

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



EXCELLENCE BY DESIGN

**2016 Edition
Revised**

**A Self-Study for Accreditation by the
Middle States Commissions on Elementary and Secondary
Schools**

**Holy Family Regional Catholic School
Levittown, PA**

**DATES OF TEAM VISIT
March 20-23, 2023**

**Kara Haggerty
Principal**

**Jessica Yanette
Internal Coordinator**

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LESSONS LEARNED

GUIDING QUESTIONS TO PREPARE FOR YOUR SCHOOL'S NEW CYCLE OF ACCREDITATION

The accreditation experience should be a developmental process in which the school community becomes more familiar with the school improvement process, the staff's skill with strategic planning is increased and the school's capacity for continuous growth and improvement is enhanced.

As you complete the accreditation cycle it is important that you take stock of what has been achieved, those things yet to be completed and the lessons learned from the Planning Process. In addition to celebrating what has been accomplished as a result of the accreditation process it will be important to reflect on the experience and to use the lessons learned in planning for the school's new cycle of accreditation.

To assist you in this reflection the following questions are provided as a framework for a substantive discussion about the improvement cycle which is about to conclude and to use the results of that discussion to inform the decisions you will need to make as you embark on planning for your school's continuous improvement.

Directions

These questions should be discussed with your existing Planning Team or with those who will be responsible for planning **before you begin the self study**. Use this reflection as the first activity of the new planning process. Participants in this exercise may find it helpful to review the last Team Report, the last Mid-Term Report, and the recent periodic/annual reviews to inform this discussion. Briefly summarize your discussions in the spaces provided.

1. How has the context of your school and/or the school community changed?

Indicate any major changes to the Context of the School since the last Team Visit. Refer to the last Team Report and the Mid-Term Report to describe any significant changes that have affected or will affect the school's improvement planning process and/or the school's compliance with the Middle States Standards for Accreditation. Be sure to include changes in the school or community demographics, governance, finances, facilities or programs offered.

Staff turnover, lack of substitute teachers, and learning loss due to COVID have all impacted the school over the past several years.

2. Will you need to revise your foundation documents for this self-study?

Review the Foundation Documents (Mission, Beliefs/Values and Profile of the Graduate) for your school, discuss if there is a need for any revisions or if there is a need to recommit to them for the next cycle of accreditation.

Yes. We found the need to revise/update our Belief Statements as well as our Profile of a Graduate.

3. What progress has been made on the attainment of the school's improvement goals/objectives and implementation of the action plans?

- a. Review your objectives/goals that have been attained. Include any action plan strategies that believe were particularly effective in achieving the targets of the objectives/goals.

We did not attain any of our previous goals/objectives. While we worked on different aspects of each, they were not completely attained.

- b. Review your objectives/goals that have not been attained. Include an analysis of the implementation of the action plans and the effectiveness of the action plan strategies identified to achieve the targets of the objectives.

Goal #1 - The interruption of instruction due to COVID and staff turnover made achieving this objective difficult.
Goal #2 - Again, the results of learning loss and catching up from missed time and virtual versus in person instruction made this goal challenging to achieve. We were able to level all of our books in our two libraries

- c. Review the goals/objectives, if any, from the last accreditation term that remain relevant and should be pursued in the re-accreditation. (These can include goals attained on which you plan to build further improvement or goals not yet reached)

The school's focus will be improving math scores and improving the classroom learning environment.

4. How effective was your Planning Process?

- a. Consider the role of the internal coordinators, administration, Planning Team/Steering Committee, and implementation and communication strategies and how effective they were in sustaining growth and improvement.

Discuss the effectiveness of the Planning Process and what you could do to make it more successful.

The entire staff met monthly to review all of the standards. The Internal Coordinator recorded the results of small group discussions then met with the principal to finalize everything.

- b. Identify those aspects of the Planning Process that you would carry forward in order to sustain growth and improvement.

Frequent meetings with team members help to keep us motivated in our endeavor to improve and grow.

5. Did you use Excellence by Design for your last accreditation?

Yes X No _____ Not Sure _____

6. Why did you choose Excellence by Design for this self-study?

We had familiarity with this protocol and felt it best suited our school needs.

DESCRIPTION OF THE SCHOOL

Official Name of the School	Holy Family Regional Catholic School	
Address of the Main Campus (street address, city, state, zip code)	2477 Trenton Road, Levittown, PA 19056	
Telephone Number of Main Campus	215-269-9600	
Fax Number of Main Campus	215-269-9609	
Name and Title of Head of School	Kara Haggerty, Principal	
E-mail Address of Head of the School	Kara.haggerty@hfrcs.org	
Website Address for the School	Hfrcs.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
Year School Began Operating	2010	
Date Charter/License to Operate Granted	2010	
Grade Levels Currently Served	PK3 – Grade 8	
Number of students	300	
Year of First Graduating Class	2011	
State/Agency/Country Granting License to Operate	PDE/USA	
Diplomas/Certificates School is Licensed to Grant	8th Grade Diploma	
Calendar System (quarter, semester, trimester, 12-month, other)	Three Trimesters	
Currently Accredited by	Name of Agency	Accredited Until
	Middle States Association	1/1/2024

ORGANIZATION FOR SELF-STUDY

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

Leadership

A. Internal Coordinators

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

Name	Role in the School
Jessica Yanette	Honors Math Teacher

How and why were the Internal Coordinators selected?

Jess demonstrates the motivation, willingness and organizational leadership needed for this role.

How did the Internal Coordinators fulfill their role and responsibilities?

By directing the team and working with the principal to complete all aspects of the self-study and report for the Middle States visit.

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

Any support provided by the Middle States website, including emails and webinars.

B. The Planning Team

The members of the Planning Team are:

Name	Role in the School
Kara Haggerty	Principal
Jessica Yanette	Honors Math Teacher, Internal Coordinator
Monsignor Michael McCormac	Pastor, St. Frances Cabrini Parish
Father John Weber	Pastor, Queen of the Universe Parish
Susan Weed	School Business Manager
MaryAnn Conway	School Advancement Director
Regan Downey	School Enrollment Director
Meredith Konen	Middle School Math teacher
Antoinette Morrison	Kindergarten Teacher
Nico Oleaga	Resource Room Teacher, school parent
Michelle Mangapit	School Secretary
JoAnn St. John	School Receptionist
Amy Gallo	School Technology Coordinator
April Nickerson	Parent, Home and School Executive Board

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 reviewed the work of the self study and the goals for student performance and organizational capacity. The Planning Team worked under the leadership of the Internal Coordinator in making sure deadlines were met and the team was prepared for all aspects of the Middle States visit.

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

The team represents the various grade levels of faculty and specialty teachers as well as the administrative team, parents and Home and School.

How were the members of the Planning Team selected?

The team was selected to be representative of the school, and were individuals who have a vested interest in seeing the school grow and succeed.

How does the Planning Team function and make its decisions?

The Planning team, in conjunction with the faculty, worked to review and edit work completed and came to consensus and approval of the various components of the self-study.

