Females		S	NI	U
Baseball	x			18	x		
Basketball	x		x	130	x		
Bowling	x		x	40	x		
Cheerleading			x	35	x		
Dodgeball	x		x	32	x		
Softball			x	15	x		
Volleyball			x	14	x		
Wiffle ball	x		x	>100	x		

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

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

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

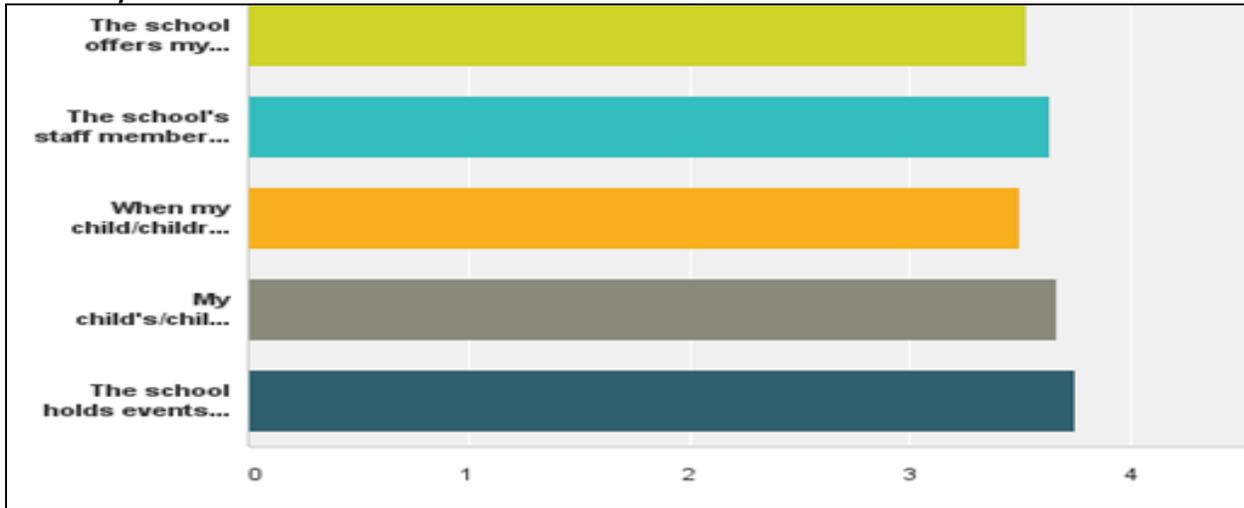
Middle States Association Accreditation Standard 11: Student Life and Student Activities

The Standard: A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students' special interests.

Parent/Community Member Feedback for Student Life & Student Activities Standard: Weighted Averages (11.1 – 11.6)

	1	2	3	4	Total	Weighted Average
The school offers my child/children a variety of student sports and activities. (11.1)	1.53% 2	6.87% 9	28.24% 37	63.36% 83	131	3.53
The school's staff members and others who sponsor student activities are qualified and provide appropriate supervision of the students. (11.3)	0.77% 1	5.38% 7	23.85% 31	70.00% 91	130	3.63
When my child/children or other students accomplish something special, the school recognizes those accomplishments in meaningful ways. (11.4)	1.55% 2	6.98% 9	31.78% 41	59.69% 77	129	3.50
My child's/children's relationships with his/her teachers and other members of the school's staff show that they respect and understand her/him, and they treat her/him fairly. (11.5)	2.29% 3	1.53% 2	23.66% 31	72.52% 95	131	3.66
The school holds events that include staff, families, and children.	0.76% 1	1.52% 2	19.70% 26	78.03% 103	132	3.75

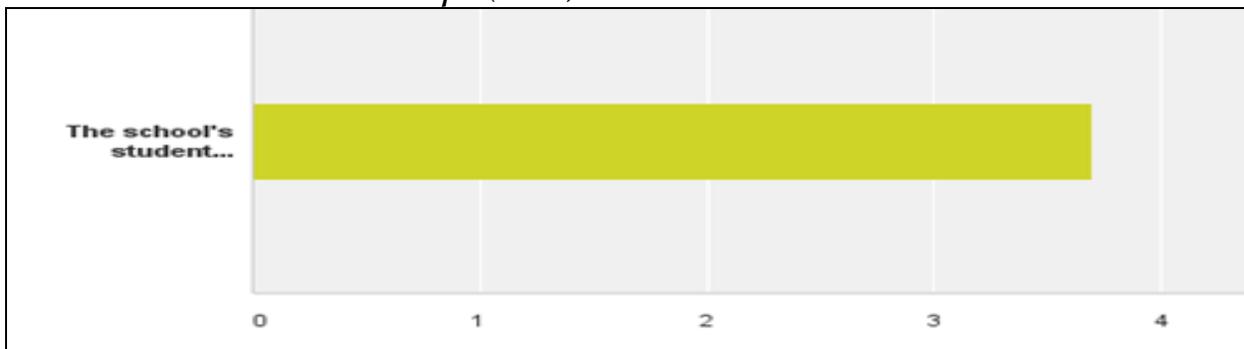
**Parent/Community Member Feedback for Student Life & Student Activities Standard:
Bar Graph (11.1 – 11.6)**



**Parent/Community Member Feedback for Student Life & Student Activities Standard,
Faith-Based Schools: Weighted Averages (11.11)**

	1	2	3	4	Total	Weighted Average
The school's student activities and athletics include opportunities for my child to develop his/her faith. (11.11)	2.31% 3	3.08% 4	16.92% 22	77.69% 101	130	3.70

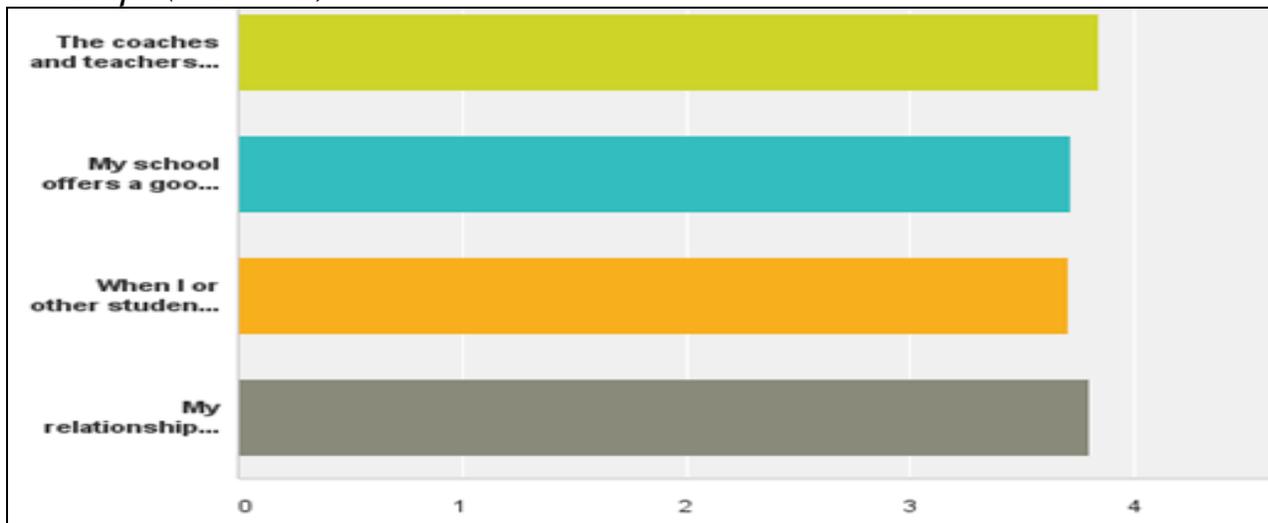
**Parent/Community Member Feedback for Student Life & Student Activities Standard,
Faith-Based Schools: Bar Graph (11.11)**



***Student Feedback for Student Life & Student Activities Standard:
Weighted Averages (11.3 – 11.5)***

	1	2	3	4	Total	Weighted Average
The coaches and teachers that supervise my sports and/or activities are qualified and provide appropriate supervision of the sport/activity. (11.3)	0.86% 2	1.29% 3	11.16% 26	86.70% 202	233	3.84
My school offers a good variety of student sports and activities. (11.1)	1.29% 3	2.59% 6	19.40% 45	76.72% 178	232	3.72
When I or other students accomplish something special, my school recognizes those accomplishments in meaningful ways. (11.4)	0.43% 1	5.58% 13	16.74% 39	77.25% 180	233	3.71
My relationships with my teachers show that they respect and understand me, and they treat me fairly. (11.5)	0.86% 2	1.72% 4	14.22% 33	83.19% 193	232	3.80

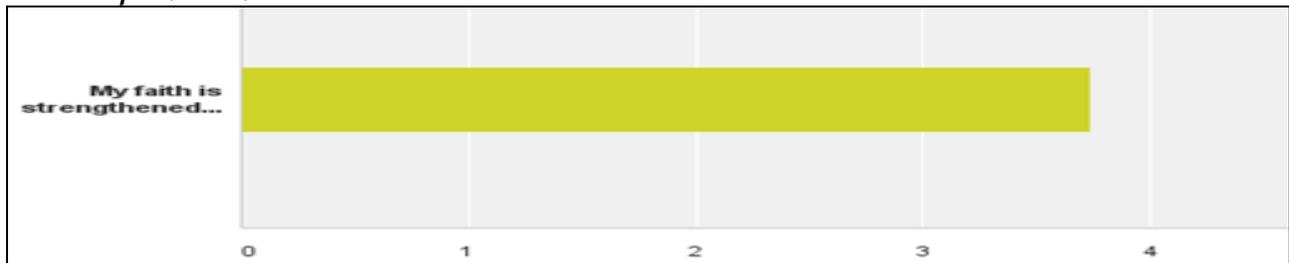
***Student Feedback for Student Life & Student Activities Standard:
Bar Graph (11.3 – 11.5)***



*Student Feedback for Student Life & Student Activities Standard, Faith-Based Schools:
Weighted Averages (11.11)*

	1	2	3	4	Total	Weighted Average
My faith is strengthened through the activities offered by my school. (11.11)	1.75% 4	3.49% 8	13.97% 32	80.79% 185	229	3.74

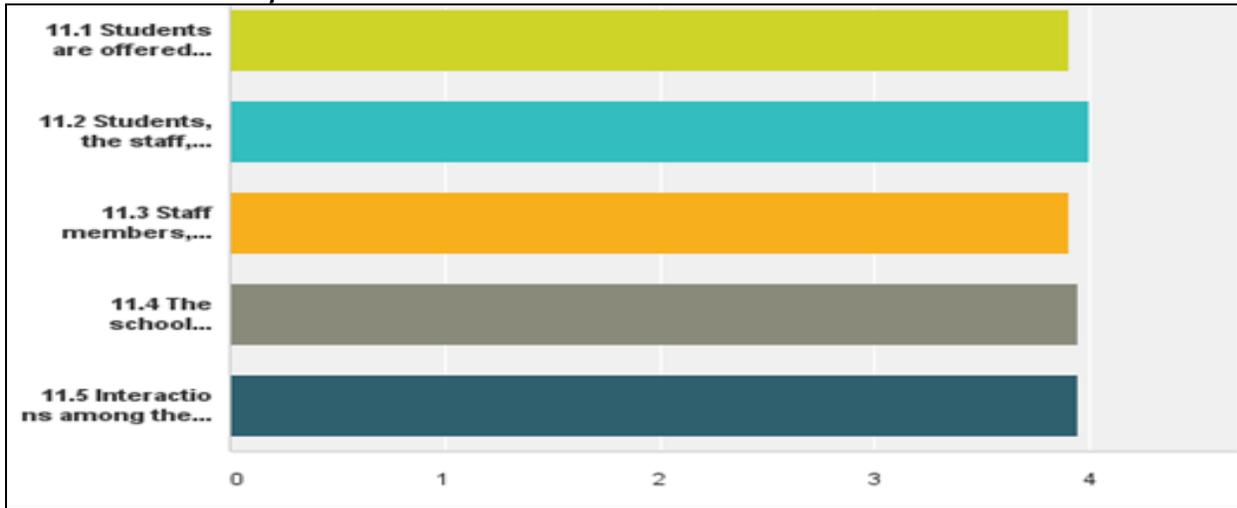
*Student Feedback for Student Life & Student Activities Standard, Faith-Based Schools:
Bar Graph (11.11)*



Administration, Faculty, & Staff Feedback for Student Life & Student Activities Standard: Weighted Averages (11.1 – 11.5)

	1	2	3	4	Total	Weighted Average
11.1 Students are offered opportunities through student activities to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
11.2 Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
11.4 The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
11.5 Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

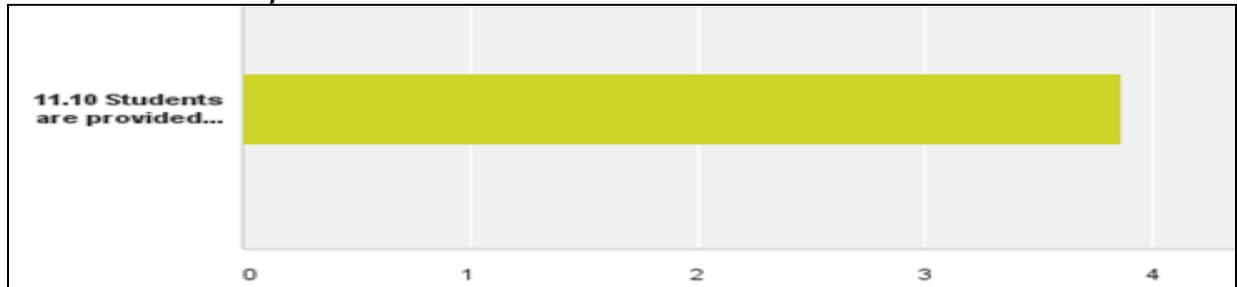
Administration, Faculty, & Staff Feedback for Student Life & Student Activities
Standard: Bar Graph (11.1 – 11.5)



Administration, Faculty, & Staff Feedback for Student Life & Student Activities
Standard: Weighted Averages (11.10)

	1	2	3	4	Total	Weighted Average
11.10 Students are provided with a program of co- or extra-curricular programs/activities or the school actively encourages and promotes students' involvement in such activities in their community.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86

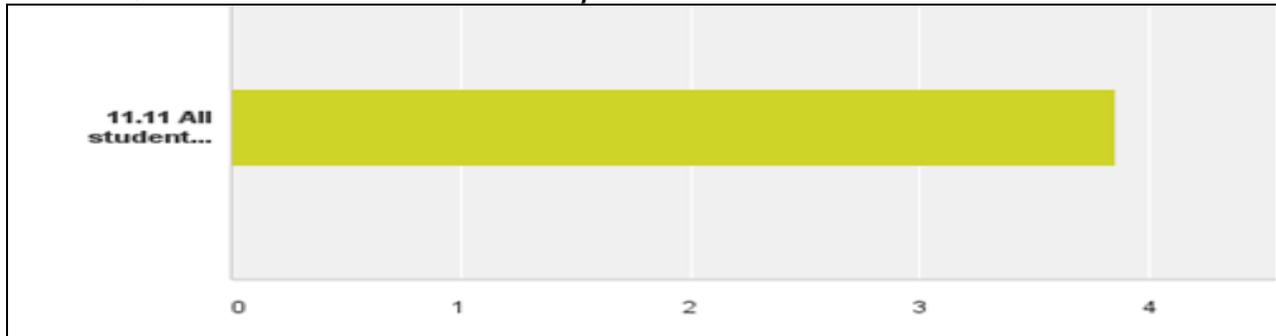
Administration, Faculty, & Staff Feedback for Student Life & Student Activities
Standard: Bar Graph (11.10)



*Administration, Faculty, & Staff Feedback for Student Life & Student Activities
Standard, Faith-Based Schools: Weighted Averages (11.11)*

	1	2	3	4	Total	Weighted Average
11.11 All student activities and athletics include opportunities for the faith formation of the students.	0.00% 0	0.00% 0	15.00% 3	85.00% 17	20	3.85

*Administration, Faculty, & Staff Feedback for Student Life & Student Activities
Standard, Faith-Based Schools: Bar Graph (11.11)*



11.1. – 11.6: Indicators for all schools

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

11.7 – 11.9: Indicators for boarding schools

x	These Indicators are not applicable to our school.
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11.10: Indicator for faith-based schools³¹

MSA Indicator of Quality	Rating			
	1	2	3	4
11.10 All student activities and athletics include opportunities for the faith formation of the students.				x

B.1. Stakeholders' comments to support the ratings:

- Participation in Home and School activities by students, staff, and parents is highly evident.
- Faculty members are involved in activities and athletics.
- Various activities and athletics are available for children to choose based on their special talents and interests.
- Students participate in prayer before and after each sporting event.
- Parents, parishioners, school community members, and stakeholders are encouraged to participate in supporting our students in all extracurricular activities.
- School-wide student-driven events such as the Christmas Concert, Annual School Talent Show, and Ice Cream/Art Exhibition Social are open to all stakeholders.
- Students are eager to display their special gifts and talents by participating in all the events held by our school and supported by its stakeholders.

³¹ 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.

B.2. Evidence:

Indicator No. 11	Evidence
	Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.



C. Self-Assessment Of Adherence to the Standard for Accreditation

x	Our self-assessment is that our school MEETS this Standard for Accreditation
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D. Implications for Planning

D.1. List the school’s significant strengths in meeting the Student Life and Student Activities Standard.

- St. Monica School has strong support from its Home and School Association, alumni, faculty, and staff so that it can offer a large variety of extracurricular activities as well as special, student-driven events that empower students to demonstrate individual skills and talents.
- A variety of clubs that are kinesthetic, cultural, artistic, musical, social, and creative in nature are available to students, in addition to a great deal of CYO sponsored, team sports.
- The school mission and belief statements are essential components to each of the activities and students recognize the importance of teamwork, cooperation, and being spiritual role models in accordance with the mission and belief statements.

D.2. List the school’s significant areas in need of improvement in meeting the Student Life and Student Activities Standard.

- By way of fundraising through the Home and School Association as well as school-wide events, we hope to acquire additional resources to enable students who cannot afford the activity fees to participate in extracurricular activities.

D.3. 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.

Although this indicator will not be directly addressed in the Plan for Growth and Improvement, it will be improved through students increased awareness of the connection between classroom instruction (also interwoven into extracurricular activities) and real-world experiences.

E. Evidence to Support the Assessment of This Standard

Evidence	School
Samples of student publications – e.g., yearbook, student newspaper, literary magazine	x
Policies on academic eligibility	x
Policies related to student life and student activities	x

INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

A. Issues Related To This Standard

The following requirements ask the school to provide a self-assessment of expectations for quality included in this Standard for Accreditation. The information and data requested in this section are not for evaluation purposes. Instead, the information and data assist the school in making the determination whether it meets the Standard and its Indicators of Quality.