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

The team met monthly and as needed to review completed work.

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

The team is representative of the grade levels in the school and the faculty as a whole is key in making sure the action plans of each goal are achieved.

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

If needed, the Planning Team will meet and consult regarding replacing a current member.

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 all faculty will meet to review progress as indicated in the proposed action plans and timelines for achievement.

C. Role of the School's Leadership and Governance

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

The Principal, with support from our Pastors, will continue to implement the proposed plan for growth and improvement with the assistance of faculty and staff.

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

The school principal and Pastors are committed to furthering the growth and development of the school and serve as motivators of the faculty and staff to continue the pursuit of excellence as indicated in our mission and by working on the indicated objectives and plans.

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?

Holy Family Regional Catholic School is under the supervision of the Archdiocese of Philadelphia and receives support from members of the Office of Catholic Education.

D. Implementing a Culture of Change

Describe below the school's plan for implementing a planning ethic, including:

- **A system for monitoring implementation of the action plans;**
- **A system for ensuring that the assessments designated for measuring the performance objectives are administered and that the results are collected, analyzed, and used to determine the efficacy of the action plans; and,**
- **A plan for celebrating the school's successes in moving toward achievement of its objectives.**

Holy Family Regional will:

- Review the progress of stated goals at various times throughout the school year.
- Document progress of student achievement on a spreadsheet in shared doc.
- Review results of standardized testing yearly.

Describe below the school's plan for communicating with and keeping the school's community of stakeholders aware of, involved in, and supportive of the self-study process and the implementation of the Plan for Growth and Improvement.

Holy Family Regional will:

- Post the Plan for Growth and Improvement on the school website.
- Share updates with involved stakeholders as needed.
- Utilize faculty meetings to gain feedback on school goals.

Describe in this section the school's plan for conducting periodic reviews of its Plan for Growth and Improvement, including:

- **The schedule of reviews by the Planning Team**
- **How the Planning Team will review**
 - **Progress toward implementation of the actions plans**
 - **The results of implementation of the action plans**
 - **The results obtained from administrations of the assessments used to measure achievement of the objectives**
 - **Revisions made to the action plans based on those results.**

Holy Family Regional will conduct periodic reviews of the plan by:

- Incorporate meaningful professional development that will aid in the achievement of the given goal/objective.
- Review the Action Plans at the conclusion of each school year.
- Utilize data to identify areas which may need revision.

- Schedule team meetings as needed, to make any necessary revisions to Action Plans.

THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

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

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

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

A. MISSION

What is the school's Mission?

Holy Family Regional Catholic School
is a Christ-centered community
which strives each day to inspire faith, challenge young minds
and nurture the whole child.
Our mission, in collaboration
with parents and guardians,
is to prepare intellectually curious,
lifelong learners who live out their Catholic faith by following Jesus' example
of love, service, and compassion.

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

The Mission statement was developed by our Middle States team in 2014, and reviewed by our current team in 2022.

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

A copy of the mission statement is posted in every classroom. The tag line, "Inspiring faith, challenging young minds and nurturing the whole child" is on the homepage of our school website. A large, framed print of our school Mission hangs in the entryway of the school.

Our mission can also be found on a banner hanging outside the school building.

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

March 2022 is the most recent review of the school's Mission which was reviewed by our school faculty and the Executive Committee of our Board of Limited Jurisdiction.

Where is the Mission formally published?

A large, framed print of our school Mission hangs in the entryway of the school and can be found on the main page on the school website.

B. BELIEFS

What are the school's Beliefs?

We believe that:

- Our Catholic Christian values permeate our school and all subject areas.
- Our students will develop a love and knowledge of God through the sacraments and the teachings of the Catholic Church.
- Mass attendance, prayer and other liturgical activities enrich the lives of everyone in our school community.
- Our school provides an academically excellent education empowering students to develop their unique spiritual, intellectual, physical, emotional, and cultural potential.
- Our school is a physically and emotionally safe place where every individual is welcomed, loved, respected, and appreciated.
- Peer abuse (also referred to as bullying) is inappropriate and unacceptable in our school.
- Educating our children is the shared responsibility of teachers, parents, and the entire school community. Parental involvement and consistent, respectful communication between home and school are essential for a child to thrive.
- Our Code of Conduct guides the students in making age-appropriate decisions. Parental support of this Code, including consequences for poor choices, is essential for personal growth and the good order of the school.
- The school, in collaboration with parents, assists in the formation of a student's character as they experience life's successes and challenges.
- We seek to form lifelong learners who endeavor to use their God-given gifts in service to others and their communities.

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

The school's beliefs were reviewed and revised by this year's school faculty, Pastors and Executive Committee of our Board of Limited Jurisdiction.

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

Our beliefs are the framework and foundation of our school and are shared on our school website. These beliefs permeate the work of our teachers and form the culture of our school.

C. PROFILE OF GRADUATES

What is the school's Profile of Graduates?

The School's Profile of our Eighth Grade Graduate is:

Inspires Faith

- Models Catholic Christian values including respect for others and self.
- Has developed a strong principled foundation rooted in the teachings of the Catholic Church.
- Maintains a strong Catholic identity by attending Mass weekly and participating in the sacraments.
- Takes a moral stance in witnessing to the Catholic faith in word and action, according to God's will.
- Continues to grow and expand their knowledge of their Catholic faith.
- Serves others by being a compassionate and thoughtful individual who values and respects all people in their community and beyond.

Challenges Young Minds

- Is well prepared and academically competent to be successful in all future endeavors.
- Demonstrates critical thinking skills for problem solving-in and out of the classroom.
- Has acquired time management skills and possesses the ability to create a balance in all areas of life: family, academic, extracurricular, and social.
- Communicates effectively and works collaboratively with others, including peers as well as adults.
- Reads and comprehends grade appropriate material and can articulate an informed view.
- Uses all mediums of technology in a positive manner to enhance learning as shown in 21st Century Teaching and Learning Skills.
- Demonstrates the qualities of an upstanding digital citizen.
- Understands their own individual learning needs and style and self-advocates these needs and styles to their instructors.
- Extends and refines their knowledge so that they can analyze and solve problems and create solutions in real world situations.

Nurtures the Whole Child

- Possesses the confidence to be an active witness to their faith and be socially responsible members of the Church.
- Recognizes that all individual's talents and gifts are seen as significant in building up the community as a whole.
- Has learned to deal appropriately with life's successes and challenges, joys, and disappointments.
- Has sufficiently matured to recognize that service to others brings deeper joy and peace than self-serving action.

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

The school's Profile of Graduates was reviewed and revised by this year's faculty, Pastors and Executive Board members.

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

The Profile of the Graduate is known and understood by our faculty as the desired end product of our 8th grade students. This information is also used as a motivating factor of students progressing through the early middle school grades. The Profile of a Graduate is posted on our school website.