A.1. INFORMATION RESOURCES AND TECHNOLOGY:

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
Curriculum Focused Printed Books *Children’s Literacy Initiative Materials Available for 30 kindergarten students **Lab Learner Student Data Record Books number of workbooks varies based on amount of modules for each grade (K-8)	5640	x		
Reference Printed Books	315	x		
Leisure Reading Printed Books	6591	x		
Magazine/Journal Subscriptions	2	x		
Online Subscriptions	2	x		
Curriculum Specific Application Software Programs *Available for each subject - Most are accessible via the Internet	At least 25	x		
Administrative Application Software Programs	1	x		
Application Software Programs Available on School Network	At Least 116	x		
Networked Desktop Computers for Students	106	x		
Networked Laptop Computers for Students	8	x		
Stand Alone Desktop Computers for Students	0	Not applicable – All computers are		

Type of Information/Technology Resource	Quantity of Resource	Quality and Adequacy of Resource		
		S	NI	U
		networked in each building		
Stand Alone Laptop Computers for Students	0	x		
Stand Alone Computers for Students in Information Resources Center	0	Not applicable – All computers are networked in each building		
Stand Alone Laptop Computers for Students in Information Resources Center	0	x		
Networked Computers for Students in Information Resources Center	62	x		
Networked Laptop Computers for Students in Information Resources Center	8	x		
Networked Desktop and/or Laptop Computers for the Staff	54	x		
Stand Alone Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	0	x		
Networked Desktop and/or Laptop Computers for the Staff in Classrooms/ Offices	54	x		
Classrooms with Hard-Wired Internet Access	21	x		
Classrooms with Wireless Internet Access	21	x		
LCD Projectors	21	x		
Overhead Projectors		x		
Classrooms with TV Monitor	18	x		
Classrooms with Monitor Connected to Computer	21	x		
IPad 2 electronic devices for Staff	18	x		
IPad 2 electronic devices Students	72	x		
Classrooms with Smart Board	21	x		
Other: Apple TV Devices	2	x		

A.2. FACILITIES FOR INFORMATION RESOURCES AND TECHNOLOGY:

Type of Information/Technology 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	Not applicable		
Office for Technology Staff	Off premises for subcontractors		

A.3. INFORMATION RESOURCES AND TECHNOLOGY STAFF:

Type of Information Resources and Technology Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Center (library, media center) personnel	0	Not applicable		
Information Resources Center (library, media center) support personnel	4	x		
Technology Support	2-3 subcontractors	x		
Production	Not applicable			



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

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

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

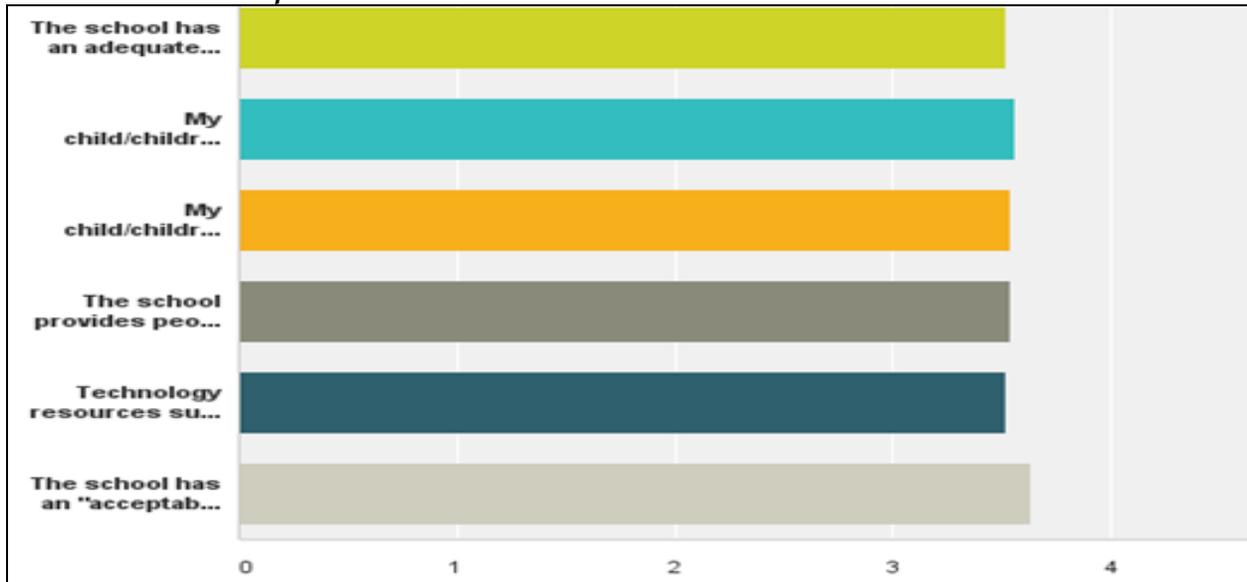
Middle States Association Accreditation Standard Information Resources and Technology

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

Parent/Community Member Feedback for the Information Resources & Technology Standard: Weighted Averages (12.1 – 12.7)

	1	2	3	4	Total	Weighted Average
The school has an adequate amount of appropriate information and technology resources for my child/children and the other students.	2.26% 3	6.77% 9	27.82% 37	63.16% 84	133	3.52
My child/children is given appropriate access to the school's information resources and technology.	2.26% 3	5.26% 7	27.07% 36	65.41% 87	133	3.56
My child/children is provided with adequate instruction on how to use the school's information resources.	3.01% 4	3.76% 5	29.32% 39	63.91% 85	133	3.54
The school provides people who can help my child/children if s/he needs help with the school's information resources and technology. (12.7)	2.27% 3	7.58% 10	24.24% 32	65.91% 87	132	3.54
Technology resources such as computers are well-maintained and up to date in the school. (12.4)	3.03% 4	6.82% 9	25.76% 34	64.39% 85	132	3.52
The school has an "acceptable use" policy for what my child/children can and cannot do while using the school's information and technology resources. (12.1)	2.26% 3	1.50% 2	27.07% 36	69.17% 92	133	3.63

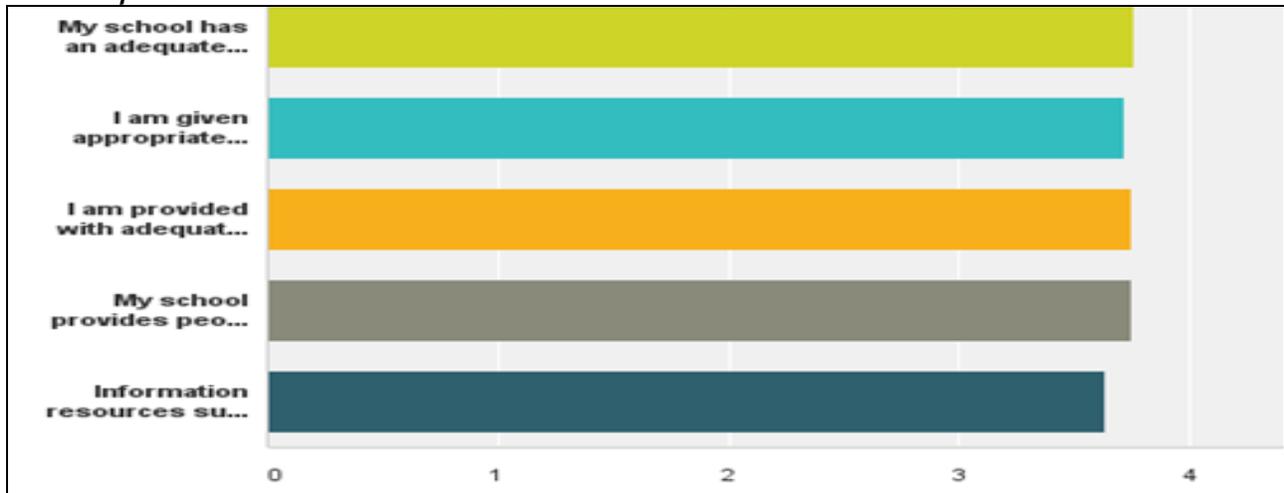
Parent/Community Member Feedback for the Information Resources & Technology Standard: Bar Graph (12.1 – 12.7)



**Student Feedback for the Information Resources & Technology Standard:
Weighted Averages (12.1 – 12.7)**

	1	2	3	4	Total	Weighted Average
My school has an adequate amount of appropriate information and technology resources for me and the other students. (12.6)	0.87% 2	3.49% 8	14.85% 34	80.79% 185	229	3.76
I am given appropriate access to my school's information resources. (12.1)	0.87% 2	3.06% 7	19.21% 44	76.86% 176	229	3.72
I am provided with adequate instruction on how to use our school's information resources and technology. (Standard)	0.88% 2	3.07% 7	16.67% 38	79.39% 181	228	3.75
My school provides people who can help me if I need help with the school's information resources. (12.7)	0.87% 2	1.75% 4	19.21% 44	78.17% 179	229	3.75
Information resources such as computers are well-maintained and up to date in my school. (12.4)	2.20% 5	6.61% 15	17.18% 39	74.01% 168	227	3.63

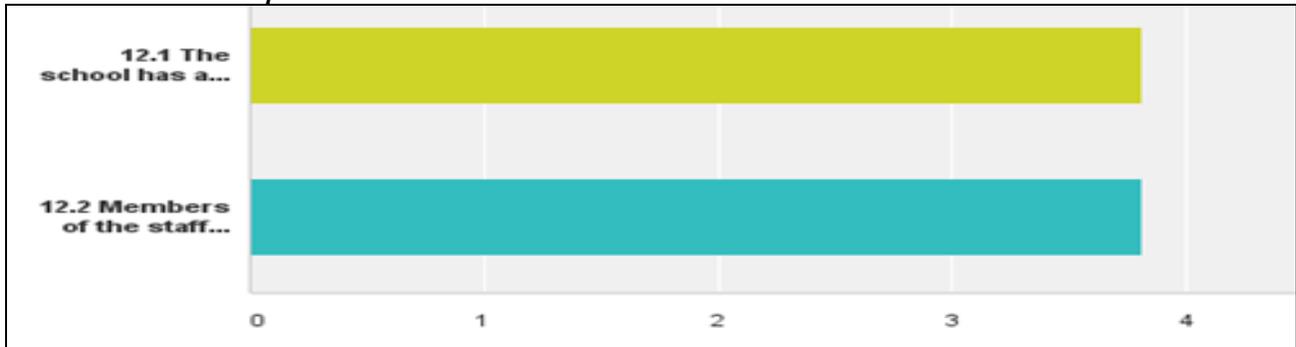
**Student Feedback for the Information Resources & Technology Standard:
Bar Graph (12.1 – 12.7)**



Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Weighted Averages (12.1 – 12.2)

	1	2	3	4	Total	Weighted Average
12.1 The school has and implements written policies or procedural guidelines for acquiring and using information resources.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
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.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81

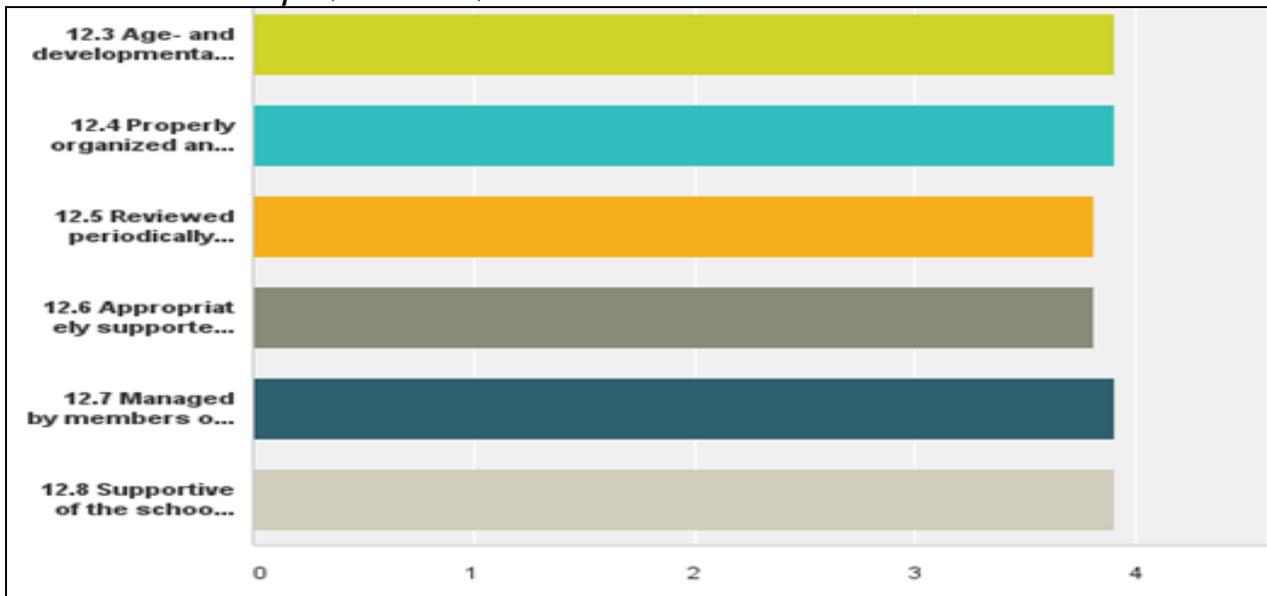
Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Bar Graph (12.1 – 12.2)



Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Weighted Averages (12.3 – 12.8)

	1	2	3	4	Total	Weighted Average
12.3 Age- and developmentally-appropriate.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
12.4 Properly organized and maintained for ready access and use by students and the staff.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
12.5 Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
12.6 Appropriately supported with funding from the school's budget.	0.00% 0	0.00% 0	19.05% 4	80.95% 17	21	3.81
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.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
12.8 Supportive of the school's plan for growth and improvement of student performance.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90

Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Bar Graph (12.3 – 12.8)



Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Weighted Averages (12.9 – 12.10)

	1	2	3	4	Total	Weighted Average
12.9 Are provided in an effective learning environment that supports the education goals for students and effective teaching for faculty.	0.00% 0	0.00% 0	0.00% 0	100.00% 20	20	4.00
12.10 Include intentional, appropriate supports for language, literacy, and numeracy development.	0.00% 0	0.00% 0	5.00% 1	95.00% 19	20	3.95
12.11 Promotes early development of a love of reading for enjoyment and as a foundation for future learning.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

Administration, Faculty, & Staff Feedback for the Information Resources & Technology Standard: Weighted Averages (12.9 – 12.10)



12.1 – 12.11: Indicators for all schools

Information Resources

MSA Indicator of Quality	Rating			
	1	2	3	4
12.1 Information resources are properly catalogued, housed, and periodically reviewed for relevancy and currency.				x
12.2 Media center staff is sufficient and appropriately qualified to provide effective services to students and			x	

MSA Indicator of Quality	Rating			
	1	2	3	4
staff.				
12.3 Adequate orientation about the use of media services, learning resources, and equipment is provided to the staff and students.			x	
12.4 Information resources are appropriately supported annually with funding from the school's budget.			x	
12.5 Information resources are age- and developmentally appropriate, current, and reflect social and cultural diversity.				x
12.6 Staff and students are provided opportunities to offer input into the types, quality, and format of the information resources provided.				x

Technology

MSA Indicator of Quality	Rating			
	1	2	3	4
12.7 The technology resources staff is sufficient and appropriately qualified to provide effective service to students and staff.			x	
12.8 Technology resources are appropriately maintained and supported annually with funding from the school's budget.			x	
12.9 Adequate skills training on the use of technology resources and equipment is provided to the staff and students.			x	
12.10 The school implements written policies and procedures for acceptable use of technology.				x
12.11 Long-range planning activities are in place to ensure that the school keeps pace with technological changes.			x	

12.12 – 12.13: Indicators for schools with early age programs

x	These Indicators are not applicable to our school.
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12.14 – 12.15: Indicators for schools that provide distance education

x	These Indicators are not applicable to our school.
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B.1. Stakeholders' comments to support the ratings:

- It is apparent that St. Monica School makes a great effort to upgrade technology in order to make instruction interesting to students and competitive with local public and charter schools.
- Every classroom has a Smart board that is used daily by teachers and students.
- Students have had more of an opportunity to use iPads in the classroom.
- Teachers have been doing a good job of incorporating technology into projects.
- My student has used Kahoot in the classroom making learning interactive and fun.
- The computer lab, library, and classrooms have PCs available for student use.
- I like having a Smart Board in my classroom because the lessons are more fun and allow us students to get more involved in learning.
- First In Math is an excellent, web-based, mathematics program that encourages my child to learn math outside of the classroom in a fun way.
- My child is always using his iPad, PC, and gaming systems and I am happy that the teachers use technology in the classroom so that he can realize how using these devices will assist him to succeed academically.

B.2. Evidence:

Indicator No. 12	Evidence
	Since St. Monica School did not receive rating below 3 for this standard, we do not have evidence to support such ratings.



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

x	Our self-assessment is that our school MEETS with this Standard for Accreditation
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D. Implications for Planning

D.1. List the school's significant strengths in meeting the Information Resources and Technology Standard.

- Administration, faculty, and staff recognize the importance of technology in building lifelong learners in the 21st century; therefore, they continually research strategies to incorporate technology, making instruction innovative and relevant.
- All students in kindergarten through eighth grade have 45-minute, weekly technology classes. Through participating in these formal classes, students acquire technology skills that support lifelong learning in the 21st century global marketplace.
- There is an acceptable use policy enforced in this school in accordance with the guidelines set forth by the Archdiocese of Philadelphia.
- Technology is integrated into all curricular areas.

- Students begin learning using word processing, presentations, and spreadsheets at the earliest levels and these acquired skills are applied in the general classroom.
- Teachers take the students into the computer lab to build upon the skills acquired in technology class.
- Students leave St. Monica School ready to apply the acquired technology skills to high school and higher education instruction.
- Students are encouraged to utilize technological innovations and share these newly acquired skills with classmates.
- Our school has both hardwire Internet access as well as an upgraded Wi Fi network throughout each building.
- Technology is integrated into the arts enabling students to use graphic arts and multimedia resources creatively and constructively.
- Teachers use gamification, multimedia resources, virtual field trips, and a variety of innovative, cutting-edge technological strategies to encourage students to be active participants in learning in addition to making the connection between real-world scenarios and classroom instruction.

D.2. List the school's significant areas in need of improvement in meeting the Information Resources and Technology Standard.

- Hardware issues and interruptions in Internet connections can cause a loss of instructional time.
- Ensuring student safety when utilizing technology is always a challenge, although our network is configured to block suggestive and dangerous sites, students can sometimes find a way around these network blocks.
- It is increasingly difficult to keep up with innovative technology with limited financial resources. We are fortunate that our Home and School Association, alumni, and anonymous benefactors are always willing to assist our school in acquiring technologies that are relevant to 21st century instruction.

D.3. Based on the strengths and areas for improvement identified, list any important next steps or strategic priorities related to Information Resources and Technology that should be included in the action plan in the Plan for Growth and Improvement.

- St. Monica School will continue to acquire and utilize innovative and cutting edge devices, multimedia resources, and technological strategies to empower students to be lifelong learners who can make the connection between classroom instruction and real-world experiences while applying the skills acquired.



E. Evidence to Support the Assessment of This Standard

Evidence	School
Information skills curriculum	x
Policies related to information resources and technology	x



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

As an educational institution, a school needs to give considerable attention to the quality and comprehensiveness of its curriculum as well as the effectiveness of the instructional pedagogy and assessment practices used to ensure student success.

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.

While the Visiting Team does not evaluate the quality of the curricular components selected for self-assessment, the Team will note those areas the school identified for development and/or improvement and expects to see those areas addressed in the action plans.

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

St. Monica Elementary School
Philadelphia, Pennsylvania

As an educational institution, a school needs to give considerable attention to the quality and comprehensiveness of its curriculum as well as the effectiveness of the instructional pedagogy and assessment practices used to ensure student success.