THE PROFILE OF THE SCHOOL

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

A. THE COMMUNITY

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

Holy Family Regional Catholic School is located within the largest suburb outside of Philadelphia. It is known as the second Levittown (first Levittown, located in New York), built by Levitt and Sons, post WWII in 1958. Levittown comprises Falls, Middletown, Bristol and Tullytown townships, which are located at the southern end of Bucks County between Philadelphia and Trenton, New Jersey. In addition to these areas, the school community draws from Fairless Hills.

The median resident age of the community is 40 years of age with a median household income of \$81,107.00. The estimated median property value is \$339, 918.00. In the chart below, you will find the demographics by race.

Race	Population	Percentage
American Indian and Alaska Native	16	0.03%
Asian	896	1.73%
Black or African American	2,543	4.91%
Some Other Race	1,006	1.94%
Two or More Races	1,169	2.26%
White	46,188	89.14%

Describe any recent 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 three years.

Recent Changes

Over the last several years, Covid had a huge impact on our school. With the rising of outbreaks in our area the last couple of years, we needed to stop allowing visitors into the building. By doing this, it required us to cancel our open houses and tours which is a huge factor for prospective families.

Future Changes:

As the demographics of Levittown continue to change, the enrollment can be somewhat unpredictable. Our Advancement Director is continuously working to improve our engagement within the community.

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

Families are always challenged with tuition costs and rely heavily on the school's ability to provide financial aid. We are continually working to increase our financial aid funds so as to be a viable option for working class families.

How does your school interact with the community?

Program/Facility
Conwell-Egan Catholic High School
YMCA, Fairless Hills
Levittown Public Library
Pennsbury Manor, Fallsington
Bristol Riverside Theater
Silver Lake Nature Center
St. Mary Medical Center
Peaceworks Program
Franklin Institute, Philadelphia
Philadelphia Museum of Art
Michener Art Museum
Constitution Center, Philadelphia
Independence Hall, Philadelphia
Snipes Farm, Morrisville
Adventure Aquarium, Camden, NJ
Philadelphia Zoo
Mural Arts Tour, Philadelphia
Howell Living History Museum
Falls Township Court, Fall Township
Seaport Museum, Philadelphia
Language Arts Live Theatre (Keswik Theatre)
Tour of Harrisburg, PA
Tour of Capitol Building and White House, Washington, D.C.
Washington Crossing State Park

B. SCHOOL INFORMATION

B.1. HISTORY OF THE SCHOOL:

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

Since the 1950s, Lower Bucks County has a rich history of providing a high-quality, faith-based education to the large Catholic population of the community. Over the past several years, however, Catholic schools in our area and especially on the east coast have experienced declining enrollments, and parishes have found it increasingly difficult to sustain a school financially. Recognizing this concern, the Pastors of Immaculate Conception (Levittown), Queen of the Universe (Levittown), St. Frances Cabrini (Fairless Hills), and St. Joseph the Worker (Fallsington) parishes began meeting in 2008 to discuss working together to combine the four schools and form a regional school.

On September 8, 2010, under the guidance of our Pastors, and with the support of countless volunteers who worked tirelessly throughout the transition period, Holy Family Regional Catholic School opened its doors for the first time to 534 students! Building on the foundation of the four parish “legacy schools”, wherein more than 12,000 other young men and women received their elementary Catholic school education, Holy Family is carrying on a rich shared tradition of instilling Catholic values, while providing an excellent academic experience for the children of Lower Bucks County.

B.2. 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 licensed to operate?	USA	
If no, explain the school’s authority 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	8th Grade Graduation Diploma
If no, explain the school's authority to grant diplomas or certificates:	

Religious Affiliation:	Roman Catholic
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B.3. SCHOOL INFORMATION: PUBLIC SCHOOLS

Is the school part of a larger school district, system, or corporation?	X	Yes
		No
If yes, name of district/system/corporation:	Archdiocese of Philadelphia	

B.4. SCHOOL INFORMATION: ALL SCHOOLS

B.4.a. Enrollment Trends

FOR THE ACADEMIC YEAR: 20 21 to 20 22

Grades Included in This School	PAST		PRESENT	PROJECTED
	Two Years Ago	One Year Ago	This Year	Next Year
Infant	0	0	0	0
PK2	0	0	0	0
PK3	18	7	22	20
PK4	42	11	33	35
Kindergarten	22	38	24	34
Grade 1	31	23	29	23
Grade 2	31	38	21	29
Grade 3	20	33	30	23
Grade 4	20	22	29	29
Grade 5	39	21	21	32
Grade 6	33	40	20	21
Grade 7	38	32	36	19
Grade 8	38	38	33	36
Grade 9	0	0	0	0
Grade 10	0	0	0	0
Grade 11	0	0	0	0
Grade 12	0	0	0	0
Ungraded	0	0	0	0
Postsecondary	0	0	0	0
TOTALS	332	303	298	301

Explain any emerging or unusual enrollment trends for this school.

Because of COVID, SY 2020-2021 enrollment composition showed an increase in K-8 students due to public school shutdowns and fewer PK students since families kept their PK children at home. Interest in the PK program increased in the SY 2021-2022 and is projected to return to pre-COVID numbers. However, K-8 students enrollment decreased during SY 2021-2022 as public schools opened for in-person instructions.

B.4.b. Student Demographic Trends:

FOR THE ACADEMIC YEAR: 20 21 to 20 22

Student Characteristic: Religion	Percent of Student Body Now	Percent of Student Body Two Years Ago
Catholic	87%	89%
Non-Catholic	13%	11%
TOTAL	100%	100%

Student Characteristic: Ethnicity	Percent of Student Body Now	Percent of Student Body Two Years Ago
Hispanic/Latino	7%	6%
Non-Hispanic/Latino	93%	94%
TOTAL	100%	100%

Student Characteristic: Race	Percent of Student Body Now	Percent of Student Body Two Years Ago
Asian	2%	2%
African American	8%	6%
Caucasian	82%	83%
Multi-Racial	8%	9%
TOTAL	100%	100%

Explain any emerging or unusual demographic trends for this school.

While the school continues to improve in its diversity, the student population reflects the parishioner base of the sponsoring parishes.

B.4.c. Number of Professional and Support Staffs:

FOR THE ACADEMIC YEAR:	20	21	to	20	22
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	Full-Time	Part-time
ADMINISTRATIVE STAFF:		
Administrators	1	0
INSTRUCTIONAL STAFF:		
Classroom teachers-elementary/lower school	12	1
Classroom teachers- middle school	6	0
Classroom teachers-high school/upper school	0	0
Special needs teachers	0	0
STUDENT SERVICES STAFF:		
Guidance/college/ career counselors	0	0
Specialists and consultants	1	0
Technology services personnel	0	
Information resources/ library personnel	0	0
Health services personnel	1	0
SUPPORT STAFF:		
Paraprofessionals and aides	2	4
Secretaries and clerks	2	0
Custodial personnel	0	1
Maintenance personnel	1	0
Food services personnel	1	0
Security personnel	0	0
Other: <i>Classroom teachers-PK / Early Childhood</i>	3	0
Other: <i>Business Manager</i>	1	0
Other: <i>C.A.R.E.S Staff</i>	0	6

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

All school services and programs are enhanced by consistent faculty and staff.
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B.4.d. Experience of the Staff:

FOR THE ACADEMIC YEAR:	20	21	to	20	22
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Years	Administrative Staff	Instructional Staff	Student Services Staff	Support Staff
0-1		1		7
2-5		1	1	6
6-10		9		3
11-20	1	6		1
Over 20		5	1	1

Describe 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.

All school services and programs are enhanced by the experience of faculty and staff.

B.4.e. Academic Preparation of The Professional Staff:

FOR THE ACADEMIC YEAR:	20	21	to	20	22
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	Administrative Staff	Instructional Staff	Student Services Staff
Associate's or No Degree			
Bachelor's Degree		8	
Bachelor's Degree plus hours		7	
Master's Degree	1	6	
Master's Degree plus hours			2
Doctorate		1	

Describe 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.

The academic preparation of our faculty and staff combined with their experience profoundly impacts student learning at Holy Family Regional.

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

FOR THE ACADEMIC YEAR: 20 21 to 20 22

	Administrative Staff	Instructional Staff	Student Services Staff
No Certificate		3	1
Emergency Certificate		1	
ECE Certificate		7	1
Elementary Level Certificate	1	11	1
Middle Level Certificate	1	4	1
Secondary Level Certificate	1	4	1
Administrative Certificate			

Note: Some of our professional staff have multiple certifications and the table above reflects that information. The tally for the total number of certifications will not be equal to the total number of staff.

Describe 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.

Holy Family Regional Catholic School strives to have teachers with degrees and certifications that enhance their delivery of classroom instruction.

B.4.g. Staff Demographic Trends:

FOR THE ACADEMIC YEAR: 20 21 to 20 22

Race/Ethnicity	Percent of Staff in Current Year	Percent of Staff Last Year
African-American	2%	0%
Asian	5%	0%
Caucasian/White	91%	98%
Hispanic	2%	2%
Native American Indian	0%	0%
Other:	0%	0%
Other:	0%	0%
TOTAL	100%	100%

Describe 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.

Our demographics have remained fairly constant and no significant trends are noted.

B.4.h. Staff Mobility:

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

FOR THE ACADEMIC YEAR:	20	21	to	20	22
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	Number New Hires Two Years Ago	Number New Hires One Year Ago
Administrative Staff	0	0
Instructional Staff	4	3
Student Services Staff	2	2
Support Staff	3	2
TOTAL	9	7

Indicate the percentage of each category below of staff turnover in the year indicated.

	Percent Changeover Two Years Ago	Percent Changeover One Year Ago
Administrative Staff	0%	0%
Instructional Staff	44.4%	42.8%
Student Services Staff	22.2%	28.6%
Support Staff	33.3%	28.6%
TOTAL	100%	100%

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

Consistency of staff has had a positive impact on all school programs.

C. STUDENT PERFORMANCE

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

Results of Assessments of Student Learning/Assessment

(Standardized Assessments, SAT/Advanced Placement, International Baccalaureate, MAP testing, etc)

Leave column headings-no sub-groups listed on our part.

FOR THE ACADEMIC YEAR	20	21	to	20	22
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Name of Assessment	Test Administered	Grade Level(s)	Percentage of Student Performance Obtained versus Anticipated Achievement NP
Terra Nova, 3rd Edition College and Career Ready	Reading	3	56/54
		4	56/54
		5	55/54
		6	58/58
		7	59/60

Name of Assessment	Test Administered	Grade Level(s)	Percentage of Student Performance Obtained versus Anticipated Achievement NP
Terra Nova, 3rd Edition College and Career Ready	Language	3	55/55
		4	61/55
		5	54/55
		6	60/59
		7	68/61

Name of Assessment	Test Administered	Grade Level(s)	Percentage of Student Performance Obtained versus Anticipated Achievement NP
Terra Nova, 3rd Edition College and Career Ready	Math	3	53/56
		4	57/52
		5	56/54
		6	50/57
		7	53/59

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.

The Action Plan of our student performance objective focuses specifically on improving skills in Math.

THE PROFILE OF ORGANIZATIONAL CAPACITY

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

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

A. By Standards Surveys

X	YES	NO	The self-assessment was conducted using the surveys provided by the Middle States Association.
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Total Number of Surveys Returned	142
The results represent surveys completed by:	
▪ Staff	11
▪ Parents	73
▪ Students	58

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.

THE MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

A. INFORMATION Related to This Standard

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

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

THE MISSION STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The school's statement of mission:</i>						
1.1	Clearly aligned with the school's beliefs and Profile of the Graduate.			X		
1.2	Communicated widely, understood and supported by the students, their families, and (if appropriate) the school's community of stakeholders.			X		
1.3	Developed using a process that considered input by appropriate stakeholders of the school.			X		
1.4	Reviewed periodically to determine its effectiveness in communicating the school's purposes and vision.			X		

Indicators of Quality for faith-based schools¹

¹ The use of the Faith-Based Indicators for this and the other Standards for Accreditation by Catholic and other faith-based schools is voluntary and not required, unless their use is directed by the head of a parent school system such as a Diocesan/Archdiocesan or a similar system of schools. The Faith-Based Indicators allow faith-based schools, if they desire, to include in their self-study and accreditation process Indicators of Quality that address unique characteristics of and expectations for schools whose Mission and educational program are defined wholly or in part by their particular faith.

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Mission Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Mission Standard for Accreditation.

D. Implications for PLANNING

List the school's strengths in meeting the Mission Standard.

- The mission statement is displayed in the front of our school building, the main page of the school website, in the Family Handbook and in every classroom.

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

- No areas are in need of significant improvement at this time.

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

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The school's Mission	X
Marketing, recruitment, and admissions materials (hard copy)	X
The school's website	X
Belief Statement	X
Profile of Graduates	X

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

(Indicators 2.1-2.39)

A. INFORMATION Related To This Standard

TO BE COMPLETED BY INDEPENDENT, RELIGIOUS, AND PROPRIETARY SCHOOLS

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

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?	PA		
In what country(ies) is the school licensed to operate?	USA		
If no, explain the school's authority to operate:			

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?	PA		
Type(s) of diplomas or certificates offered	8th Grade Diploma		
If no, explain the school's authority to grant diplomas or certificates:			

For religious schools:

Religious Affiliation:	Roman Catholic
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TO BE COMPLETED BY PUBLIC SCHOOLS

4. Is the school part of a larger school system or corporation?	<input checked="" type="checkbox"/>	Yes	
		No	
If yes, name of system/corporation:	Archdiocese of Philadelphia		