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

English Language Arts

COMPONENT OF THE EDUCATION PROGRAM

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:
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Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Margaret Alvarez	Teacher
Sarah Avitalle	Teacher
Carleen Ashworth	Teacher
Lindsay Avitalle	Teacher
Dana Capoli	Teacher
Joan Capolingua	Teacher
Kathleen Gilotti	Catapult Teacher

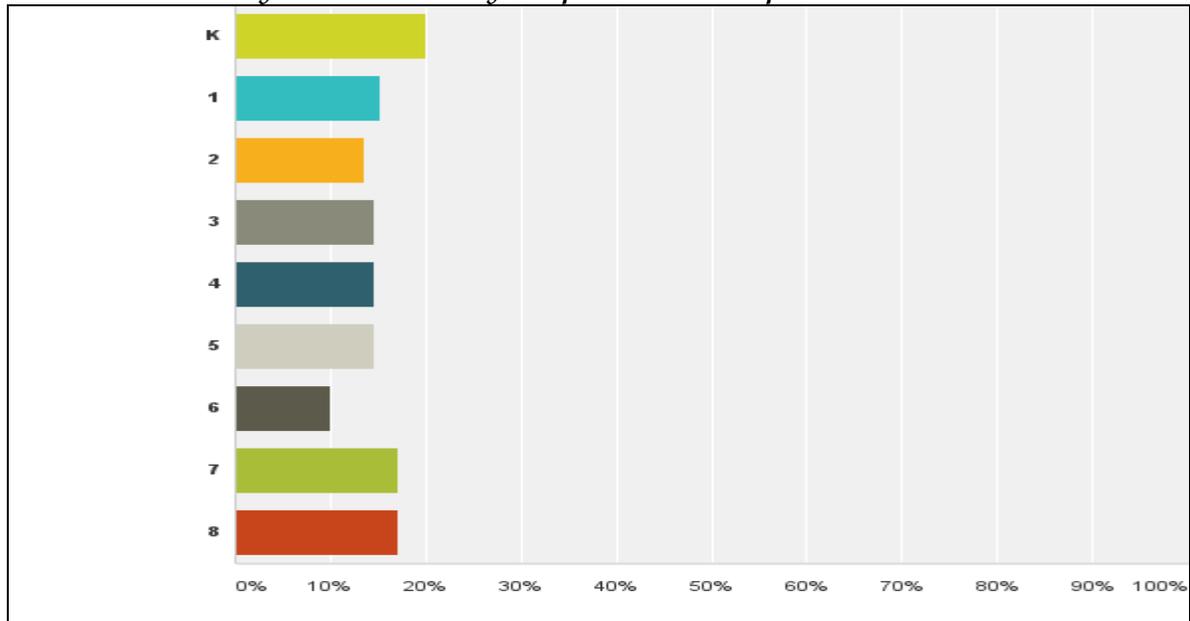
**NOTE: Committee size and composition may vary depending upon the school's size, the topic to be addressed, etc. If needed, add lines to the above chart.

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

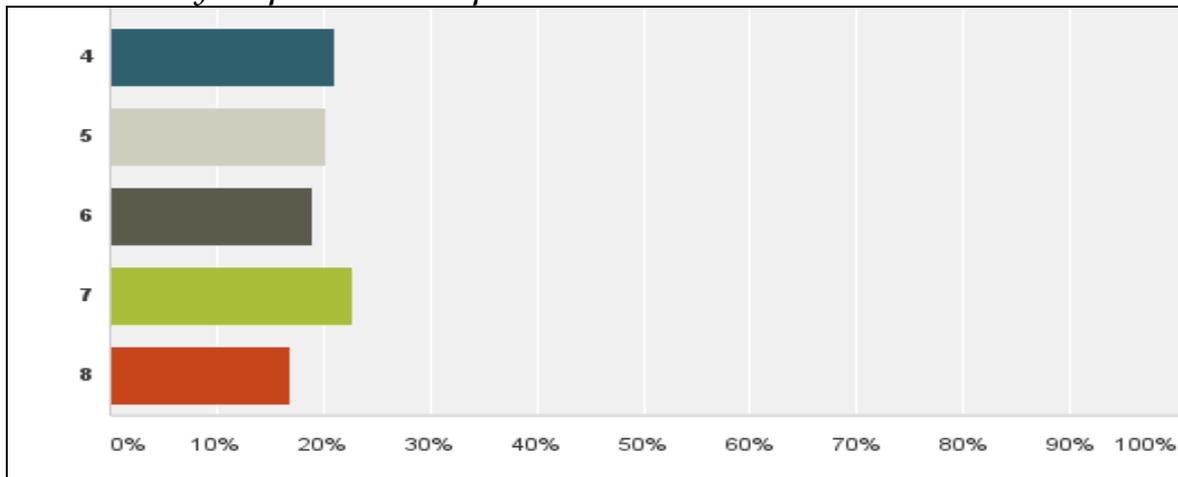
x	Survey of the school's stakeholders using the Middle States Survey:
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Total Number of Surveys Returned	429
The results represent surveys completed by:	
▪ Students (grades 4-8)	237
▪ Parents, Business/Community Representative	171
▪ Faculty, Staff, and Administrators	21

Parent/Community Member Survey Response Bar Graph



Student Survey Response Bar Graph



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	Minutes Per Week
K	<ul style="list-style-type: none"> • Reading phonemic awareness phonics reading fluency vocabulary reading comprehension • Writing focus on topics demonstrate understanding of purpose penmanship writing coherent sentences and interesting word choice and sentence variety vocabulary/spelling sentence structure grammar • Communications listening comprehension organization and delivery of oral communication retellings relating personal experiences and providing descriptions 	900
1	<ul style="list-style-type: none"> • Reading phonemic awareness phonics reading fluency vocabulary reading comprehension • Writing focus on the topic demonstrating understanding of purpose penmanship writing coherent sentences and interesting word choice and sentence variety 	900

Grade Level(s)	Course Title	Minutes Per Week
	vocabulary/spelling sentence structure grammar punctuation capitalization and spelling <ul style="list-style-type: none"> • Communication listening comprehension organization and delivery of oral communication participate in collaborative conversation 	
2	<ul style="list-style-type: none"> • Reading phonemic awareness phonics oral reading fluency vocabulary reading comprehension • Writing focus on the topic coherently write sentences and paragraphs with topic sentence organizational structure understanding of purpose use of facts, details and examples interesting word choice and sentence variety friendly and formal letters, narrative, descriptive and expository compositions understanding of reference materials evaluation and revision of writing and penmanship grammar/spelling • Communication listening comprehension organization and delivery of oral communication analysis and evaluation of oral and media communication 	900

Grade Level(s)	Course Title	Minutes Per Week
	recitation retellings relating personal experiences providing descriptions	
3	<ul style="list-style-type: none"> • Reading phonemic awareness phonics oral reading fluency vocabulary reading comprehension using literal inferential and critical-analysis questions • Writing focus on the topic write coherent sentences and paragraphs with topic sentence organizational structure understanding of purpose use of facts details and examples interesting word choice and sentence variety friendly and formal letters, narrative, descriptive and expository compositions understanding of reference materials evaluation and revision of writing and penmanship sentence structure grammar/spelling • Communication listening comprehension organization and delivery of oral communication analysis and evaluation of oral and media communication recitation/retellings relating personal experiences providing descriptions 	750

Grade Level(s)	Course Title	Minutes Per Week
4	<ul style="list-style-type: none"> • Reading correct use of Reading strategies as covered in the common core curriculum read with accuracy and fluency to support comprehension prediction and purpose setting compare and contrast cause and effect drawing conclusions self-questioning theme recognition recognizing author’s purpose making inferences generalizations in reading use of literary elements • Writing explanatory writing persuasive writing description writing vocabulary skills grammar skills spelling • Communication Flexible communication and collaboration with classmates Oral presentation Paraphrase ideas when speaking about a reading or text integrating information from oral, visual, quantitative and media sources 	750
5	<ul style="list-style-type: none"> • Reading Correct use of reading strategies as covered in the common core curriculum correct use of Reading strategies as covered in the common core curriculum read with accuracy and fluency to support comprehension 	500

Grade Level(s)	Course Title	Minutes Per Week
	<p>prediction and purpose setting compare and contrast cause and effect drawing conclusions self-questioning theme recognition recognizing author's purpose making inferences generalizations in reading use of literary elements</p> <ul style="list-style-type: none"> • Writing narrative writing expository writing persuasive writing writing for tests descriptive language persuasive techniques in writing correct use of the writing process with a focus on revising and editing spelling/grammar vocabulary skills • Communication Flexible communication and collaboration with classmates Oral presentations Informal oral presentations Listening comprehension/assessments Integrating information from oral, visual, quantitative and media sources 	
6	<ul style="list-style-type: none"> • Reading Fiction/nonfiction comprehension and reading response • Writing performance assessments journals reading response vocabulary/grammar/spelling 	500

Grade Level(s)	Course Title	Minutes Per Week
	<ul style="list-style-type: none"> • Communication listening comprehension oral presentations read aloud class participation 	
7	<ul style="list-style-type: none"> • Reading fiction/nonfiction comprehension reading response • Writing performance assessments journals reading response vocabulary/grammar/spelling • Communication listening comprehension oral presentations class participation 	500
8	<ul style="list-style-type: none"> • Reading analysis of plot development through the use of literature/novels • Writing research-based using credible sources citation of sources vocabulary/spelling/grammar • Communication • debate and improvement of listening activities 	500

x	The instructional minutes per week are reported for one academic year
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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.

There are no gaps or omissions in the sequences of courses taught in this component of the educational program, at this time.

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, at this time.

4. **ASSESSMENT RESULTS:**

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
TerraNova Multiple Assessment Test Levels 11 & 12 (1 st -2 th Grade)	Reading, Vocabulary, Comprehension, Language Mechanics, Spelling, Word Analysis, Constructed Response Writing	x		
TerraNova Inview Test Levels 1-3 (3 rd -7 th Grade)	Verbal Reasoning – Words Verbal Reasoning – Context Sequences Analogies	x		
TerraNova Common Core Test Levels (13-17) (3 rd -7 th Grade)	Reading, Vocabulary, Comprehension, Language Mechanics, Spelling, Word Analysis, Constructed Response Writing	x		

Teacher-Made Tests, Quizzes, Maintenance (K-8)	Reading, Writing, Communication, Comprehension, Vocabulary, Language Skills, Spelling, Grammar	x		
Chapter Tests, Unit Tests, Benchmark Tests (K-8 Grades)	Reading, Writing, Communication, Comprehension, Vocabulary, Language Skills, Spelling, Grammar	x		
Projects (K-8 Grades)	Reading, Writing, Communication, Comprehension, Vocabulary, Language Skills, Spelling, Grammar	x		
Performance Assessments (K-8 Grades)	Reading, Writing, Communication, Comprehension, Vocabulary, Language Skills, Spelling, Grammar	x		
Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
End-of-Year Testing (K-8 Grades)	Reading, Writing, Communication, Comprehension, Vocabulary, Language Skills, Spelling, Grammar	x		
ELA Portfolios (K-8 Grades)	Writing Samples	x		

- 4.a. 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 the fact that we did not receive ratings of “Needs Improvement” or “Unsatisfactory” for this standard, we do not have proposed improvements at this time.

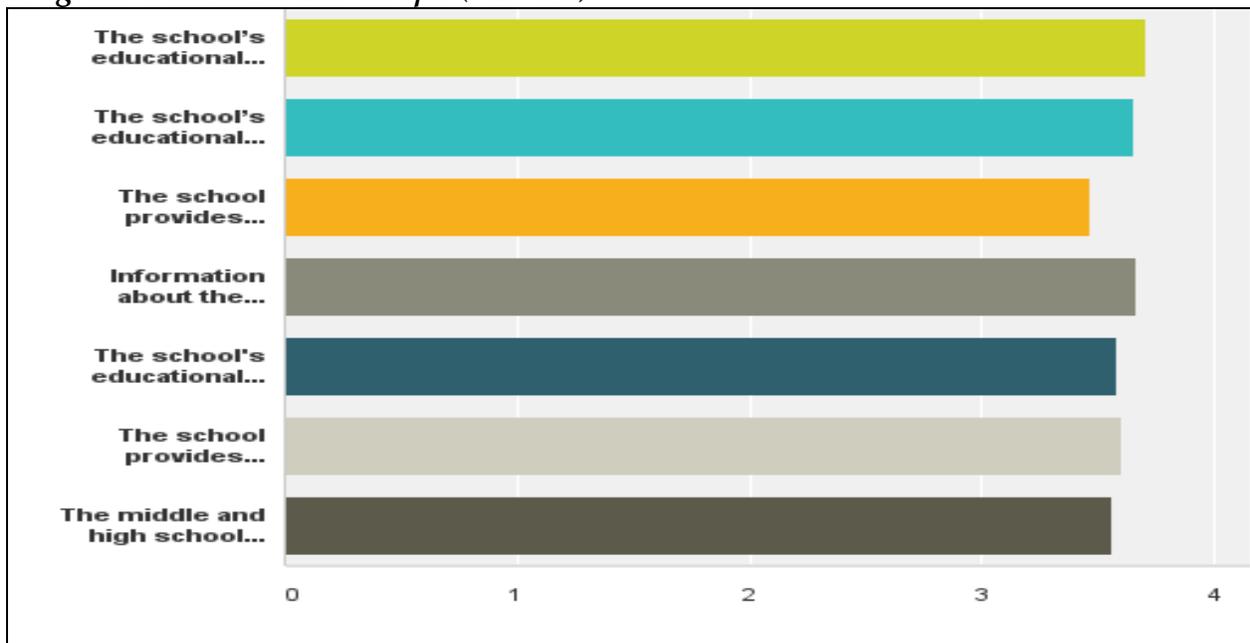
B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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.

Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Average (8.4 – 8.5)

	1	2	3	4	Total	Average Rating
The school's educational program provides instruction in basic core academic subjects (language arts and literature, mathematics, science, and social sciences). (8.4)	1.46% 2	2.19% 3	20.44% 28	75.91% 104	137	3.71
The school's educational program provides instruction in courses such as the arts, health, physical education, and world languages. (8.4)	1.47% 2	3.68% 5	22.79% 31	72.06% 98	136	3.65
The school provides instruction in effective use of information technology. (8.5)	2.92% 4	7.30% 10	29.20% 40	60.58% 83	137	3.47
Information about the school's educational program, school policies, and other information is available in written form to students and their parents. (8.2)	2.99% 4	1.49% 2	22.39% 30	73.13% 98	134	3.66
The school's educational program is meeting the needs of my child or children.	2.22% 3	5.93% 8	23.70% 32	68.15% 92	135	3.58
The school provides appropriate activities to assist students with the transition from one school to another (pre-kindergarten to kindergarten, pre-K or kindergarten to elementary school, elementary to middle school, middle to high school). (8.42, 8.44, 8.46)	2.26% 3	5.26% 7	22.56% 30	69.92% 93	133	3.60
The middle and high school educational programs provide appropriate educational programs for students who are concluding formal study as well as those planning further education. (8.46)	1.56% 2	6.25% 8	26.56% 34	65.63% 84	128	3.56

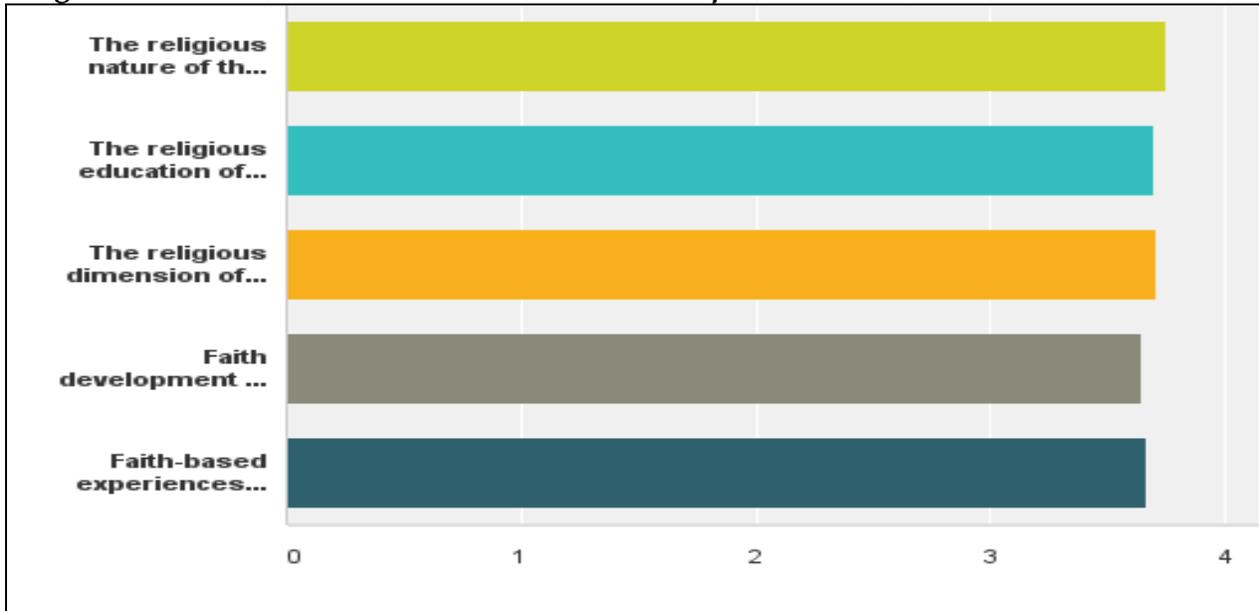
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Bar Graph (8.2 – 8.5)



Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Weighted Averages (8.54 – 8.63)

	1	2	3	4	Total	Average Rating
The religious nature of the school is appropriately reflected throughout the school's educational program. (8.54)	2.22% 3	1.48% 2	15.56% 21	80.74% 109	135	3.75
The religious education of the students is a concern of all faculty members. (8.59)	2.24% 3	1.49% 2	20.90% 28	75.37% 101	134	3.69
The religious dimension of all areas of the curriculum is acknowledged. (8.55)	2.24% 3	0.75% 1	20.90% 28	76.12% 102	134	3.71
Faith development and community service programs are seen as integral parts of the school's educational programs. (8.57)	2.26% 3	3.76% 5	21.80% 29	72.18% 96	133	3.64
Faith-based experiences that foster the religious formation of the students are provided regularly. (8.63)	1.49% 2	2.99% 4	23.88% 32	71.64% 96	134	3.66

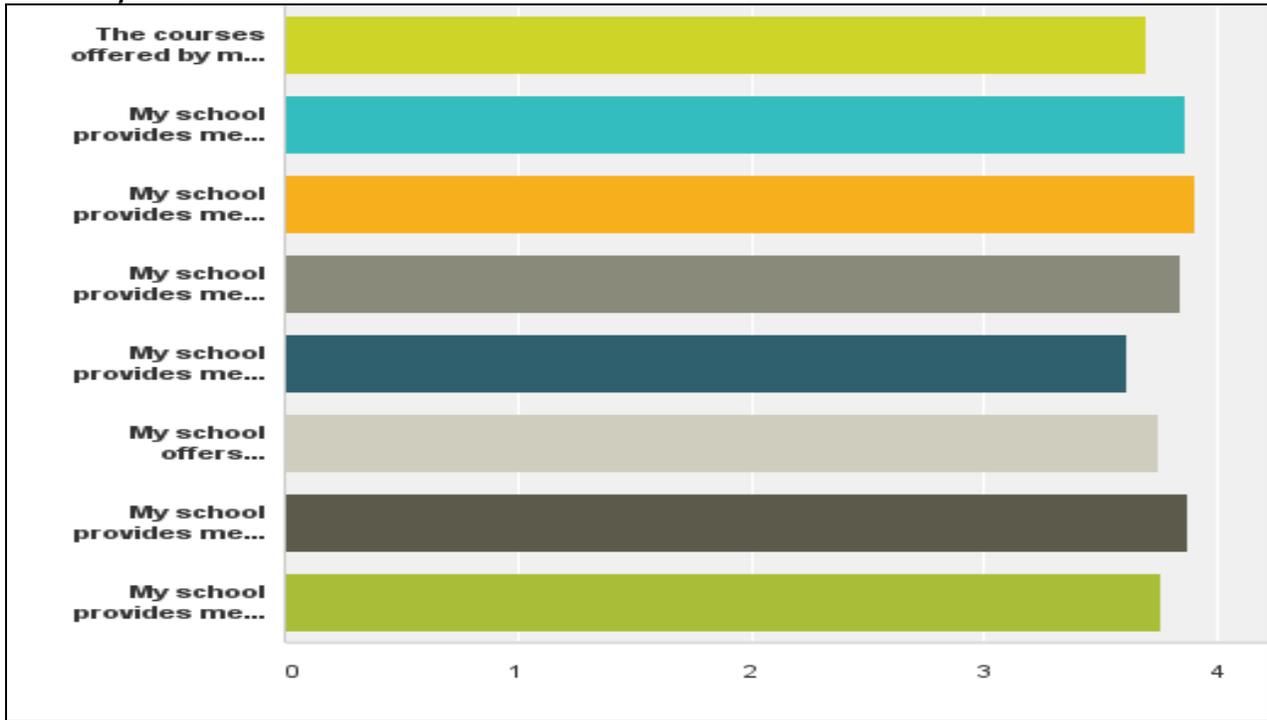
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Bar Graph (8.54 – 8.63)