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

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

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body/owner(s) ensures that the school:</i>						
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.			X		
2.2	Has no legal or proprietary ambiguities in ownership, control, or responsibility.				X	
2.3	Expresses partnerships and any corporate linkages in ownership/governance as enforceable agreements.			X		
2.4	Is provided with effective leadership, support, and continuity, including succession planning to ensure stability of the school's leadership.			X		
2.5	Is provided with leaders that possess the appropriate qualifications, experience, and competencies for their position.				X	
2.6	Is provided with the sufficient qualified personnel to deliver its programs, services, and activities.			X		
<i>The school's governing body/owner(s) ensures that it:</i>						
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.			X		
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.			X		
2.9	Thinks and acts strategically, reflecting on its decisions and the consequences of its actions.			X		

2.10	Refrains from undermining the authority of the school's leadership to conduct the daily operation of the school.			X	
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.			X	
2.12	Has and implements written policies and/or procedural guidelines that define for the governing body: <ul style="list-style-type: none"> • Its proper roles and responsibilities; • Qualifications for its members; • Its composition, organization, and operation; • Terms of office for its members; and • Provisions for identifying and selecting new board members when vacancies occur. 			X	
2.13	Implements a process for reviewing/revising its policies regularly.			X	
2.14	Evaluates systematically and regularly its own effectiveness in performing its duties.			X	
2.15	Provides appropriate opportunities for education of its members, including orientation and training sessions so that all members understand their responsibilities and roles.			X	
2.16	Conducts a regular schedule of meetings that is communicated to the school's community of stakeholders.			X	
2.17	Includes members that represent constituencies served by the school.			X	
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.				X
2.19	Recognizes the accomplishments of staff members and students.			X	
2.20	Adheres to appropriate guidelines concerning confidentiality in communications.			X	
<i>The school's leadership:</i>					
2.21	Is accountable to the governing body/owner(s) and is responsible for ensuring the school's students achieve the expected levels of achievement.			X	
2.22	Maintains a relationship with the school's governing body/owner(s) characterized by mutual trust and cooperation.				X
2.23	Ensures that all school programs and activities are adequately and appropriately planned, supervised, resourced, and staffed with qualified personnel.				X
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.			X	
2.25	Ensures that professional and support staff members stay well informed about educational developments.			X	
2.26	Undertakes operational, long range, and strategic planning aimed at accomplishing the school's Mission and goals.			X	

2.27	Stays well informed of and implements proven practices identified in educational research and literature.			X		
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.			X		
2.29	Adheres to appropriate guidelines concerning confidentiality in communications.			X		

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body/owner(s) and leadership:</i>						
2.30	Articulate and model the religious tenets of the school.				X	
2.31	Maintain the religious identity of the school as a priority.			X		
2.32	Use the school's religious values and identity to inform its policies, procedures and decisions.			X		
2.33	Accept the authority of the sponsoring religious institution.			X		
2.34	Engage the school's community of stakeholders in setting direction and planning for the future of the school as a faith-based institution.			X		
2.35	Include an assessment of candidates' understanding of and commitment to the religious beliefs and Mission of the school when hiring the school's leadership and members of the staff.			X		
2.36	Promote respect and collaboration among all members of the school's "faith" community.				X	
2.37	Give appropriate attention to building a respectful and collaborative "faith" community among the faculty and staff.			X		

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Governance and Leadership Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Governance and Leadership Standard for Accreditation.

D. Implications for PLANNING

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

- Faith-based instruction, values, and respect are embedded priorities within the school community and throughout the school building on a daily basis.
- Strong relationships are fostered among the school and township communities.

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

- No areas are in need of significant improvement at this time.

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.

- Targeted professional development will be part of our plan for improvement and growth to help achieve our Math objective goal.
- Increased teacher collaboration across grade levels is a necessary next step for professional growth.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Policies related to the school's governing body/owner(s) and leadership	X
Chart of lines of authority/responsibilities	X

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

(Indicators 3.1-3.8)

A. INFORMATION Related to this Standard

SCHOOL PLANS

Type of Plan	Yes/No		Year Last Reviewed/ Updated	Quality/Effectiveness of Plan	
Strategic Plan/Long-Range Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Financial Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Facilities Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Technology Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Professional Development Plan	X		Continuous	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Staffing Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Institutional Advancement and Development Plan	X		Yearly	x	Satisfactory
					Needs Improvement
					Unsatisfactory
Curriculum Review/Revision Plan	X		Continuous/ Diocesan	x	Satisfactory
					Needs Improvement
					Unsatisfactory
					Needs Improvement
Student Enrollment Plan	X		Continuous	x	Satisfactory
					Needs Improvement
					Unsatisfactory
*Continuing Education Plan/Policy/Procedure:					Satisfactory
					Needs Improvement
					Unsatisfactory

***A new requirement of MSA-CESS is that all accredited schools must have a Continuity of Education policy/plan/procedure. Schools may experience interruptions to their educational programs in the future - from snow days to governmental coups. We will now require all schools to submit a continuity of education policy/plan/procedure as part of obtaining initial accreditation or re-accreditation.**

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

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

3.7	Monitors implementation of its strategic plan and revises it as needed to ensure it is producing the intended results.			X		
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Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school:</i>						
3.8	Maintains as a priority in all planning activities the spiritual life of the school and its community.			X		

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS this School Improvement Planning Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the School Improvement Planning Standard for Accreditation.

D. Implications for PLANNING

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

<p>Holy Family Regional Catholic School has the following significant strengths in meeting this standard:</p> <ul style="list-style-type: none"> • Data from various standardized testing tools are analyzed and used to incorporate modifications and accommodations as needed • Strong and consistent Catholic identity is evident throughout the school
--

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

<ul style="list-style-type: none"> • No action is needed for improvement at this time.

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.

<ul style="list-style-type: none"> • No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The school's strategic and/or long-range plan to improve student performance	X
The school's long-range financial plan	X
The school's long-range facilities plan	X
The school's long-range technology plan	X
The school's development/institutional advancement plan (if applicable)	Upon Request
Evidence of how the school's plans are communicated to the community of stakeholders	Upon Request

FINANCES STANDARD FOR ACCREDITATION

(Indicators 4.1-4.17)

A. INFORMATION Related to this Standard

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.

Holy Family Regional Catholic School has budgeted to replace the interior vestibule doors at the front entrance to further enhance security.

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

See memo on roof improvement plan.

A.1. ALL SCHOOLS

FINANCIAL RESOURCES:

INCOME SOURCE	Current Year	Last Year
% from local, state, federal tax allocation	-	-
% from tuition	64.9%	51.3%
% from fees	1.5%	0.3%
% from fund-raising and other special activities	3%	2.1%
% from annual giving	10.6%	8.6%
% from grants	5.1%	4.4%
% from interest/investments/rental income	4.4%	1.5%
Parish Contributions	16.3%	13.7%
COVID Grants/Programs	-	16.5%
CARES	3%	1.6%
TOTAL	100%	100%

PER PUPIL COSTS	Current Academic Year	Last Academic Year
Early Age School/Center	\$6250	\$6150
Elementary School/Lower School	\$4450	\$4350
Middle School	\$4450	\$4350
Secondary/ Upper School	-	-

INSURANCE FOR THE SCHOOL:

TYPE OF INSURANCE	Adequacy of Coverage			
	Satisfactory	Needs Improvement	Unsatisfactory	Not Applicable
General Liability	X			
Workers Compensation and/or Long Term Disability	X			
Director & Officers Liability and/or Educators Legal Liability				X
Property Insurance	X			
Business Interruption				X
Theft/Fraud/Deceit				X
Travel and Field Trip Insurance				X
School Owned Vehicle Insurance				X
Student Accident:	X			

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

No improvements or corrective actions need to be taken at this time.