Student Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Averages (8.1 – 8.7)

	1	2	3	4	Total	Average Rating
The courses offered by my school interest me and meet my needs. (Standard)	2.12% 5	2.12% 5	20.34% 48	75.42% 178	236	3.69
My school provides me with instruction in the basic subject areas of language arts and literature, mathematics, science, and social studies. (8.2)	0.85% 2	0.43% 1	10.21% 24	88.51% 208	235	3.86
My school provides me with experiences in art, music, health, world languages, and physical education. (8.3)	0.00% 0	1.28% 3	7.26% 17	91.45% 214	234	3.90
My school provides me with experiences that promote critical thinking, reasoning, problem-solving skills, and study skills. (8.4)	0.00% 0	2.54% 6	10.59% 25	86.86% 205	236	3.84
My school provides me with instruction in effective use of information technology (e.g. computers, iPads, the Internet) and provides opportunities for me to apply those skills. (8.5)	1.69% 4	7.20% 17	19.92% 47	71.19% 168	236	3.61
My school offers opportunities for me to develop social skills such as increasing self-control and a sense of responsibility as I interact with my teachers and other students in interaction with adults and peers. (8.7)	2.12% 5	1.69% 4	15.68% 37	80.51% 190	236	3.75
My school provides me with textbooks and other learning materials I need for all subjects. (Standard)	0.00% 0	2.54% 6	7.63% 18	89.83% 212	236	3.87
My school provides me with instruction in how to use technology (for example, computers) for learning. (8.5)	1.28% 3	3.40% 8	13.62% 32	81.70% 192	235	3.76

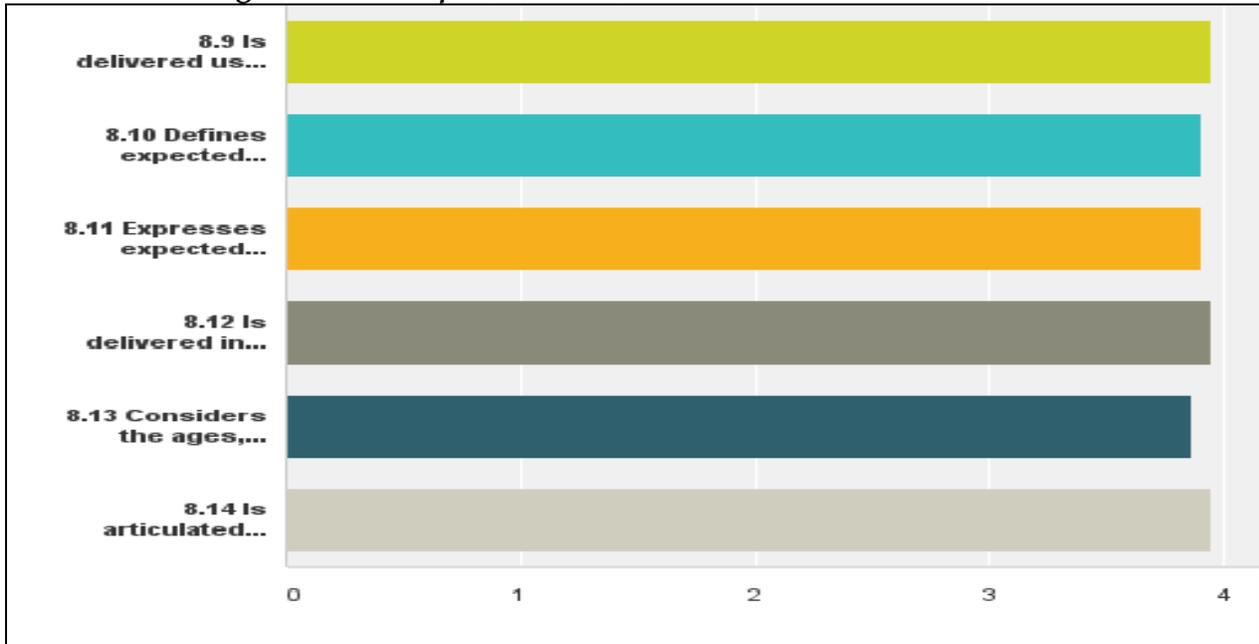
*Student Feedback for the Curriculum Aspect of the Educational Program Standard:
Bar Graphs (8.1 – 8.7)*



Administration, Faculty, & Staff Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Averages (8.9 – 8.14)

	1	2	3	4	Total	Average Rating
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

Administration, Faculty, & Staff Feedback for the Curriculum Aspect of the Educational Program: Bar Graph (8.9 – 8.14)



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

INDICATORS OF QUALITY FOR CURRICULUM

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 and middle level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the curriculum.				x

MSA Indicator of Quality	Rating			
	1	2	3	4
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 community's stakeholders.			x	
CI.13. Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	Not applicable – Performed at the Archdiocesan Level			
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.	Performed at the Archdiocesan Level			
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	Performed at the Archdiocesan Level			

MSA Indicator of Quality	Rating			
	1	2	3	4
deleted from the curriculum as well as what is to be added.				

Stakeholders' comments to support the ratings:

- Alignment with Common Core Curriculum and the integration of innovative technology enables students to acquire the necessary skills for high school, higher education, and the global marketplace.
- Integration of technology and ELA standards across curricular areas will create 21st Century, lifelong learners.
- Parental and student input is limited by the mandates of the Archdiocesan Curriculum and Standards of Philadelphia.
- Students are provided a variety of opportunities to demonstrate the acquisition of oral and written communication skills necessary to be productive members of society.
- The ELA curriculum is foundational and built upon each consecutive school year reinforcing the skills necessary to succeed in high school, university, and the workplace.



INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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

Stakeholders' comments to support the ratings:

- A correlation of teacher-driven instruction and student-centered learning allows children to grow and mature as life-long learners.
- Religious foundations reinforce an acceptance of differences among students and faculty.
- Each ELA lesson is aligned with the Common Core State Standards.
- Integrated lesson plans are applied using real-world scenarios.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 individual students as they move through courses in the curriculum.			x	
a. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for cohorts of students as they move through courses in the curriculum.			x	
b. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for 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

MSA Indicator of Quality	Rating			
	1	2	3	4
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
AI.8. Assessment data on student learning are used to identify students needing additional support in the curriculum.				x
AI.9. Placement/enrolment in courses in the curriculum is based on a thorough analysis of students' interests and potential as well as on students' past performance.			x	
AI.10. Students in the curriculum are learning and performing at levels expected, or progress is being made to raise results accordingly.				x

Stakeholders' comments to support the ratings:

- The integration of My Student Progress will enable students and parents to monitor their academic progress.
- Standardized testing results and student's past performance assessments are used to meet the needs of students.
- I like how the school's mission and beliefs are incorporated into ELA instruction.
- My son enjoys creative writing opportunities especially when technology is included.

C.1 Describe any improvements related to this component of the educational program made within the past five years.

- The implementation of a Common Core State Standard reading series
- Re-establish Critics Choice writing program

C.2 List the significant strengths of the school in this component of the educational program.

- ELA instruction is aligned with the Common Core State Standards in accordance with the Archdiocese of Philadelphia curriculum guidelines.
- ELA is integrated into every curricular area taught within the general and special classrooms.
- Faculty are competent, highly qualified, and prepared to provide rigorous and relevant ELA instruction.
- Updated ELA materials are provided as needed and a vast array of supplemental materials are available to enhance instruction.
- Student work is compiled annually in ELA portfolios that are maintained throughout first through eighth grades.
- A spiral ELA curriculum is used at each grade level.

C.3 List the significant areas for improvement of the school in this component of the educational program.

- St. Monica School will continue to foster open and frequent communication with students, parents, and family members to ensure academic success in the area of ELA.

C.4 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.

- Our objective to increase awareness in students of the connection between classroom instruction and real-world experience can be easily incorporated into the various aspects of ELA instruction.



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

St. Monica Elementary School Philadelphia, Pennsylvania

As an educational institution, a school needs to give considerable attention to the quality and comprehensiveness of its curriculum as well as the effectiveness of the instructional pedagogy and assessment practices used to ensure student success.

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.

While the Visiting Team does not evaluate the quality of the curricular components selected for self-assessment, the Team will note those areas the school identified for development and/or improvement and expects to see those areas addressed in the action plans.

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

Mathematics

COMPONENT OF THE EDUCATION PROGRAM

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:
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Committee Member's Name	Role in the School's Community (e.g. teacher, parent, student, etc.)
Lisa Barbi	7 th Grade Teacher & Parent
Beth Coleman	4 th Grade Teacher and Parent
Eric Funaro	5 th Grade Teacher
Gina Mulvihill	2 nd Grade Teacher
Kimberly Delaney	6 th Grade Teacher
Christa Pellicciotti	Kindergarten Teacher

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

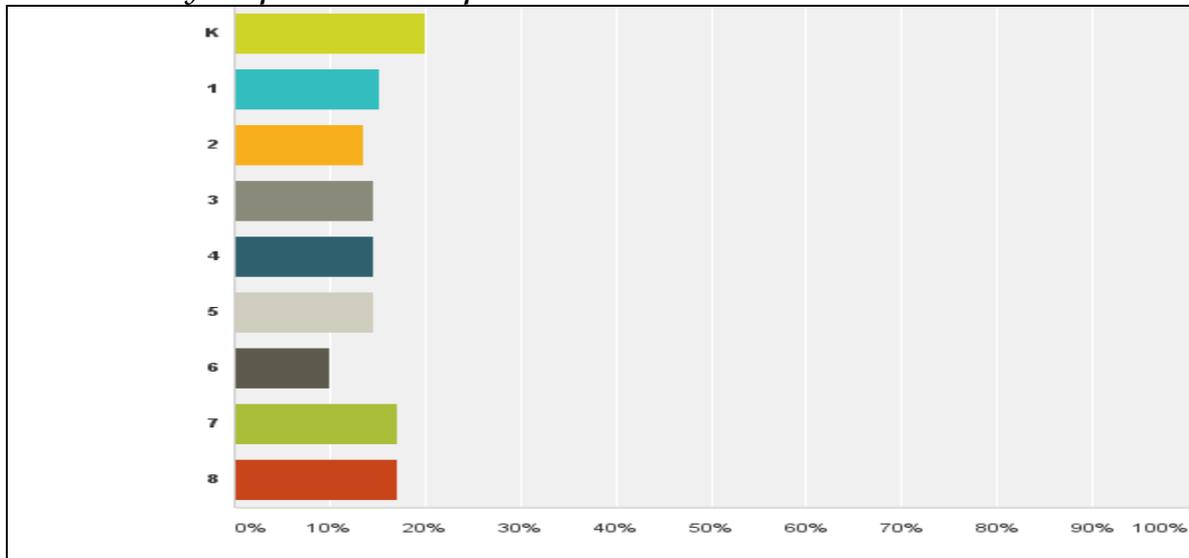
In September 2014, the committee members mentioned above met with administration and key stakeholders to evaluate the curriculum area of mathematics. Additionally, the school utilized the online, social media resource SurveyMonkey.com to compile survey feedback from stakeholders within the St. Monica school community. These stakeholders included parents, students, business and community representatives, in addition to faculty, staff, and administration.

Extension of student knowledge in the curricular area of mathematics is assessed frequently (daily, weekly, monthly, annually) using formative and summative assessments. These formative and summative assessments include teacher-made tests, unit tests derived from the Progress in Mathematics series from William H. Sadler (utilized in grades kindergarten through eight to support spiral curriculum), various, integrated projects, critical thinking/problem solving activities, and annual, standardized testing through use of Terra Nova Multiple Assessments/Complete Battery (grades 1 and 2) and Terra Nova Common Core (grades 3-7). This continual evaluation of student understanding through formative and summative assessment is directly linked with content areas aligned with the Common Core State Standards adapted to meet the goal of deepening a relationship with Christ as Catholic school students.

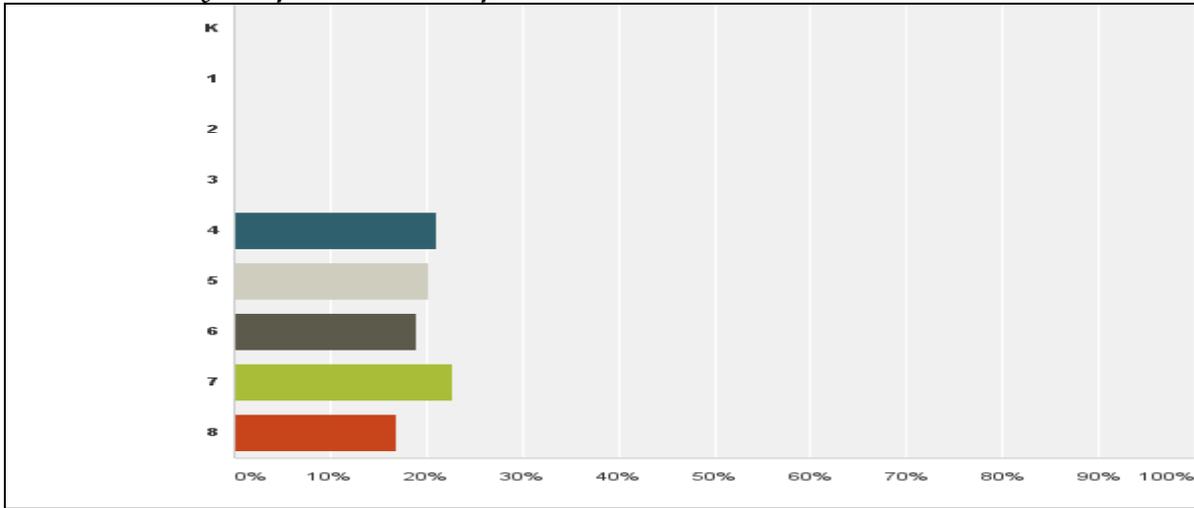
x	Survey of the school's stakeholders using the Middle States Survey:
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Total Number of Surveys Returned	429
The results represent surveys completed by:	
▪ Students (4th through 8th grades)	237
▪ Parents, Business/Community Representatives	171
▪ Faculty, Staff, and Administrators	21

Parent Survey Response Bar Graph



Student Survey Response Bar Graph



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).*

Minutes/Week/Academic Year: *Indicate the number of minutes of instructional time devoted to each program course per week semester/year.*

Grade Level(s)	Mathematics Curriculum	Minutes Per Week
K	Counting and Cardinality Geometry Measurement and Data Number and Operations in Base Ten Operations and Algebraic Thinking	Approximately 225
1	Geometry Measurement and Data Number and Operations in Base Ten Operations and Algebraic Thinking	225
2	Geometry Measurement and Data Number and Operations in Base Ten Operations and Algebraic Thinking	225
3	Geometry Measurement and Data Number and Operations in Base Ten Number and Operations-Fractions Operations and Algebraic Thinking	225
4	Geometry Measurement and Data Number and Operations in Base Ten Number and Operations-Fractions Operations and Algebraic Thinking	225
5	Geometry Measurement and Data Number and Operations in Base Ten Number and Operations-Fractions Operations and Algebraic Thinking	275
6	Expressions and Equations Geometry Ratios and Proportional Relationships Statistics and Probability The Number System	275
7	Expressions and Equations Geometry Ratios and Proportional Relationships Statistics and Probability	275

Grade Level(s)	Mathematics Curriculum	Minutes Per Week
	The Number System	
8	Expressions and Equations and Functions Geometry Statistics and Probability The Number System	275

x	The instructional minutes are reported for one academic week
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- 1. Describe any gaps or omissions in the sequences of courses taught in this component of the educational program. Provide a description of proposed improvements and/or corrective actions that need to be taken. Include a description of actions that have been initiated or are formally planned.**

St. Monica School uses a mathematics series, which is aligned with the Common Core State Standards that provides spiral curricular opportunities from grades kindergarten through eight; therefore, there are no gaps or omissions in the sequence of courses taught in the component of mathematics.

- 2. 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 repetitions in the sequences of courses taught in mathematics due to the fact that we utilize a book series that supports a spiral curriculum.

3. ASSESSMENT RESULTS:

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
TerraNova Multiple Assessment Test Levels 11 & 12 (1 st -2 th Grade)	Number and Number Relations Computation & Numerical Estimation Operation Concepts Measurement Geometry & Spatial Sense Data Analysis, Statistics, & Probability Patterns, Functions, Algebra Problem Solving and Reasoning Communication	x		
TerraNova Inview Test Levels 1-3 (3 rd -7 th Grade)	Quantitative Reasoning Sequences Analogies	x		
TerraNova Common Core Test Levels (13-17) (3 rd -7 th Grade)	Mathematics - Directly aligned with Common Core State Standards	x		
Teacher-Made Tests, Quizzes, Maintenance (K-8)	Mathematics - Directly aligned with CCSS in accordance with Archdiocesan Mathematics Curriculum Guidelines	x		
Chapter Tests, Unit Tests, Benchmark Tests (1 st -8 th Grades)	Mathematics - Directly aligned with CCSS in accordance with Archdiocesan Mathematics Curriculum Guidelines	x		
Projects (1 st -8 th Grades)	Mathematics - Directly aligned with CCSS in accordance with Archdiocesan Mathematics Curriculum Guidelines	x		
Performance Assessments (1 st -8 th Grades)	Mathematics - Directly aligned with CCSS in accordance with Archdiocesan Mathematics Curriculum Guidelines	x		

Name of Assessment/ Test	Area(s) Assessed	Level of Student Performance		
		S	NI	U
End-of-Year Testing (1 st -8 th Grades)	Mathematics - Directly aligned with CCSS in accordance with Archdiocesan Mathematics Curriculum Guidelines	x		

- 4.a. 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 of 2014, we do not have proposed improvements and/or corrective actions that are required since we did not receive ratings of “Needs Improvement” or “Unsatisfactory” from stakeholders.



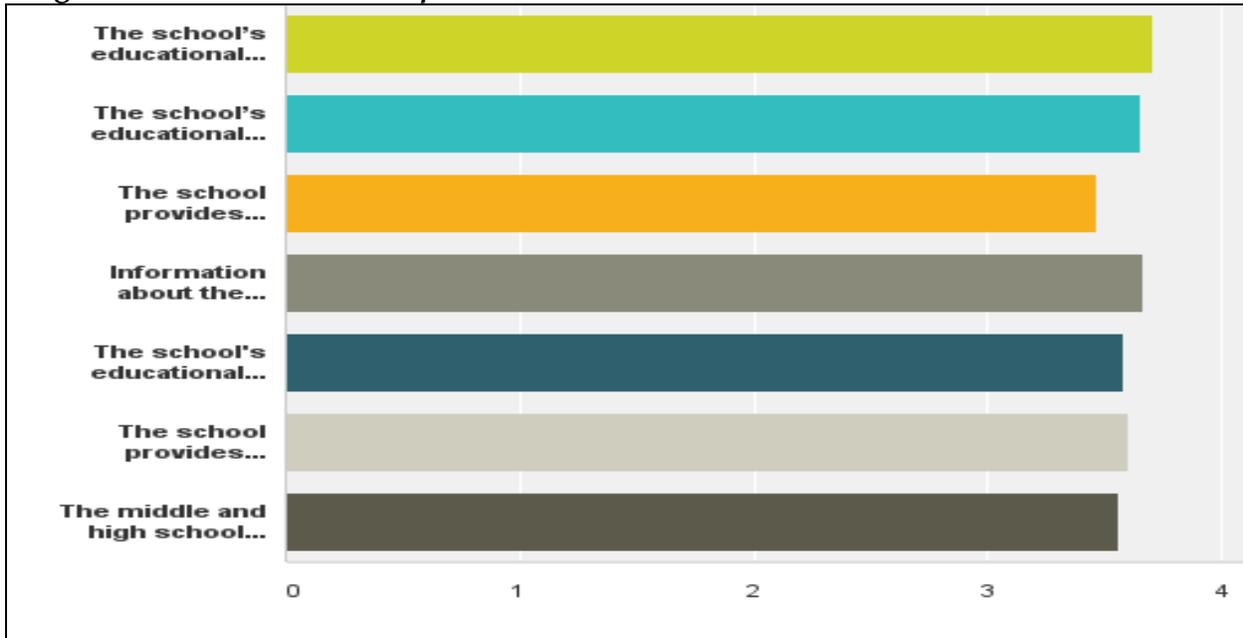
B. SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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.

Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Average (8.4 – 8.5)

	1	2	3	4	Total	Average Rating
The school's educational program provides instruction in basic core academic subjects (language arts and literature, mathematics, science, and social sciences). (8.4)	1.46% 2	2.19% 3	20.44% 28	75.91% 104	137	3.71
The school's educational program provides instruction in courses such as the arts, health, physical education, and world languages. (8.4)	1.47% 2	3.68% 5	22.79% 31	72.06% 98	136	3.65
The school provides instruction in effective use of information technology. (8.5)	2.92% 4	7.30% 10	29.20% 40	60.58% 83	137	3.47
Information about the school's educational program, school policies, and other information is available in written form to students and their parents. (8.2)	2.99% 4	1.49% 2	22.39% 30	73.13% 98	134	3.66
The school's educational program is meeting the needs of my child or children.	2.22% 3	5.93% 8	23.70% 32	68.15% 92	135	3.58
The school provides appropriate activities to assist students with the transition from one school to another (pre-kindergarten to kindergarten, pre-K or kindergarten to elementary school, elementary to middle school, middle to high school). (8.42, 8.44, 8.46)	2.26% 3	5.26% 7	22.56% 30	69.92% 93	133	3.60
The middle and high school educational programs provide appropriate educational programs for students who are concluding formal study as well as those planning further education. (8.46)	1.56% 2	6.25% 8	26.56% 34	65.63% 84	128	3.56

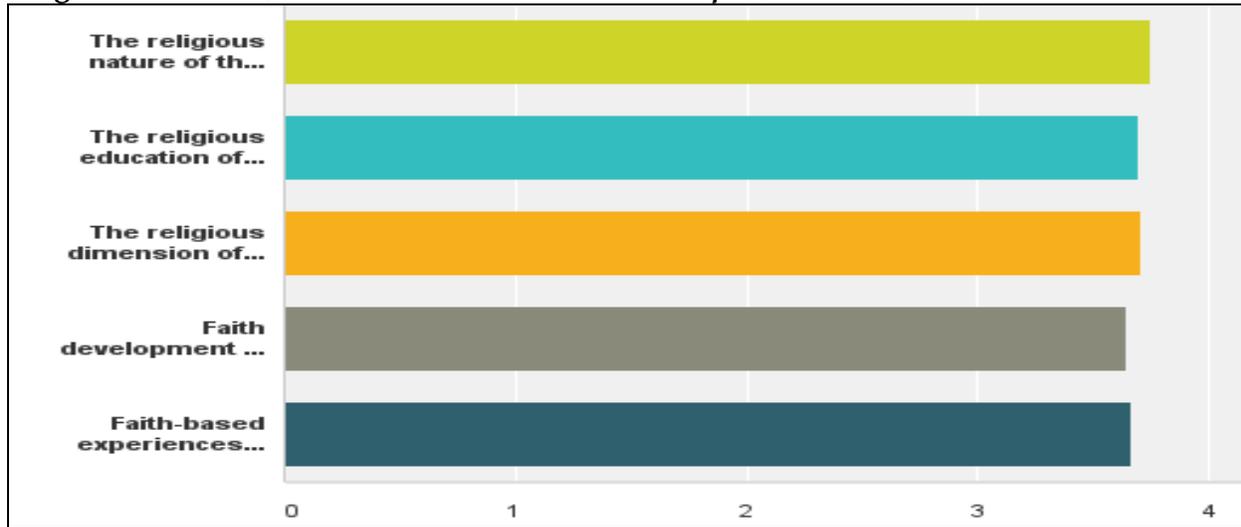
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Bar Graph (8.4 – 8.5)



Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Weighted Averages (8.54 – 8.63)

	1	2	3	4	Total	Average Rating
The religious nature of the school is appropriately reflected throughout the school's educational program. (8.54)	2.22% 3	1.48% 2	15.56% 21	80.74% 109	135	3.75
The religious education of the students is a concern of all faculty members. (8.59)	2.24% 3	1.49% 2	20.90% 28	75.37% 101	134	3.69
The religious dimension of all areas of the curriculum is acknowledged. (8.55)	2.24% 3	0.75% 1	20.90% 28	76.12% 102	134	3.71
Faith development and community service programs are seen as integral parts of the school's educational programs. (8.57)	2.26% 3	3.76% 5	21.80% 29	72.18% 96	133	3.64
Faith-based experiences that foster the religious formation of the students are provided regularly. (8.63)	1.49% 2	2.99% 4	23.88% 32	71.64% 96	134	3.66

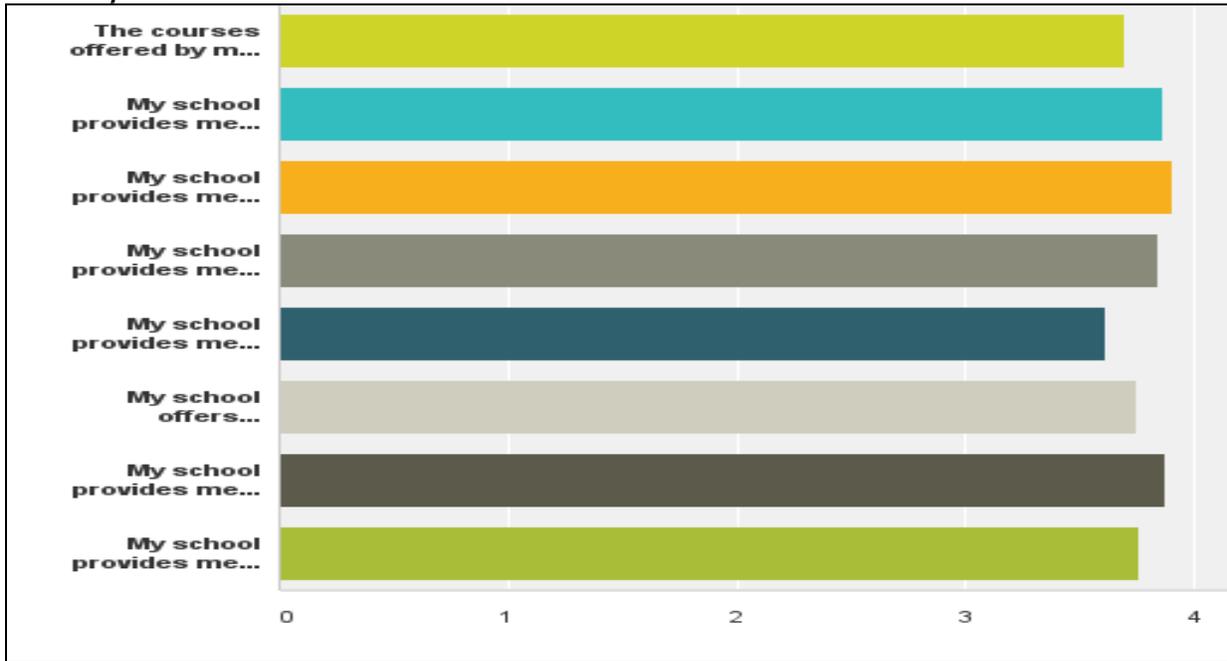
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Bar Graph (8.54 – 8.63)



Student Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Averages (8.1 – 8.7)

	1	2	3	4	Total	Average Rating
The courses offered by my school interest me and meet my needs. (Standard)	2.12% 5	2.12% 5	20.34% 48	75.42% 178	236	3.69
My school provides me with instruction in the basic subject areas of language arts and literature, mathematics, science, and social studies. (8.2)	0.85% 2	0.43% 1	10.21% 24	88.51% 208	235	3.86
My school provides me with experiences in art, music, health, world languages, and physical education. (8.3)	0.00% 0	1.28% 3	7.26% 17	91.45% 214	234	3.90
My school provides me with experiences that promote critical thinking, reasoning, problem-solving skills, and study skills. (8.4)	0.00% 0	2.54% 6	10.59% 25	86.86% 205	236	3.84
My school provides me with instruction in effective use of information technology (e.g. computers, iPads, the Internet) and provides opportunities for me to apply those skills. (8.5)	1.69% 4	7.20% 17	19.92% 47	71.19% 168	236	3.61
My school offers opportunities for me to develop social skills such as increasing self-control and a sense of responsibility as I interact with my teachers and other students in interaction with adults and peers. (8.7)	2.12% 5	1.69% 4	15.68% 37	80.51% 190	236	3.75
My school provides me with textbooks and other learning materials I need for all subjects. (Standard)	0.00% 0	2.54% 6	7.63% 18	89.83% 212	236	3.87
My school provides me with instruction in how to use technology (for example, computers) for learning. (8.5)	1.28% 3	3.40% 8	13.62% 32	81.70% 192	235	3.76

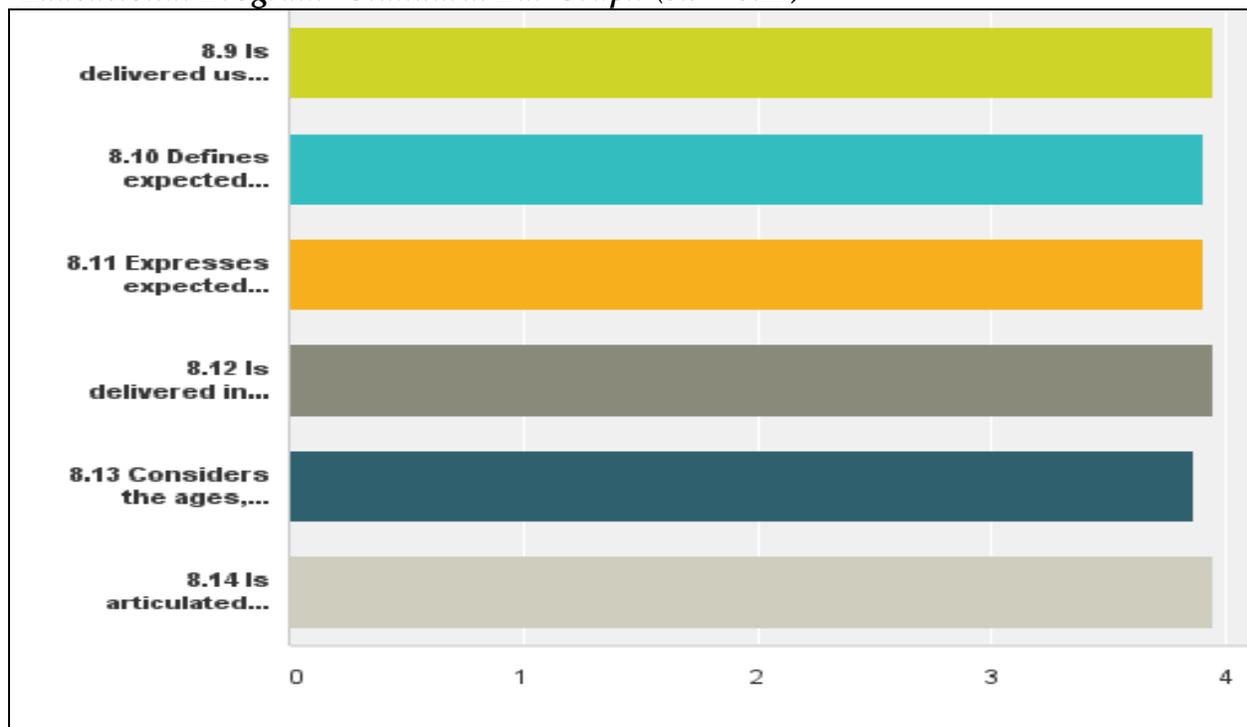
*Student Feedback for the Curriculum Aspect of the Educational Program Standard:
Bar Graph (8.1 – 8.7)*



Administration, Faculty, & Staff Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Averages (8.9 – 8.14)

	1	2	3	4	Total	Average Rating
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

Administration, Faculty, & Staff Feedback for the Curriculum Aspect of the Educational Program Standard: Bar Graph (8.9 – 8.14)



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

INDICATORS OF QUALITY FOR CURRICULUM

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 and middle level staff members work cooperatively to provide a meaningful, and logical progression of learning activities in the			x	

MSA Indicator of Quality	Rating			
	1	2	3	4
curriculum.				
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 community's stakeholders.			x	
CI.13. Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	Not applicable– Determined at the Archdiocesan Level			
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	Not applicable– Performed at the Archdiocesan Level			

MSA Indicator of Quality	Rating			
	1	2	3	4
taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.				

Stakeholders' comments to support the ratings:

- St. Monica School has overwhelmingly exceeded my children's academic expectations. My husband and I are so completely satisfied with our children's future at St. Monica School.
- The school has excellent project work, but the value of the project is lost in "getting it done" which results in going through the motions. More focus on the experience itself (more connective purpose) and the how it relates to higher educational grades, high school, college, and achieving a successful life, family and career.
- I absolutely love our school! I would love to see more advanced programs and more hands on experiences for the kids to learn!
- I have three children that attended St. Monica School. I am pleased with their education and feel that my eldest son who entered high school was very prepared and well adjusted. He has all honors courses and good behavior, which I attribute to his religious education at St. Monica at the wonderful support of all staff. Even our custodians support our children. It is truly a family based school.
- This is my third child about to graduate from St. Monica School. He is also third generation in St. Monica's. I cannot say enough positive things about St. Monica's. Their staff and the education here are top rate. I would (and have) highly recommended St. Monica School to anyone looking for a total education for their children in which they are heard and loved. St. Monica's is not only a school or a parish but a family.
- This is a very good school with exceptional teachers and a good curriculum.
- I like how the First In Math program integrates technology and math lesson learned in the classroom. My child feels like she is playing a game when she is really learning math.
- Problem-solving and application of mathematics skills are so important in succeeding in many of today's occupations.

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 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	

Stakeholders' comments to support the ratings:

- Saint Monica's is a wonderful school and like every school there is always improvement needed, however I feel that my son's academic and spiritual needs are met, and they have wonderful teachers. I honestly cannot think of any improvements needed maybe make the class sizes smaller?
- Coherent Message and Defining Excellence should be improved/enhanced for this school to become a (4) EXCEED. For one, focus on more CLEAR communications, stating or saying is not the same as Communicating. The school has excellent Project work, but the value of the project is lost in "getting it done" which results in going through the motions. More focus on the experience itself (more connective purpose) and how it relates to higher educational grades, high school, college, and achieving a successful life, family and career.
- Although my daughter is in Kindergarten, it worries me that she will be taught Common Core math. I understand that you need to teach the children in a way that they can take State Standardized testing, but because you are not funded by the State why would you be teaching common core? I feel this way of teaching Math "dumbs out" children. I am not happy with this.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 individual students as they move through courses in the curriculum.			x	

MSA Indicator of Quality	Rating			
	1	2	3	4
b. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for cohorts of students as they move through courses in the curriculum.			x	
b Assessment results in the curriculum are analyzed with appropriate frequency and rigor for 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
AI.8. Assessment data on student learning are used to identify students needing additional support in the curriculum.				x
AI.9. Placement/enrollment in courses in the curriculum is based on a thorough analysis of students' interests and potential as well as on students' past performance.	Not applicable			
AI.10. Students in the curriculum are learning and performing at levels expected, or progress is being made to raise results accordingly.			x	

Stakeholders' comments to support the ratings:

- Our students are testing in many different ways allowing them to have a greater opportunity to see academic success in math.
- I wish that the students could find math more interesting and fun to learn.
- Mathematics skills are integrated into every aspect of instruction and across curricular areas.

C.1 Describe any improvements related to this component of the educational program made within the past five years.

The improvements that we have implemented in the Mathematics Program are aligned with Common Core Standards and include:

- Mathletes
- First in Math
- Integrated Lessons
- Small Group work
- Student/Peer Mentoring
- Digital Devices
- Variety of Methods of Instruction and Assessment
- Title 1 Services
- Multitude of Instructional Resources

C.2 List the significant strengths of the school in this component of the educational program.

- Willingness to be flexible
- Availability of Faculty
- Resources of Instructional Material
- Spiral Curriculum
- Understanding by Design
- Meeting the special needs of the at-risk and struggling students while challenging the advanced students
- Student driven interactive opportunities

C.3 List the significant areas for improvement of the school in this component of the educational program.

- Problem Solving
- Honors Program
- Standardized test scores
- Encouraging the students to make the connection between classroom math and Real-world scenarios

C.4 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.

In order to make students aware of the connection between classroom instruction and real-world scenarios we plan on implementing the following improvement to assist us in meeting this goal:

- Develop and initiate an Honors Math Program
 - Continue Professional development to provide students mathematics instruction that prepares them for the global marketplace
 - Support student's mathematical experience, enabling them to be better prepared for continued education up to and including university experiences
-

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

St. Monica Elementary School
Philadelphia, Pennsylvania

As an educational institution, a school needs to give considerable attention to the quality and comprehensiveness of its curriculum as well as the effectiveness of the instructional pedagogy and assessment practices used to ensure student success.

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.

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While the Visiting Team does not evaluate the quality of the curricular components selected for self-assessment, the Team will note those areas the school identified for development and/or improvement and expects to see those areas addressed in the action plans.

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

Religion

COMPONENT OF THE EDUCATION PROGRAM

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.)
Barbara Inforzato	Principal
Amy Gillies	Teacher
Alexandra Valentini	Teacher
John O'Brien	Teacher
Joanne Rucci	Teacher
Molly Costello	Teacher
Dawn Orlando	Teacher

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

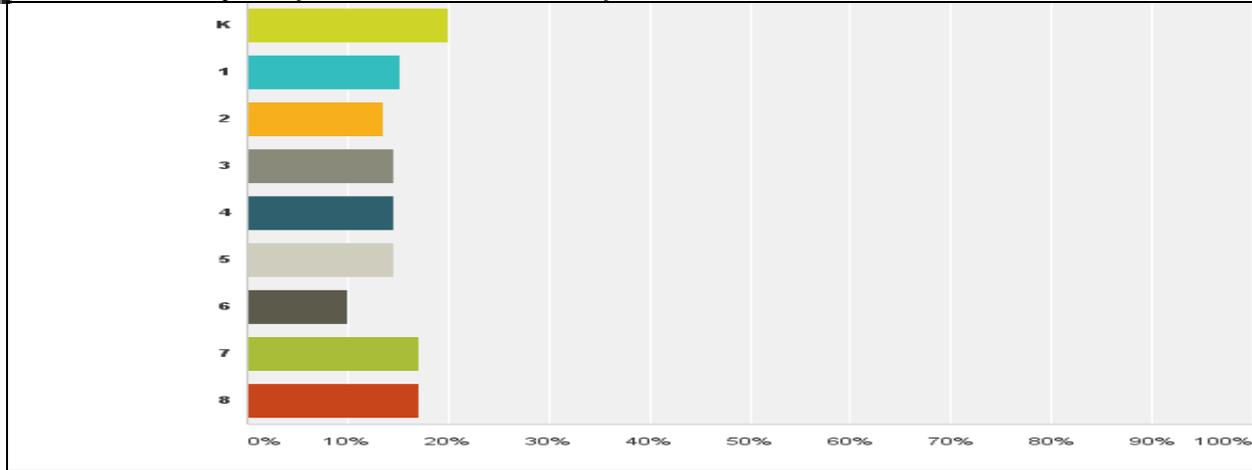
If the school used a committee to conduct the self-assessment, explain how all of the school’s community of stakeholders was given opportunities to provide input into the self-assessment. The subcommittee consisted of teachers from many grade levels in order to provide information as it applies throughout the school.

St. Monica used the online product SurveyMonkey.com to conduct the self-assessment aspect of this accreditation process.