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

See attached memo on roof improvement plan.

A.3. For All Schools—Financial Assurances

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

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

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

Signed electronically by:
Printed Name of the Head of the School: Kara Haggerty

Signed electronically by:
Printed Name of the Head of the Governing Body/Owner(s):
Father John Weber Monsignor Michael McCormac

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

FINANCES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school:</i>						
4.1	Is free of any contingent financial liabilities or ongoing litigations that could affect the school’s ability to continue operation.			X		
4.2	Maintains levels of income and expenditures that are in appropriate balance.			X		

4.3	Has and implements written policies and procedures that require the governing body/owner(s) and leadership to exercise prudent control over the school's finances and all financial operations.			X		
4.4	Entrusts the overseeing and conducting of its financial and business operations only to those who possess the appropriate qualifications.			X		
4.5	Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services.			X		
4.6	Submits official financial records of the school such as periodic financial audits, external reviews that are conducted by qualified external agencies, or other evidence of financial viability and stability.			X		
4.7	Responds appropriately to the results and recommendations of financial audits or reviews.			X		
4.8	Gives stakeholders appropriate opportunities to provide input into financial planning.			X		
4.9	Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs.			X		
4.10	Informs families enrolling students in the school about any financial obligations for attending the school.			X		
4.11	Sets tuitions and fees, if applicable, that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.			X		
4.12	Has and implements written, reasonable, and equitable tuition, collection, and refund policies.			X		
4.13	Carries appropriate insurance coverage that is adequate for protecting the interests and operations of the school (e.g., business interruption, casualty, property, liability insurance for employees and the governing body/owner(s)).			X		
4.14	Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.			X		
4.15	Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.			X		

Indicator of Quality		1	2	3	4	N/A
<i>The school's governing body/owner(s) and leadership ensure that the school:</i>						
4.16	Has the financial resources necessary to support and enhance the religious nature of the school.			X		
4.17	Considers the religious values of the school when making decisions regarding the use of its financial resources.			X		

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Finances Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Finances Standard for Accreditation.

D. Implications for PLANNING

List the school’s strengths in meeting the Finances Standard.

- Strategically took advantage of programs offered in response to COVID pandemic such as the COVID- Payroll Protection Plan and applied for EANS 1 and EANS 2 funding

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

- Establish relationships with foundations to get EITC money

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.

- Take proactive steps in establishing relationships with partnering financial institutions and other area businesses.

E. EVIDENCE to Support the Assessment of this Standard

Evidence	School
Current operating budget (for main campus and each branch campus)	X
Reports of external audits or reviews of the school's finances conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
List of grants and other funding sources obtained in the last calendar year	Upon Request
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage (for main campus and each branch)	X

FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

A. INFORMATION Related to This Standard

A.1. PHYSICAL FACILITIES.

Facility	Location	Year Constructed	Most Recent Renovation	Ownership	
				X	Owned Leased
School Building	2477 Trenton Rd Levittown, PA 19056	1957	1962	X	Owned Leased

A.2. ADEQUACY OF FACILITIES.

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

Athletic Fields	X			
Indoor Athletic Space(s)	X			
Cafeteria/Dining Space(s)	X			
Auditorium/Theater				X
Dormitories				X
Chapel	X			
Maintenance & Cleaning	X			

A.3. MAINTENANCE AND CLEANING STAFF:

Type of Facilities Personnel	Number	Adequacy of Type and Number	
Maintenance	1	X	Satisfactory
			Needs Improvement
			Unsatisfactory
Cleaning	2	X	Satisfactory
			Needs Improvement
			Unsatisfactory

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

FACILITIES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school:</i>						
5.1	Provides sufficient and appropriate facilities for all aspects of the school's educational programs, activities, and services including:			X		
	5.1.a Instructional areas/classrooms				X	

	5.1.b	Administrative offices			X		
	5.1.c	Conference rooms			X		
	5.1.d	Residential boarding (students and faculty)					X
	5.1.e	Health services			X		
	5.1.f	Student activities				X	
	5.1.g	Student services			X		
	5.1.h	Safe and secure storage of school property, equipment, official records, and materials (e.g., cleaning supplies and chemicals).				X	
	5.1.i	Safe and secure storage of student belongings			X		
5.2		Provides an effective and aesthetically pleasing learning environment which supports the educational goals and effective teaching.			X		
5.3		Includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities.			X		
5.4		Conducts regular and systematic assessments of the adequacy of its facilities, equipment, and materials.			X		
5.5		Plans for, funds, and schedules regular preventative measures, repairs, and maintenance of its facilities, equipment, and materials.			X		
5.6		Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning.			X		
5.7		Has sufficient systems in place to monitor and provide appropriate air quality throughout its facilities.			X		
5.8		Has adequate and appropriate lighting throughout its facilities.			X		
5.9		Has sufficient space for entering, exiting, and traffic flow within its facilities.			X		
5.10		Makes safe drinking water available for the students, the staff, and visitors to the school.			X		
5.11		Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy.			X		

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the learning environment:</i>						
5.12	Includes interest centers that have materials in an orderly and accessible arrangement.				X	
5.13	Has sufficient space for the number of children involved in the early childhood learning activities.			X		

5.14	Includes appropriately sized furniture designed to assure accessibility to children.			X	
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C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Facilities Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Facilities Standard for Accreditation.

D. Implications for PLANNING

List the school’s strengths in meeting the Facilities Standard.

- Holy Family Regional Catholic School considered all indicators in this standard strong.

List the school’s areas in need of improvement in meeting the Facilities Standard.

- Continued maintenance of all bathroom facilities is always a priority at HFRCS as well as the consistent upkeep of common areas in the school.

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.