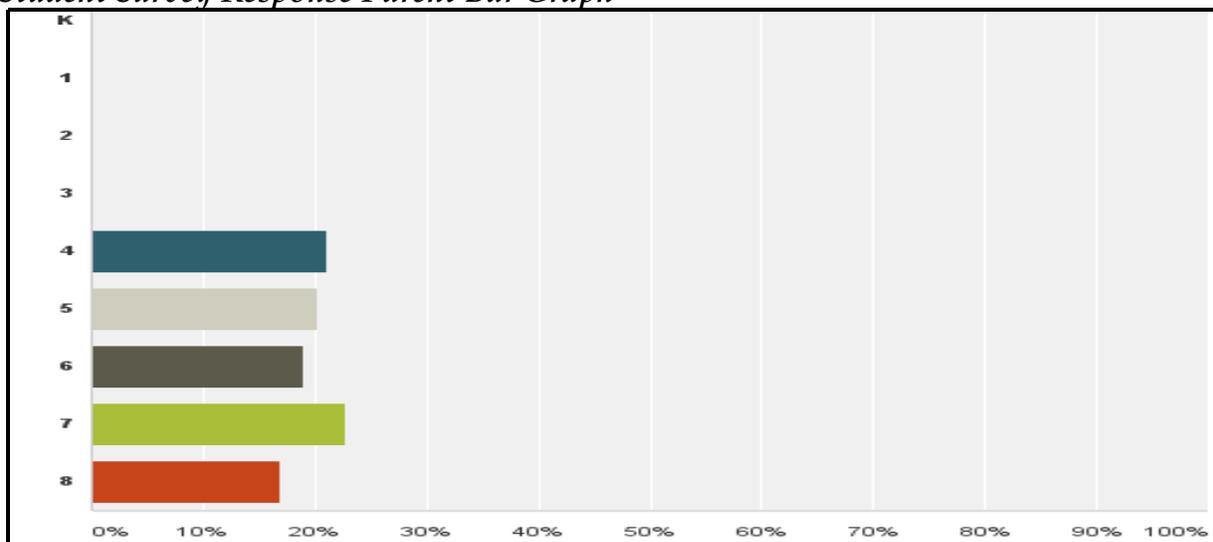
x	Survey of the school’s stakeholders using the Middle States Survey:
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Total Number of Surveys Returned	429
The results represent surveys completed by:	
▪ Students (grades four through eight)	237
▪ Parents, Business/Community Representatives	171
▪ Faculty, Staff, Administrators	21

Parent Survey Response Parent Bar Graph



Student Survey Response Parent Bar Graph



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).*

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

Grade Level(s)	Religion Curriculum	Minutes Per Week
K	Creation Trinity Christian Community Liturgical Year Praying with Children: Traditional Catholic Prayers	150
1	Creation God the Father Living in God's World God the Holy Spirit God the Son: Jesus Christ Sacraments of Initiation Liturgical Year Praying with Children: Traditional Catholic Prayers Titles of Mary, Days in Honor of Mary, Prayers to Mary; May Devotions Saints Social Justice Sacramentals	150
2	Blessed Trinity Sacraments Titles of Mary; the Rosary, Days in Honor of Mary, May Devotions Topics related to the Mass The Mass: Liturgy of the Word, Liturgy of the Eucharist Liturgical Year Saints Prayer Social Justice	150
3	The Trinity Sacraments God's Law Titles of Mary, Days in Honor of Mary, Prayers	175

Grade Level(s)	Religion Curriculum	Minutes Per Week
	to Our Lady Liturgical Year Saints Prayer Social Justice Sacramentals	
4	God the Father Grace Jesus Christ: Our Redeemer Commandments Sin Beatitudes: Works of Mercy Conscience Virtue Days in Honor Mary, Apparitions, Titles of Mary Liturgical Year Saints Prayer Social Justice Sacramentals	175
5	Sacraments Major Beliefs about Mary, Prayers to Mary, Shrines to Our Lady, Days in Honor of Mary Liturgical Year Saints Prayer Social Justice Sacramentals	220
6	The Bible/Old Testament Christ Fulfills the Old Testament Dogmas believed about Mary, Days in Honor of Mary, Prayers to Mary, Mysteries of the Rosary Liturgical Year Saints Prayer Social Justice Sacramentals	220

Grade Level(s)	Religion Curriculum	Minutes Per Week
7	New Testament Jesus Jesus the Christ Liturgy and Worship The Liturgical Life of the Church Mary in the Gospels The Virginal Conception Liturgical Year Saints Prayer Social Justice Sacramentals	220
8	The Church: Concept, Marks, Development The Dignity of the Human Person: Human Freedom, Human Conscience The Ten Commandments Liturgy: Sacraments and Sacramentals The Virtues, Sin, Mercy Christian Prayer The Tradition of Prayer Expressions of Prayer Marian Church and Shrines Law, Grace and Christian Holiness Challenges to Prayer: The Lord's Prayer – "Our Father" Liturgical Year Saints Prayer Social Justice	220

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.**

Students are not familiar with the Books of the Bible; therefore, they experience difficulty finding Scripture passages. It would be beneficial for students to have their own Bible in Grade 5 and to afford practice in using it regularly.

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.**

The committee agreed that there are no unnecessary repetitions in the sequences of courses 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
Archdiocesan Final Testing Grades K-8	Archdiocesan Guidelines	x		
Loyola Chapter and Unit Tests	Archdiocesan Guidelines	x		
Projects Grades 1-8	Archdiocesan Guidelines	x		

- 4.a. 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.

Since we had all satisfactory ratings, at this time, we do not have proposed improvement or corrective actions that need to be taken.

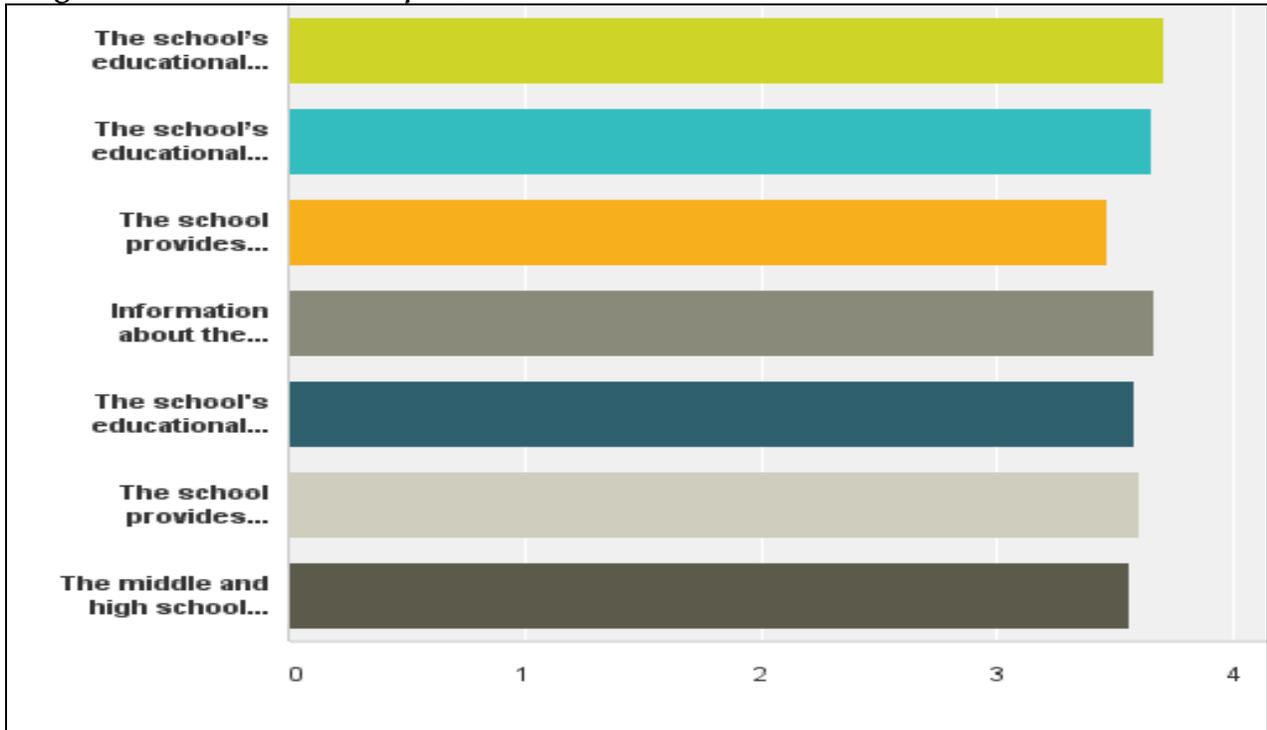
SELF-ASSESSMENT OF THE INDICATORS OF QUALITY

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.

Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Average (8.4 – 8.5)

	1	2	3	4	Total	Average Rating
The school's educational program provides instruction in basic core academic subjects (language arts and literature, mathematics, science, and social sciences). (8.4)	1.46% 2	2.19% 3	20.44% 28	75.91% 104	137	3.71
The school's educational program provides instruction in courses such as the arts, health, physical education, and world languages. (8.4)	1.47% 2	3.68% 5	22.79% 31	72.06% 98	136	3.65
The school provides instruction in effective use of information technology. (8.5)	2.92% 4	7.30% 10	29.20% 40	60.58% 83	137	3.47
Information about the school's educational program, school policies, and other information is available in written form to students and their parents. (8.2)	2.99% 4	1.49% 2	22.39% 30	73.13% 98	134	3.66
The school's educational program is meeting the needs of my child or children.	2.22% 3	5.93% 8	23.70% 32	68.15% 92	135	3.58
The school provides appropriate activities to assist students with the transition from one school to another (pre-kindergarten to kindergarten, pre-K or kindergarten to elementary school, elementary to middle school, middle to high school). (8.42, 8.44, 8.46)	2.26% 3	5.26% 7	22.56% 30	69.92% 93	133	3.60
The middle and high school educational programs provide appropriate educational programs for students who are concluding formal study as well as those planning further education. (8.46)	1.56% 2	6.25% 8	26.56% 34	65.63% 84	128	3.56

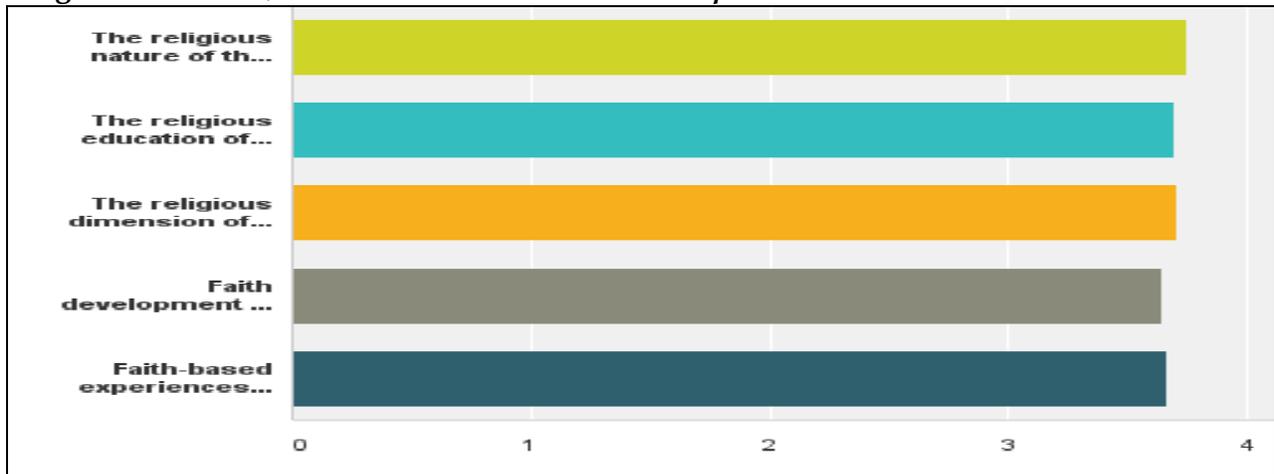
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard: Bar Graph (8.4 – 8.5)



Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Weighted Average (8.54 – 8.63)

	1	2	3	4	Total	Average Rating
The religious nature of the school is appropriately reflected throughout the school's educational program. (8.54)	2.22% 3	1.48% 2	15.56% 21	80.74% 109	135	3.75
The religious education of the students is a concern of all faculty members. (8.59)	2.24% 3	1.49% 2	20.90% 28	75.37% 101	134	3.69
The religious dimension of all areas of the curriculum is acknowledged. (8.55)	2.24% 3	0.75% 1	20.90% 28	76.12% 102	134	3.71
Faith development and community service programs are seen as integral parts of the school's educational programs. (8.57)	2.26% 3	3.76% 5	21.80% 29	72.18% 96	133	3.64
Faith-based experiences that foster the religious formation of the students are provided regularly. (8.63)	1.49% 2	2.99% 4	23.88% 32	71.64% 96	134	3.66

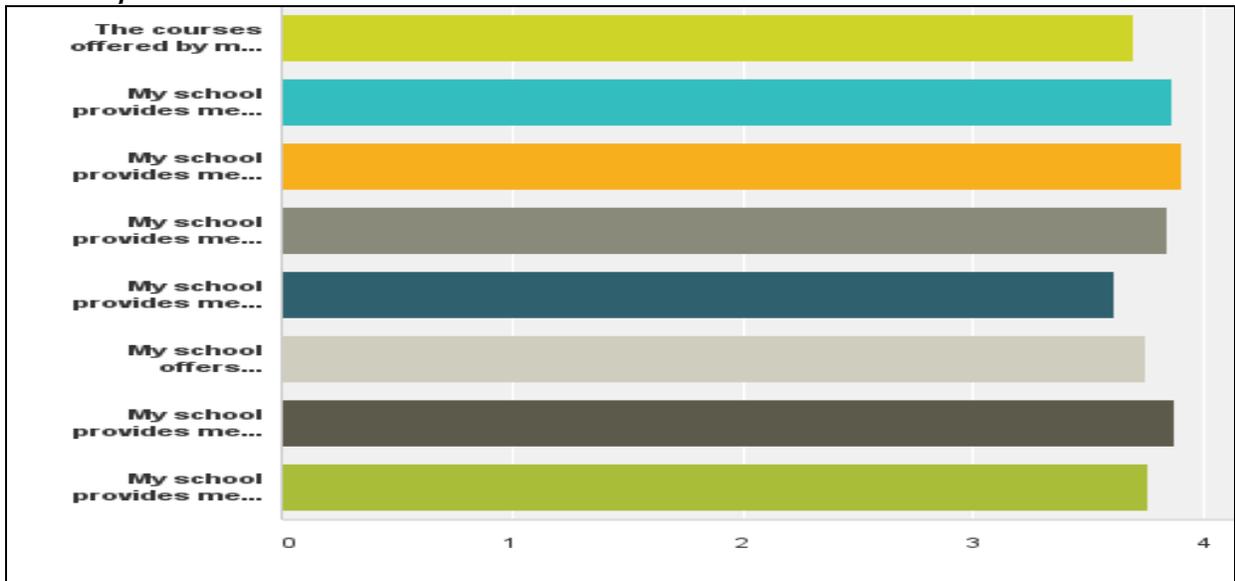
Parent/Community Member Feedback for the Curriculum Aspect of the Educational Program Standard, Faith-Based Schools: Bar Graph (8.4 – 8.5)



Student Feedback for the Curriculum Aspect of the Educational Program Standard: Weighted Average (8.1 – 8.5)

	1	2	3	4	Total	Average Rating
The courses offered by my school interest me and meet my needs. (Standard)	2.12% 5	2.12% 5	20.34% 48	75.42% 178	236	3.69
My school provides me with instruction in the basic subject areas of language arts and literature, mathematics, science, and social studies. (8.2)	0.85% 2	0.43% 1	10.21% 24	88.51% 208	235	3.86
My school provides me with experiences in art, music, health, world languages, and physical education. (8.3)	0.00% 0	1.28% 3	7.26% 17	91.45% 214	234	3.90
My school provides me with experiences that promote critical thinking, reasoning, problem-solving skills, and study skills. (8.4)	0.00% 0	2.54% 6	10.59% 25	86.86% 205	236	3.84
My school provides me with instruction in effective use of information technology (e.g. computers, iPads, the Internet) and provides opportunities for me to apply those skills. (8.5)	1.69% 4	7.20% 17	19.92% 47	71.19% 168	236	3.61
My school offers opportunities for me to develop social skills such as increasing self-control and a sense of responsibility as I interact with my teachers and other students in interaction with adults and peers. (8.7)	2.12% 5	1.69% 4	15.68% 37	80.51% 190	236	3.75
My school provides me with textbooks and other learning materials I need for all subjects. (Standard)	0.00% 0	2.54% 6	7.63% 18	89.83% 212	236	3.87
My school provides me with instruction in how to use technology (for example, computers) for learning. (8.5)	1.28% 3	3.40% 8	13.62% 32	81.70% 192	235	3.76

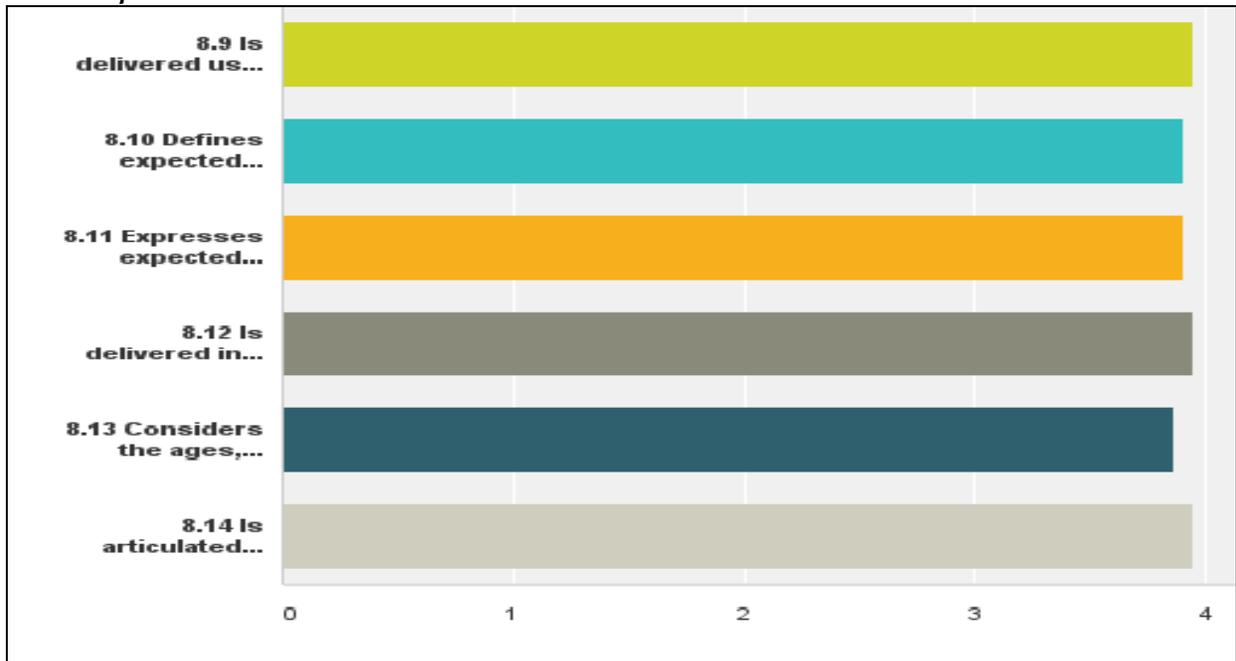
**Student Feedback for the Curriculum Aspect of the Educational Program Standard:
Bar Graph (8.1 – 8.5)**



**Administration, Faculty, & Staff Feedback for the Curriculum Aspect of the
Educational Program Standard: Weighted Average (8.9 – 8.14)**

	1	2	3	4	Total	Average Rating
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.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.10 Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.11 Expresses expected student learning outcomes in terms that can be understood by the students.	0.00% 0	0.00% 0	9.52% 2	90.48% 19	21	3.90
8.12 Is delivered in a variety of learning settings (e.g., individual, small group, large group).	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95
8.13 Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance.	0.00% 0	0.00% 0	14.29% 3	85.71% 18	21	3.86
8.14 Is articulated both horizontally and vertically and coordinated among all levels of the school.	0.00% 0	0.00% 0	4.76% 1	95.24% 20	21	3.95

*Student Feedback for the Curriculum Aspect of the Educational Program Standard:
Bar Graph (8.9 – 8.14)*



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

INDICATORS OF QUALITY FOR CURRICULUM

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 and middle 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 community's stakeholders.				x
CI.13. Parents and students are provided appropriate opportunities to provide input into the development of curriculum.	Not applicable – Performed at the Archdiocesan Level			
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.	Not applicable – Performed at the Archdiocesan Level			
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	Not applicable – Performed at			

taught. The review process focuses on what is to be deleted from the curriculum as well as what is to be added.	the Archdiocesan Level
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Stakeholders’ comments to support the ratings:

- The curriculum is provided to the teachers through the Loyola series, where the scope and sequence is clear and concise. All grade levels make use of the prayers, handouts and extra resources provided by the publisher.
- At liturgies, the students are attentive, reverent, respectful, and well prepared to participate.
- Through outreach programs and service projects, students practice the Gospel message to serve God’s people in need.
- Students actively participate in reenactments of the passion, nativity, and lives of the saints.
- The sacramental programs prepare the children to participate in the life of the Church.

INDICATORS OF QUALITY FOR INSTRUCTION

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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			x	

differences by maintaining respect for each other in classes.				
II.7. Class sizes in 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

Stakeholders’ comments to support the ratings:

- Students with different religious and cultural backgrounds are invited and strongly encouraged to share his or her beliefs and customs with the class.
- Teachers provide instruction and other resource materials for various learning styles to meet the needs of the diverse learning population.
- Teachers are continuously updating their curriculum to reflect better changes within the Church.

INDICATORS OF QUALITY FOR ASSESSMENT

Indicators for All Schools

MSA Indicator of Quality	Rating			
	1	2	3	4
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 individual students as they move through courses in the curriculum.	Not applicable			
a. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for cohorts of students as they move through courses in the curriculum.				
b. Assessment results in the curriculum are analyzed with appropriate frequency and rigor for comparable (local, state, and national) groups outside of the school.				
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
AI.8. Assessment data on student learning are used to identify students needing additional support in the curriculum.				x
AI.9. Placement/enrollment in courses in the curriculum is based on a thorough analysis of students' interests and potential as well as on students' past performance.	Not applicable			
AI.10. Students in the curriculum are learning and performing at levels expected, or progress is being made to raise results accordingly.				x

Stakeholders' comments to support the ratings:

- Teachers use a variety of assessment techniques to evaluate students' progress throughout the curriculum.
- Family involvement is encouraged and essential to the students' faith formation.
- I think St. Monica's School is a leader in the diminishing era of Catholic grade schools. I hope and pray it is able to continue its mission and thrive so my child can have a full Catholic school experience like I did. Thank you.
- This is my third child about to graduate from St. Monica School. He is also third generation in St. Monica's. I cannot say enough positive things about St. Monica's. Their staff and the education here are top rate. I would (and have) highly recommended St. Monica School to anyone looking for a total education for their children in which they are heard and loved. St. Monica's is not only a school or a parish but a family.

C.1 Describe any improvements related to this component of the educational program made within the past five years.

- We provide students with up-to-date editions of the Religion book series Christ Our Life on annually or when the publisher (Loyola Press) has newly revised editions.
- Teachers incorporate supplemental materials to make the Religious Education Program a personal and relevant experience for each student.
- Technology is integrated into religious instruction.
- Students are encouraged to participate as a whole, school community and individually in several Outreach programs over the course of the school year.
- A variety of methods is utilized in providing faith-based instruction across the curriculum.

C.2 List the significant strengths of the school in this component of the educational program.

- There is a strong presence of our priests and deacon in our school.
- Weekly religious enrichment instruction provided by priests and deacon in the sixth, seventh, and eighth grade classrooms.
- Consistent adherence to the Archdiocesan Religious Instruction Guidelines from kindergarten through eighth grade.
- Outreach programs which flow from Religious instruction.
- Prayer Partners' Program implemented in all classrooms.

C.3 List the significant areas for improvement of the school in this component of the educational program.

- Improve attendance at Sunday liturgy.
- Encourage greater involvement in the altar server program.
- Ensure all teachers have the opportunity to receive Religion Certification.

C.4 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.

- Continue to build a strong Catholic Identity among each student in St. Monica School.
- Continue to grow in our knowledge and understand of the teachings of the Church.
- Continue to provide opportunities for children to be disciples of the church through being spiritual role models by providing service and outreach throughout their lives.

Plan for Growth and Improvement

St. Monica School



2014-2022

Mission and Beliefs

Grounded in Gospel values and solid academics based on Core Curriculum Standards, the Saint Monica School community challenges students to become lifelong learners and to grow into successful leaders in our Church and global community.

We believe that:

- participation in sacraments, liturgy and daily prayer deepens a loving relationship with Jesus Christ, our Savior.
- fostering a commitment to Catholic values promotes a generous spirit that brings about service to both local and world communities.
- active support and participation of our students' parents and community as partners in education are vital to the success of our school mission.
- we provide our students with a faith-centered education that emphasizes growing in, and practicing our Catholic faith.
- all of our students are capable of reaching their highest potential through a curriculum that fosters critical thinking skills, risk taking, creativity and enthusiasm for learning.
- the integration of current technology into student instruction is an essential part of education.
- a variety of teaching strategies, methods and materials is necessary in promoting academic success for all students.
- the faculty, staff and parents are committed to working toward continuous improvement of the quality of education for all students attending Saint Monica School.
- our school provides a safe, secure and supportive learning environment.
- instruction in healthy nutrition, good hygiene, the benefits of exercise and drug awareness is important to the well-being of every child.

Profile of Graduates

As each of our students graduates from St. Monica School they will be readily prepared to live in accordance with the gospel teachings and utilize the skills acquired through the spiritual and academic curriculum to be productive members of 21st century society and competitive in the global marketplace. Through participation in liturgical celebrations and a strong comprehension of Catholic values, the students have learned to be everyday evangelists who are proud of his and her Catholic Identity. This pride in Catholic Identity will empower these graduates to serve the community, uphold and appreciate his or her Catholic faith, and lead Christ-centered lives.

As graduates of St. Monica School, each student will have a respect for life and possess the capability to maintain healthy social and professional relationships with compassion and empathy. These graduates will be self-motivated and guided by Christ as they continue to uphold the school's mission in the global marketplace.

Academically, our graduates will apply the skills acquired from the rigorous and relevant instruction they have actively participated in to attain higher education and become productive and competitive members of the global marketplace while being a moral compass for others. Dynamic use of technological resources, as learned and applied in our classrooms, will be essential components to the academic and professional successes of our graduates. With the acquisition of proficient communication skills, both written and oral, the graduates will effectively and efficiently build professional relationships and become leaders in his or her chosen professions. These graduates will have developed discipline, values, and critical-thinking abilities that will make them lifelong learners and future role models. Furthermore, the graduates of St. Monica School will demonstrate teamwork, sportsmanship, and community service skills to nurture and foster the school community as well as the global community.



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

Date of Review	April 16, 2015
School Name	St. Monica, Philadelphia
Review Number	#2
Staff Reviewer	Dr. Angela Rufo
Projected Visit Dates	April 2015
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 for the criteria</i>) 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 arufo@msa-cess.org 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 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace as measured by:

1. An 88% increase in monthly, school-wide prayer services attended by students in grade K-and prepared monthly by students in grades 2-8.

Baseline Year: 2014-2015

Baseline Data: 22% student facilitated, school-wide prayer services occur per school year.

33% increase in student facilitated, school-wide prayer services in 2015-2016.
44% increase in student facilitated, school-wide prayer services in 2016-2017.
55% increase in student facilitated, school-wide prayer services in 2017-2018.
66% increase in student facilitated, school-wide prayer services in 2018-2019.
77% increase in student facilitated, school-wide prayer services in 2019-2020.
88% increase in student facilitated, school-wide prayer services in 2020-2021.
100% increase in student facilitated, school-wide prayer services in 2021-2022.

2. A 75% increase in each grade praying the rosary daily.

Baseline Year: 2014-2015

Baseline Data: 25% of classrooms currently pray the rosary daily.

42% of classrooms praying the rosary daily by 2015-2016.
50% of classrooms praying the rosary daily by 2016-2017.
58% of classrooms praying the rosary daily by 2017-2018.
67% of classrooms praying the rosary daily by 2018-2019.
75% of classrooms praying the rosary daily by 2019-2020.
88% of classrooms praying the rosary daily by 2020-2021.
100% of classrooms praying the rosary daily by 2021-2022.

3. An 80% increase in student participation in outreach service.

Baseline Year: 2014-2015

Baseline Data: 20% of all students in grades K-8 participated in outreach service.

30% increase in student participation in outreach services by 2015-2016.

40% increase in student participation in outreach services by 2016-2017.

50% increase in student participation in outreach services by 2017-2018.

60% increase in student participation in outreach services by 2018-2019.

70% increase in student participation in outreach services by 2019-2020.

80% increase in student participation in outreach services by 2020-2021.

90-100% increase in student participation in outreach services by 2021-2022.

Our school is committed to nurturing the whole child, which includes assisting the students in developing a strong Catholic identity through community outreach, participation in liturgy, and evangelization to others. Each day we incorporate prayer, spiritual guidance, religious education, almsgiving, and service to others in every aspect of education, making our students true disciples of the Roman Catholic Church and role models who serve the school community and community at large as students and later as alumni of our school.



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
6	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	X	

		Yes	No
	of the objective?		
	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	
Comments:			

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

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

Suggestions for Revising Student Performance Objective #1:

Objective is accepted.



Student Performance Objective #2: As submitted by the school:

By 2022, St. Monica School students will make the connection between classroom instruction and real-world experiences as the global marketplace becomes increasingly competitive. This connection will require higher-level thinking, innovative use of technology, and the incorporation of dynamic, relevant, and rigorous instruction that encourages students to become active participants and life-long learners as measured by:

1. 66% increase in teacher incorporation of iPads into integrated, weekly lesson plans.

Baseline Year: 2014-2015

Baseline Data: 44% of classroom teachers are incorporating iPads into integrated, weekly lesson plans.

52% of teachers incorporating iPads into integrated, weekly lesson plans by 2015-2016.

60% of teachers incorporating iPads into integrated, weekly lesson plans by 2016-2017.

68% of teachers incorporating iPads into integrated, weekly lesson plans by 2017-2018.

76% of teachers incorporating iPads into integrated, weekly lesson plans by 2018-2019.

84% of teachers incorporating iPads into integrated, weekly lesson plans by 2019-2020.

92% of teachers incorporating iPads into integrated, weekly lesson plans by 2020-2021.

100% of teachers incorporating iPads into integrated, weekly lesson plans by 2021-2022.

2. 40% increase in overall student performance of higher-level thinking through acquisition of average to above average results on integrated, thematic unit projects.

Baseline Year: 2014-2015

Baseline Data: 60% of students acquire average to above average results on integrated, thematic unit projects requiring higher-level thinking.

65% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2015-2016.

70% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2016-2017.

75% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2017-2018.

80% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2018-2019.

85% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2019-2020.

90% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2020-2021.

95% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2021-2022.

2. 80% increase in the acquisition of iPad devices to meet the requirements of one-to-one integration of state-of-the-art electronic, mobile devices.

Baseline Year: 2013-2014

Baseline Data: 20% of the students have the availability of iPad devices for individual use.

30% of the students having individual access to iPads by 2015-2016.

40% of the students having individual access to iPads by 2016-2017.

50% of the students having individual access to iPads by 2017-2018.

60% of the students having individual access to iPads by 2018-2019.

75% of the students having individual access to iPads by 2019-2020.

85% of the students having individual access to iPads by 2020-2021.

95-100% of the students having individual access to iPads by 2021-2022.

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	

		Yes	No
	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	
Comments:			

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

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

Suggestions for Revising Student Performance Objective #2:

Objective is accepted.



Technical Review for Organizational Capacity Objectives

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

By 2022, St. Monica School will enhance the safety and security of our school as measurable by:

Baseline Year: 2013-2014

Baseline Data: March 2014 the surveillance system was upgraded to monitor not only the main entrance, but also the student and cafeteria entrances in the Senior School.

- performing an initial risk assessment with local police and fire officials by 2014-2015. Reassess annually thereafter.
- preparing classrooms for disaster recovery efforts by replenishing emergency supplies and practicing emergency drills by the end of 2014-2015 and annually thereafter.
- securing classrooms for internal and external threats by the end of 2015-2016.
- Upgrade and enhance surveillance systems in the junior and senior schools by 2016-2017.
- recruiting volunteers to monitor the main entrances of both schools to greet visitors, verify identification, and confirm purpose of visit by 2018-2019.
- installing key card system in both schools at each entrance by 2019-2020.
- upgrading public access system by 2020-2021.
- installing an alarm system by 2021-2022.

We plan to enhance the safety and security in many ways including the performance of a risk assessment and implementation of the recommendations set forth by officials representing the Philadelphia Police Department and Philadelphia Fire Department. This is an exceptionally important objective of St. Monica School because students learn best on a safe and secure environment. We are dedicated to providing a safe and secure learning environment for our students now and in the future, so we are always researching avenues in which we can improve upon security and safety.

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?	X	
	4) Are challenging and appropriate seven-year performance targets set for each assessment used to measure achievement of the objective?	X	
Comments:			

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

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Organizational Capacity Objective #1:

Objective is accepted.



THE PLAN FOR GROWTH AND IMPROVEMENT

The culminating activity of the *Excellence by Design* self-study and planning process is the development of a Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance it desires and that are expected by its community of stakeholders.

The heart of the Plan for Growth and Improvement is composed of:

- The three, four, or five areas of student performance and organizational capacity the Planning Team has identified as most in need of growth and improvement,
- The measurable objectives that have been developed to address those needs, and
- The action plans the school will implement to achieve its objectives.

A. STUDENT PERFORMANCE AND ORGANIZATIONAL CAPACITY OBJECTIVES

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*

- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expresses in its Profile of Graduates. Not only should the objectives be related to the school's mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

A.1. Student Performance Objective #1:

By 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace as measured by:

1. An 88% increase in monthly, school-wide prayer services attended by students in grade K-and prepared monthly by students in grades 2-8.

Baseline Year: 2014-2015

Baseline Data: 22% student facilitated, school-wide prayer services occur per school year.

33% increase in student facilitated, school-wide prayer services in 2015-2016.
44% increase in student facilitated, school-wide prayer services in 2016-2017.
55% increase in student facilitated, school-wide prayer services in 2017-2018.
66% increase in student facilitated, school-wide prayer services in 2018-2019.
77% increase in student facilitated, school-wide prayer services in 2019-2020.
88% increase in student facilitated, school-wide prayer services in 2020-2021.
100% increase in student facilitated, school-wide prayer services in 2021-2022.

2. A 75% increase in each grade praying the rosary daily.

Baseline Year: 2014-2015

Baseline Data: 25% of classrooms currently pray the rosary daily.

42% of classrooms praying the rosary daily by 2015-2016.
50% of classrooms praying the rosary daily by 2016-2017.
58% of classrooms praying the rosary daily by 2017-2018.
67% of classrooms praying the rosary daily by 2018-2019.
75% of classrooms praying the rosary daily by 2019-2020.
88% of classrooms praying the rosary daily by 2020-2021.
100% of classrooms praying the rosary daily by 2021-2022.

3. An 80% increase in student outreach service participation.

Baseline Year: 2014-2015

Baseline Data: 20% of all students in grades K-8 participated in outreach service.

30% increase in student participation in outreach services by 2015-2016.

40% increase in student participation in outreach services by 2016-2017.

50% increase in student participation in outreach services by 2017-2018.

60% increase in student participation in outreach services by 2018-2019.

70% increase in student participation in outreach services by 2019-2020.

80% increase in student participation in outreach services by 2020-2021.

90-100% increase in student participation in outreach services by 2021-2022.

Our school is committed to nurturing the whole child, which includes assisting the students in developing a strong Catholic identity through community outreach, participation in liturgy, and evangelization to others. Each day we incorporate prayer, spiritual guidance, religious education, almsgiving, and service to others in every aspect of education, making our students true disciples of the Roman Catholic Church and role models who serve the school community and community at large as students and later as alumni of our school.



B. ACTION PLANS

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the *mission/philosophy*.

Student Performance Objective #1:

A.1. Student Performance Objective #1:

By 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace as measured by:

1. An 88% (additional 7 months of prayers services out of 9 months) increase in monthly, school-wide prayer services attended by students in grade K-and prepared monthly by students in grades 2-8.

Baseline Year: 2014-2015

Baseline Data: 22% (2 months out of 9) student facilitated, school-wide prayer services occur per school year.

33% (3 out of 9) student facilitated, school-wide prayer services in 2015-2016.

44% (4 out of 9) student facilitated, school-wide prayer services in 2016-2017.

55% (5 out of 9) student facilitated, school-wide prayer services in 2017-2018.

66% (6 out of 9) student facilitated, school-wide prayer services in 2018-2019.

77% (7 out of 9) student facilitated, school-wide prayer services in 2019-2020.

88% (8 out of 9) student facilitated, school-wide prayer services in 2020-2021.

100% (9 out of 9) student facilitated, school-wide prayer services in 2021-2022.

2. A 75% increase in each grade praying the rosary daily.

Baseline Year: 2014-2015

Baseline Data: 25% of classrooms currently pray the rosary daily.

42% of classrooms praying the rosary daily by 2015-2016.
50% of classrooms praying the rosary daily by 2016-2017.
58% of classrooms praying the rosary daily by 2017-2018.
67% of classrooms praying the rosary daily by 2018-2019.
75% of classrooms praying the rosary daily by 2019-2020.
88% of classrooms praying the rosary daily by 2020-2021.
100% of classrooms praying the rosary daily by 2021-2022.

3. An 80% increase in student participation in outreach services.

Baseline Year: 2014-2015

Baseline Data: 20% of all students in grades K-8 participated in outreach service.

30% increase in student participation in outreach services by 2015-2016.
40% increase in student participation in outreach services by 2016-2017.
50% increase in student participation in outreach services by 2017-2018.
60% increase in student participation in outreach services by 2018-2019.
70% increase in student participation in outreach services by 2019-2020.
80% increase in student participation in outreach services by 2020-2021.
90-100% increase in student participation in outreach services by 2021-2022.

Our school is committed to nurturing the whole child, which includes assisting the students in developing a strong Catholic identity through community outreach, participation in liturgy, and evangelization to others. Each day we incorporate prayer, spiritual guidance, religious education, almsgiving, and service to others in every aspect of education, making our students true disciples of the Roman Catholic Church and role models who serve the school community and community at large as students and later as alumni of our school.

Student Performance Objective #1:

By 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace.

Strategy 1: Establish a classroom environment that facilitates reverence and respect and creates opportunities for evangelization.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Coach and model Catholic identity	Ongoing	All Faculty Staff Administration Clergy	OCE Guidelines Supplemental materials delineating characteristics of Catholic Identity Christ Our Life Textbook Series	1. Positive stakeholder & alumni feedback resulting in a 4 by 2022 (electronic and paper surveys) 2. Observation of reverence and respect for others 3. Observation of students in the school community
Encourage open discussion of qualities, virtues, and values of Catholic identity	Ongoing	All Faculty	OCE Guidelines Supplemental materials detailing characteristics of Catholic Identity Christ Our Life Textbook Series	1. Teacher and administrator observation 2. Community member, stakeholder, & alumni feedback resulting in a 4 by 2022 (electronic and paper surveys) 3. Student feedback from annual, online surveys resulting in a 4 by 2022 (electronic and paper surveys)
Initiate engaging and dynamic lessons used to encourage recognition of Catholic identity qualities	Ongoing	All Faculty	OCE Guidelines Supplemental Materials Lesson plans Christ Our Life Textbook Series	1. Observation of engaging lessons 2. Stakeholders & alumni feedback resulting in a 4 by 2022 (electronic and paper surveys) 3. Observation of students in the school community

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
				4. Student feedback from annual, online surveys resulting in a 4 by 2022
Provide a Holy space that is evident in each classroom	Ongoing	All Faculty	Statues Prayer table Sacramentals	1. Evidence of Holy space in each classroom 2. Observation of use of Holy space
Displays sacramentals, symbols and materials available to encourage practice of Catholic identity	Ongoing	All Faculty Administration Staff Clergy	Statues Bibles/Texts Rosaries Crucifixes	1. Evidence of sacramentals displayed in all classrooms and central locations in school 2. Survey students and alumni as to the availability and evidence of sacramental with feedback resulting in a 4 by 2022
Set and institute clear expectations, which reflect the Catholic identity of the school for student behavior in accordance with the school's mission and belief statements	Ongoing	All Faculty Staff Administration	Student Handbook Classroom Rules Mission Belief Statements	1. Student handbook reflects clear expectations and is published for student, parent, and stakeholder access 2. Faculty, staff, and administration uphold expectations set forth in student handbook 3. Classroom rules clearly communicate expectations

Student Performance Objective #1:

By 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace.