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies/procedures related to facilities and equipment, including maintenance and inspections for health, safety, and fire prevention	X
Video Tour	X

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

(Indicators 6.1-6.37[PA6.38-PA6.41])

A. INFORMATION Related To This Standard

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

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school’s organization promotes:</i>						
6.1	A sense of collegiality, high expectations for performance, trust, support, recognition for accomplishments and contributions, and pride in their school.			X		
6.2	Commitment to the school, dedication to their work, and pride in the outcome of their efforts.			X		
6.3	Professional satisfaction and good general morale.				X	
<i>The governing body/owner(s) and leadership ensure that the school’s organization:</i>						
6.4	Is described by a logical and clear table of organization that includes written job descriptions and that specifies levels of responsibility and reporting relationships.			X		

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

6.24	Enforces the student code of conduct fairly and uniformly.			X		
6.25	Demonstrates a commitment to, pride in, and support for the school by participating in its activities, and promoting its Mission.				X	

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

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure the school:</i>						
6.30	Portrays an identifiable integration of faith, life, and culture.			X		
<i>The governing body/owner(s) and leadership ensure that:</i>						
6.31	The school's programs of study, activities, athletics, codes of conduct, and discipline actions reflect the religious values expressed in the school's foundational documents.			X		
6.32	Appropriate attention is given in all school programs and activities to values and traditions that demonstrate and reinforce the school's religious nature.			X		
6.33	Members of the faculty are provided with opportunities to advance their understanding of the religious beliefs and foundation documents of the school.			X		
6.34	Formal and informal opportunities are provided for the spiritual development of the faculty and staff members.			X		
6.35	Regular professional development opportunities are provided for the spiritual development of the faculty and staff as spiritual leaders in the school community.			X		
6.36	The religious studies program for students is consistent with the Mission of the school and the sponsoring institution.				X	
6.37	Opportunities for prayer and/or expressions of faith are integrated into the school's curricula and daily activities.			X		

Indicators of Quality for all Pennsylvania public schools, private schools and their contractors' employees who work in direct contact with children, and student teacher candidates.

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school has and implements written policies and procedures that:</i>						
6.38	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.			X		
6.39	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: a. Provide assurances on form PDE-6004 that they have not been previously arrested or convicted of a Section 111(e) offense; or, b. If they refuse to submit form PDE-6004, are required to submit a current background check under Section 111.			X		
6.40	Require the institution to review applicants' required background check reports prior to their being hired or contracted to determine the fitness of the individual to work in a position in which s/he will have contact with children.			X		
6.41	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.					

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the School Organization Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the School Organization and Staff Standard for Accreditation.

D. Implications for PLANNING

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

- All indicators in this standard reflect the strengths of the school.

List the school's areas in need of improvement in meeting the School Organization and Staff Standard.

- No areas are in need of significant improvement at this time.

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

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Organizational chart for the school and school system	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	Upon Request
Instruments used for evaluating the performance of the staff	X
The faculty handbook/manual	X
The school's code of student conduct	X
Policies related to school climate and organization, specifically for: <ul style="list-style-type: none"> Determining compensation, workloads, and working conditions Evaluating the performance of staff members Handling complaints and grievances Ensuring that service providers not employed by the school are appropriately oriented, supervised, and supported Criminal and child abuse background checks 	Upon Request*

* Upon Request, see Business Manager or Secretary for any questions in this area.

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

A. INFORMATION Related to this Standard

A.1. EMERGENCY AND CRISIS PLANS:

Type of Emergency/Crisis Plan	Effectiveness of Plans		
	S	NI	U
Fire Drill	x		
Shelter in Place	x		
Lock Down	x		
Evacuation	x		
Weather Emergency	x		

A.2. EMERGENCY DRILLS:

Type of Emergency Drill	Frequency of Drills		Quality of Drills		
			S	NI	U
Evacuation(s)		Semi-Monthly			
		Monthly			
	x	Annually	x		
Shelter in Place		Semi-Monthly			
		Monthly			
	x	Annually	x		
Fire Drill		Semi-Monthly			
		Monthly			
	x	Annually	x		

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		Semi-Monthly			
		Monthly			
	X	Annually	X		
Technology Arts/Industrial Arts Equipment		Semi-Monthly			
		Monthly			
	X	Annually	X		
Water Supply		Semi-Monthly			
		Monthly			
	X	Annually	X		

A.4. SUMMARY OF HEALTH SCREENINGS:

Screening For	Conducted By	Frequency	
Vision	Janette Aguilar, Neshaminy School District Nurse		Semi-Monthly
			Monthly
		X	Annually
Hearing	Janette Aguilar, Neshaminy School District Nurse		Semi-Monthly
			Monthly
		X	Annually
Dental	Private		Semi-Monthly
			Monthly
			Annually
Physical	Private		Semi-Monthly
			Monthly
			Annually
Tuberculosis	N/A		Semi-Monthly
			Monthly
			Annually
Other: BMI	Barbara McKnight School Nurse		Semi-Monthly
			Monthly
		X	Annually

A.5. SUMMARY OF INOCULATIONS:

Inoculation For	In Grade Level
CONSULT HANDBOOK	

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.	N/A		
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 eyewash stations in required areas.	X		
Automatic external defibrillators available and staff personnel trained to use them.	X		
Panic buttons for dangerous equipment.	N/A		
Provisions for preventing the spread of infectious substances and diseases.	X		
Safety lines in required areas.	X		
Students and the staff wearing eye and ear protection in dangerous areas.	X		
Fire extinguishers available in all areas.	X		
Fire alarm pull stations in all areas.	X		
Evacuation notice and directions posted in all rooms and spaces.	X		
Other: Bleeding control equipment available on both floors	X		

A.7. HEALTH AND SAFETY STAFF:

Type of Health and Safety Personnel	Number	Quality and Adequacy		
		S	NI	U
Certified Nurse	2	x		
Nurse's Assistant	0			
School Security Officer	0			
Local Police Security Officer	1	x		

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school:</i>						
7.1	Regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors.			X		
7.2	Regularly reviews and updates its plans for responding to emergencies and crises.			X		
7.3	Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the school's facilities.			X		
7.4	Conducts drills of its emergency and crisis plans regularly, maintains written records of drills, and based on the outcomes of the drills, assesses the effectiveness of its plans and revises them accordingly.			X		
7.5	Provides appropriate and adequate health care and safety for its students during the school day and makes provisions for appropriate health care and safety at school functions that take place away from the school's premises.			X		

7.6	Provides appropriate training for all staff members on implementing the school's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.			X		
7.7	Has and implements written policies and/or procedural guidelines to manage the storage and administration of student medications.			X		
7.8	Has and implements a system to account for the whereabouts of its students at all times.			X		
7.9	Has and implements policies and/or procedural guidelines for maintaining and sharing medical records and health information of students and members of the staff in compliance with applicable laws.			X		
7.10	Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff.			X		
7.11	Has effective relationships with community organizations that are able to provide appropriate support, advice, and services related to health, safety, and child protection.			X		
7.12	Includes in its educational program and activities opportunities for students to develop knowledge, attitudes, and practices necessary for personal wellness and a healthy lifestyle.			X		
7.13	Has an effective system to control access to the school by visitors and other non-school personnel.				X	
7.14	Implements policies, procedures and/or programs to promote awareness, prevention, and responsiveness to issues related to the social and emotional well-being of the students and staff.			X		
7.15	Provides appropriate and adequate health care and safety for its students and staff in residential boarding, including:					X
7.15.a	Written procedures and functional equipment with which to communicate during fire and other emergencies, to summon assistance, and to evacuate the dormitories.					X
7.15.b	Conducting drills of its emergency and crisis plans regularly and maintaining written records of drills.					X
7.15.c	Provision of appropriate health care and safety for students and dormitory staff residing in dormitories at all times.					X
7.15.d	Provision of appropriate training for all dormitory staff members on implementing the dormitory's emergency and crisis plans, including but not limited to handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.					X
7.15.e	An effective system to control access to the dormitories by visitors and other non-school personnel.					X

INDICATORS OF QUALITY FOR SCHOOLS WITH EARLY CHILDHOOD PROGRAMS

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Health and Safety Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Health and Safety Standard for Accreditation.