Strategy 2: Build Catholic Identity through outreach in the local and global community.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Donate essential items to the Little Sisters of the Poor	November of each year	Faculty Staff Administration	Communication to Parents and Students Donated items Vehicle for distribution Recognition of Student Participation	1. A 10% increase in participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through online, survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys.
Participate in Archdiocese of Philadelphia Nutritional Services Peanut Butter and Jelly Drive	October of each year	Faculty Staff Administration HASA	Communication to Parents and Students Donated items Vehicle for distribution Recognition of Student Participation	1. A 10% increase in participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through online, survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys.
Participate in Archdiocese of Philadelphia Nutritional Services	January-February of each year	Faculty Staff	Communication to Parents and Students	1. A 10% increase in participation each year to reach 100% by 2022

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Catholic Schools Week Breakfast Bags		Administration HASA	Donated items Vehicle for distribution Recognition of Student Participation	2. Evidence of alumni continued support of outreach through online, survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys.
St. Monica School Community Thanksgiving Day Baskets	November of each year	Faculty Staff Administration HASA	Communication to Parents and Students Donated items Baskets Gift certificates Vehicle for distribution Recognition of Student Participation	1. A 10% increase in participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through online, survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys.
IHM South American Missions	Annually	Faculty Staff Administration	Communication to Parents and Students Monetary donations Recognition of Student Participation	1. A 10% increase in participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through online, survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Prayer Partner Program	Monthly throughout each school year	Faculty	List of prayer partners (four per grade) Communication to parents and students Paper Writing Utensils Art Supplies Donations for small gifts Recognition of Student Participation	1. An increase in communication with prayer partners in each grade from seasonally (each holiday) to monthly by 2022 2. Evidence of recognition of the impact of community service among alumni collected annually via online, surveys and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys
Giving Tree at Christmas	December of each year	Faculty Staff Administration	Christmas Tree Handmade ornaments Communication to parents and students Donated, unused toys Vehicle for distribution Recognition of Student Participation	1. A 10% increase in participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys
Advent Program – Adopt a Family	December of each year	8 th Grade Students Faculty	Communication to 8 th grade parents and students Donations Vehicle for distribution	1. A 20% increase in 8 th grade student participate each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through survey data collected annually and via alumni box in Church

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
			Recognition of Student Participation	3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys
Lenten Program – Operation Rice Bowl	Lenten Season	Faculty Administration Clergy	Communication to parents and students Donations Recognition of Student Participation	1. A 10% increase in student participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys
Ongoing Mission Collections for local and global support	Weekly	Faculty Administration Staff	Communication to parents and students Donations Recognition of Student Participation	1. A 10% increase in student participation each year to reach 100% by 2022 2. Evidence of alumni continued support of outreach through survey data collected annually and via alumni box in Church 3. Evidence of recognition of the impact of community service on Catholic Identity among current students collected via online and informal surveys

Student Performance Objective #1:

By 2022, St. Monica School will enhance and nurture the Catholic identity of each student presently and in the future when he or she enters the global marketplace.

Strategy 3: Nurture and develop each student’s Catholic Identity by being community builders.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Keep Catholicity alive in our school	Ongoing	Faculty Staff Administration Clergy Planning Team	Real-world resources exemplifying Catholicity	1. Student, parent, community member, and alumni feedback collected via online surveys and alumni box describing examples of Catholicity in action and rating overall Catholicity of our school and students 2. Observation of students performing kind acts and Catholicity in school and school community
Recognize that relationships and community are important and trust that God made us for each other as part of his plan	Ongoing	Faculty Staff Administration Clergy Planning Team	Relationship-building activities Lesson Plans OCE Guidelines Semi-annual Safe Environment Lessons Christ Our Life Series	1. 10% decrease of observed and reported bullying incidents each year to reach a 100% decrease by 2022 2. 10% Increase in student outreach participation each year to reach 100% by 2022 3. Positive feedback from alumni evidencing Christian-based, community relationships 4. Planning team will collect and analyze aggregate results of feedback to make further improvement recommendations
Encourage parents to recognize our school’s Catholic identity through students’, teachers’, and staffs’ behaviors, integration of values, and communication.	Ongoing	Faculty Staff Administration Clergy	Website Newsletters Parent/teacher Meetings	1. 10% increase in parent participation each year to reach 100% by 2022

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
		HASA Planning Team	Student Recognition Awards and Programs	2. 20% increase in parent and community member feedback through paper and online surveys to reach 100% by 2022 3. Planning team will collect and analyze aggregate results of feedback to make further improvement recommendations
Celebrate liturgical feasts and seasons	Ongoing	Faculty Staff Administration Clergy	Communication to parents and students	1. 20% increase in students', parents', and alumni liturgical attendance each year by 2022 2. Observation of attendance at liturgy
Nurture social consciousness through justice activities, through outreach and service and listed in section three of this table.	Ongoing	Faculty Staff Administration Clergy Planning Team	Examples of conscious justice and Christian service from current events Role Play Activities Open, classroom discussion and roundtable forums in the classroom	1. Observe an increase in student awareness of Catholic service and social consciousness efforts occurring in the world. 2. Collect positive feedback evidencing examples of alumni participating in social consciousness and just activities through annual, online surveys and alumni feedback in church 3. Planning team will collect and analyze aggregate results of feedback to make further improvement recommendations
Integrate the message of Jesus and of our Catholic faith into all curricular areas.	Ongoing	Faculty	Lesson Plans Christmas Pageant Passion Play	1. Observe integrated lessons that integrate Jesus' message 2. 10% increase in student participation in the Christmas Pageant and Passion Play to reach 100% by 2022

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
				3. 25% increase in parent and community participation in integrated lessons, the Christmas Pageant, and Passion Play to reach 100% by 2022



A.2 Student Performance Objective #2:

By 2022, St. Monica School students will make the connection between classroom instruction and real-world experiences as the global marketplace becomes increasingly competitive. This connection will require higher-level thinking, innovative use of technology, and the incorporation of dynamic, relevant, and rigorous instruction that encourages students to become active participants and life-long learners as measured by:

3. 66% increase in teacher incorporation of iPads into integrated, weekly lesson plans.

Baseline Year: 2014-2015

Baseline Data: 44% of classroom teachers are incorporating iPads into integrated, weekly lesson plans.

52% of teachers incorporating iPads into integrated, weekly lesson plans by 2015-2016.

60% of teachers incorporating iPads into integrated, weekly lesson plans by 2016-2017.

68% of teachers incorporating iPads into integrated, weekly lesson plans by 2017-2018.

76% of teachers incorporating iPads into integrated, weekly lesson plans by 2018-2019.

84% of teachers incorporating iPads into integrated, weekly lesson plans by 2019-2020.

92% of teachers incorporating iPads into integrated, weekly lesson plans by 2020-2021.

100% of teachers incorporating iPads into integrated, weekly lesson plans by 2021-2022.

4. 40% increase in overall student performance of higher-level thinking through acquisition of average to above average results on integrated, thematic unit projects.

Baseline Year: 2014-2015

Baseline Data: 60% of students acquire average to above average results on integrated, thematic unit projects requiring higher-level thinking.

65% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2015-2016.

70% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2016-2017.

75% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2017-2018.

80% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2018-2019.

85% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2019-2020.

90% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2020-2021.

95% of the students acquiring average to above average results on integrated, thematic unit projects requiring higher-level thinking by 2021-2022.

5. 80% increase in the acquisition of iPad devices to meet the requirements of one-to-one integration of state-of-the-art electronic, mobile devices.

Baseline Year: 2013-2014

Baseline Data: 20% of the students have the availability of iPad devices for individual use.

30% of the students having individual access to iPads by 2015-2016.

40% of the students having individual access to iPads by 2016-2017.

50% of the students having individual access to iPads by 2017-2018.

60% of the students having individual access to iPads by 2018-2019.

75% of the students having individual access to iPads by 2019-2020.

85% of the students having individual access to iPads by 2020-2021.

95-100% of the students having individual access to iPads by 2021-2022.

Student Performance Objective #2:

By 2022, St. Monica School our students will make the connection between classroom instruction and real-world experiences as the global marketplace becomes increasingly competitive.

Strategy 1: Use gamification and social media in integrated lessons to build the connection between classroom instruction and the real world creating lifelong learners prepared to compete in the global marketplace.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Continue to use First In Math to increase application and synthesis of acquired problem-solving skills through gamification.	Ongoing	Faculty Administration Technology Teacher	Annual First in Math School-wide Membership Internet Access Communication among parents, students, and faculty Desktop PCs iPads	<ol style="list-style-type: none"> 1. 10% increase in student participation each year to reach 100% by 2022 2. 10% increase in student mathematics grades K-8 each year to reach at least 90-95% by 2022 3. 5% increase each year in assessment scores of student ability to apply critical, problem-solving skills to reach at least 95% by 2022 4. 5-10% performance increase, each year, in mathematics subcategories of Terra Nova assessment in grades 1-7 each year 5. Student and alumni feedback from online surveys and alumni feedback forms indicates deeper understanding and connection with real-world situations
Use IXL.COM to supplement and support acquisition of mathematics and ELA skills and make the connection to	Implementation September 2015 after which ongoing	Faculty Technology Teacher	Communication among parents, students, and faculty Internet Access	<ol style="list-style-type: none"> 1. 10% increase in student participation each year to reach 100% by 2022

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
real-world situations through gamification.			CCSS for Grades K-8 Integrated lesson plans Desktop PCs iPads	2. 20% increase in teacher awareness of the relevance of gamification each year to reach 100% by 2022 3. 10% increase in mathematics and ELA grades (K-8) each year by 2022 4. 5%-10% performance increase, each year, in mathematics, language, and reading subcategories of Terra Nova assessment in grades, 1-7 5. Student and alumni feedback from online surveys and alumni feedback forms indicates deeper understanding and connection with real-world situations
Incorporate Kahoot.com into integrated lesson plans reinforcing acquisition of required skills in each subject through gamification.	Implementation September 2015 after which ongoing	Faculty	Communication among parents, students, and faculty Internet Access CCSS for Grades K-8 Integrated lesson plans	1. 13.2% increase in teacher participation each year to reach 100% by 2022 2. Student and alumni feedback from online surveys and alumni feedback forms indicates deeper understanding and connection with real-world situations
Incorporate Edmodo.com and other social media resources to increase relevancy of integrated, classroom instruction.	Implementation September 2015 after which ongoing	Faculty Technology Teacher	Communication among parents, students, and faculty Internet Access CCSS for Grades K-8	1. 13.2% increase in teacher participation through integrated lesson plans to reach 100% by 2022 2. 20% increase in students productive use of social media to reach 100% by 2022

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
			Integrated lesson plans Student e-mail accounts	3. Student and alumni feedback from online surveys and alumni feedback forms indicates deeper understanding and connection with real-world situations

Student Performance Objective # 2:

By 2022, St. Monica School our students will make the connection between classroom instruction and real-world experiences as the global marketplace becomes increasingly competitive.

Strategy 2: Use hands-on experiences to make instruction relevant to real-world situations creating lifelong learners prepared to compete in the global marketplace.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Facilitate Career Day	Annually	Administration Faculty Alumni Parents HASA	Alumni Support Parental Support Communication among parents, faculty, administration, and students	1. Increase of 5-10% in participation of parents and alumni each year 2. Positive student feedback on online surveys 3. Positive alumni feedback on online and paper surveys
Participate in field trips (virtual and in person)	Two-three times per year ongoing	Connelly Foundation Administration Faculty HASA	Grants/funding Discovery Education Social Media Resources Parent Support	1. Observation of students positively interacting in the real-world applying and synthesizing classroom instruction through hands-on experiences 2. 10% increase in student ability to illustrate understanding of experiences through writing as a grade each year to reach at least 90% by 2022 3. Positive feedback from personnel at field trip locations discussing students' ability to actively engagement

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
				4. Positive and meaningful student, parent, and teacher feedback on surveys
Perform hands-on Science Lab Experiments	Implementation September 2013 ongoing	Faculty	Lab materials Science Guidelines	1. 10% increase in student scores on performance assessments and testing each year 2. Observation of students actively engaged in experiments 3. Observation of productive student group work to apply problem-solving techniques in performing the scientific method 4. Positive feedback on surveys from students, parents, and alumni
Implement student mentoring program	September 2015 ongoing	Faculty Student Volunteers Students requiring support	Faculty supervisors Classroom space Parental consent	1. Students demonstrating active engagement and ability to convey instructional strategies acquired during classroom instruction in real-world settings 2. Increase in participating students' productivity in the classroom 3. Positive and productive feedback acquired from student Think-Pair-Share sessions at the conclusion of each mentoring session 4. Positive and meaningful student, parent, and alumni feedback on surveys

Student Performance Objective # 2:

By 2022, St. Monica School our students will make the connection between classroom instruction and real-world experiences as the global marketplace becomes increasingly competitive.

Strategy 3: Increase acquisition of technology supporting integrated, curriculum that builds the connection between classroom instruction and the real world.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Upgrade software on all PCs in classrooms, offices, and computers in labs	July to September 2015	Information Technology Subcontractors	MS Office Suite 2013 Windows 8	Upgrades completed
Upgrade wireless network	August to September 2015	Information Technology Subcontractors	Sonic Wall Software and Hardware	Upgrades completed
Acquire 90 iPad 2 electronic devices	2013-2014 School Year	Archdiocese of Philadelphia	Grant	Acquired
Acquire 2 docking carts for iPads	2013-2014 School Year	Administration	\$399.95/cart total \$799.95	Acquired
Acquire approximately 340 additional iPad Electronic Devices	2015-2022	Administration HASA Archdiocese of Philadelphia	Approximately \$399/device (market value may vary)	1. Acquisition of funds/grants to purchase additional devices for each student 2. Acquisition of devices
Acquire 2 additional docking carts for iPads	2015-2017	Administration HASA	\$399.95/cart total \$799.95	1. Acquisition of funds to purchase items from HASA fund raisers and/or grants 2. Acquisition of carts
Acquire Apple TVs - one for each classroom (24 classrooms)	2 purchased in September 2015 2015-2017	Administration HASA	\$99 per unit (2 purchased at \$198) \$2178 remaining (excluding installation fees)	1. Acquisition of funds to purchase items from HASA fund raisers 2. Acquisition and installation of devices

A.3. Organizational Capacity Objective #1:

By 2022, St. Monica School will enhance the safety and security of our school as measurable by:

Baseline Year: 2013-2014

Baseline Data: March 2014 the surveillance system was upgraded to monitor not only the main entrance, but also the student entrance and cafeteria entrance in the Senior School.

- performing initial risk assessment with local police and fire officials by 2014-2015, and reassessing the facilities annually thereafter.
- preparing classrooms for disaster recovery efforts by replenishing emergency supplies and practicing emergency drills by the end of 2014-2015 and annually thereafter.
- securing classrooms for internal and external threats by the end of 2015-2016.
- upgrading and enhance surveillance systems in the junior and senior schools by 2016-2017.
- recruiting volunteers to monitor the main entrances of both schools to greet visitors, verify identification, and confirm purpose of visit by 2018-2019.
- installing a key card system in both schools at each entrance by 2019-2020.
- upgrading the public access system by 2020-2021.
- installing a security/alarm system by 2021-2022.

We plan to enhance the safety and security in many ways including the performance of a risk assessment and implementation of the recommendations set forth by officials representing the Philadelphia Police Department and Philadelphia Fire Department. This is an exceptionally important objective of St. Monica School because students learn best on a safe and secure environment. We are dedicated to providing a safe and secure learning environment for our students now and in the future, so we are always researching avenues in which we can improve upon security and safety.

Organizational Capacity Objective #1:

By 2022, St. Monica School will enhance the safety and security of our school.

Strategy 1: Enhance security of all school entrances to prevent public access to classrooms and meeting places.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Install effective surveillance system	March 2014	Administration Maintenance Security System Subcontractors Funding	2 Closed-circuit monitors Sensors for Student Entrance, Main Lobby Entrance, and Cafeteria Entrance 2 Hard Drives 3 Cameras	Acquired and installed
Upgrade surveillance system	2015-2017	Administration Maintenance Security System Subcontractors Safety and Security Subcommittee Planning Team	Funds based on market value at the time of acquisition and installation Hardware Software	1. Discussion and assessment of current infrastructure by Planning Team, Safety and Security Subcommittee, and Administration 2. Acquisition of materials 3. Installation complete 4. Positive feedback from students, parents, faculty, staff, and stakeholders on annual surveys and paper, alumni surveys
Conduct preliminary meeting regarding risk assessment	December 2014	Administration First Police District Officials Internal Coordinators	Meeting space Current disaster recovery policies	1. Discuss current security and safety weaknesses. 2. Determine date for formal risk assessment 3. Compilation of materials to perform risk assessment
Perform mitigation and prevention assessment (risk assessment)	2014-2015 Annually thereafter	Administration Maintenance	Current floor plans	1. Risk assessment completed and revisited annually

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
		Safety and Security Subcommittee Planning Team First District Police Officials Local Fire House Officials	Current disaster recovery drills	2. Updated floor plans and disaster recovery plans including recommendation from Police and Fire Officials. 3. Perform monthly disaster recovery drills with a 10% increase in student response each year to reach 100% response by 2022 4. 25-30 crisis kits located in each classroom closet and replaced annually 5. Positive feedback from stakeholders on annual surveys and paper, alumni surveys

Organizational Capacity Objective #1:

By 2022, St. Monica School will enhance the safety and security of our school.

Strategy 2: Update disaster recovery efforts.

Action	Timeline	Responsible Person(s)	Resources Needed	Indicators of Success
Update disaster recovery plans	Spring 2014-2015 Annually thereafter	Administration Faculty Planning Team Safety and Security Subcommittee	Disaster recovery plans Floor plans for Junior and Senior Schools	1. Completed plans are being compiled into binders for distribution to all teachers.
Perform disaster recovery drills	Monthly	Administration Faculty Students Staff Local Fire House Officials (fire drills only)	Plans and directives	1. 10% increase in student cooperation and response to reach 100% by 2022 2. Positive feedback from students, parents, faculty, and staff on annual surveys
Replenish crisis kits and emergency recovery kits for each student in classroom	2014-2015 Annually thereafter	Administration Faculty Staff	1 Bottle of Water/Student 1 Non-peanut snack Bandages Gloves Saw dust Alcohol Preps	Acquired for 2014-2015 Replenish kits annually
Acquire defibrillators, fire blankets, and emergency equipment and supplies.	2016-2019	Administration School Nurse HASA	Funding/Grants	Acquisition of supplies.

Maintenance of the Plan for Growth and Improvement

The Planning Team will meet monthly to evaluate the school's progress in meeting the requirement of the Plan for Growth and Improvement. The Planning Team will report findings to the faculty, staff, and administration at regularly scheduled faculty meetings. These findings will also be reported to stakeholders and school community members at monthly Home and School Association (HASA) Meetings. Beginning with the administration, faculty, and staff organization meeting in August 2015, the Planning Team will present current findings based on informal surveys of stakeholders and school-community members as the initial step in evaluating the effectiveness of the 2014-2022 Plan for Growth and Improvement for St. Monica School.