D. Implications for PLANNING

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

Holy Family Regional Catholic School has the following significant strengths in meeting this standard:

- Daily coverage in the Nurse's office
- Emergency drills performed monthly
- All fire drills are supervised by Middletown Twp Fire Department
- All intruder/lock down drills are supervised by Middletown Twp Police

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

- There are no areas in need of improvement in meeting this standard.

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.

- | |
|--|
| <ul style="list-style-type: none"> No action steps are needed at this time. |
|--|

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency procedures section of faculty handbook	X
Policies related to health and safety, including:	
<ul style="list-style-type: none"> Emergency/crisis planning and practices 	X
<ul style="list-style-type: none"> Health care for students in school and at school activities 	X
<ul style="list-style-type: none"> Training of the staff for emergencies/crises, handling accidents and illnesses, preventing spread of infectious diseases 	X
<ul style="list-style-type: none"> Storage and administration of student medications 	X
<ul style="list-style-type: none"> Storage of school equipment and supplies 	X
<ul style="list-style-type: none"> Student health records 	X
<ul style="list-style-type: none"> Relationships with community health, safety, and fire agencies 	X
<ul style="list-style-type: none"> Controlling access to the school for visitors and other non-school personnel 	X
<ul style="list-style-type: none"> Quality of drinking water 	X
<ul style="list-style-type: none"> Accounting for the whereabouts of students 	X

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

(Indicators 8.1-8.61)

A. INFORMATION Related to This Standard

SUMMARY OF THE EDUCATIONAL PROGRAM:

TOTAL NUMBER OF INSTRUCTIONAL HOURS PER SEMESTER/YEAR											
Curriculum Area	3 Y r s	4 Yr s.	K	1	2	3	4	5	6	7	8
English/ Language Arts	90	180	513	513	513	426	426	252	252	252	252
Math	90	135	135	135	135	135	135	165	165	165	165
Science	90	36	27	27	27	90	90	132	132	132	132
Social Studies	90	36	27	27	27	78	78	114	114	114	114
Music/Art	90	18	54	54	54	54	54	66	66	66	66
Spanish	90	18	27	27	27	36	36	66	66	66	66
P.E.	90	30	27	27	27	27	27	33	33	33	33
Technology	90	18	18	18	18	27	27	33	33	33	33

X	The instructional hours are reported for one academic year (approximate)
	The instructional hours are reported for one academic semester

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

Committees set forth by the Office of Catholic Education dictate recommended curriculum standards. It is up to individual teachers within Holy Family Regional Catholic School to implement these programs as they best suit the individual student.

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

School procedures and policies ensure that across the grade levels, each individual classroom uses organizational structures that prioritize collaboration within curricular disciplines.

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

The Office of Catholic Education is responsible for setting curricular standards and pacing guides for individual disciplinary classes. It is the teacher's responsibility to assess these curricula and create/teach lessons that value relevance and rigor throughout.

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

Each classroom teacher employs interdisciplinary approaches to ensure that the students' learning environment prioritizes critical and creative thinking skills for use both in and out of the classroom. These skills are prioritized through the use of essential questions, incorporated throughout the curriculum.

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

All students in Grades 1 to 8 employ the use of school-provided chromebooks. Every classroom is equipped with an updated Smart Board. The incorporation of technology helps reinforce student learning and retention as well as allowing each individual teacher to reinforce differentiation strategies that are best conducive for student learning. Students are taught computer skills such as typing, coding, and formatting, as well as Internet privacy and safety.

Students in grades Pre-K and Kindergarten have use of iPads when deemed appropriate for use by the classroom teachers.

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

Across all grade levels, students are able to work in individual, small group and large group settings which promote collaboration and creative thinking skills, while fostering a greater sense of classroom community.

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

Teachers across all grade levels continually assess educational and instructional materials by sharing best practices, sending for sample books, or researching a new series. All recommendations are reviewed by administration and decisions are reached through collaborative efforts.

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

All teachers in the school are encouraged to assess, revise and implement teaching strategies which will benefit their students. This is done through a wide variety of different methods such as formative/summative assessments, classroom observations, and individualized evaluations.

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

The homeroom teacher initiates the process of identifying students who may need to have educational modifications placed upon their learning. The teacher then informs the administration, and with parental consent, refers the student for evaluation by the school counselor. The results of these findings are published in a written report and shared with the parents, teacher and principal.

Catapult Remedial Services are offered to struggling students who meet the qualifications in Reading and Math in grades K-4.

Speech and language services are also offered to students who qualify through the Bucks County Intermediate Unit. These services are offered to students in grades K-8.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school:</i>						
8.1	Has and implements policies and/or procedural guidelines and criteria for regularly reviewing and revising programs of study/courses, developing new programs of study/courses, and eliminating programs of study/courses that are determined to be no longer effective or that no longer contribute effectively to achieving the school's Mission and goals for student learning.			X		
8.2	Publishes for all students and their families an overview of the school's educational program and its programs of study and seeks input as appropriate.			X		
<i>The governing body/owner(s) and leadership ensure that the school's educational program includes:</i>						

8.3	Programs of study that consist of a scope and sequence, knowledge and skills to be learned, expectations for the levels of student learning and performance, instructional methods, and assessment methods.			X		
8.4	Instruction in the subject areas of language arts and literature (including early language development and literacy skills, speaking, writing, and listening communication skills), mathematics, the sciences, social sciences, world languages, visual and performing arts, health, and physical education.			X		
8.5	Instruction in appropriate and effective uses of information technology for learning and teaching and provides opportunities for application of knowledge and skills learned.			X		
8.6	Experiences that promote students' critical thinking, reasoning, problem-solving skills, study skills, and the transfer of learning to other curricular areas and real-life issues.			X		
8.7	Opportunities for students to develop social skills, such as self-control and a sense of individual and group responsibility in interactions with adults and peers.			X		
8.8	Opportunities that promote global awareness and understanding of diverse cultures and lifestyles.		X			
<i>The governing body(s) and leadership ensure that the school's educational program:</i>						
8.9	Is delivered using documented curriculum guides that are current, functional, available to and used by teachers, and that reflect current research and proven practices.			X		
8.10	Defines expected outcomes for student learning and performance in terms of knowledge, understandings, attitudes, skills, and habits to be demonstrated.			X		
8.11	Expresses expected student learning outcomes in terms that can be understood by the students.			X		
8.12	Is delivered in a variety of learning settings (e.g., individual, small group, large group).			X		
8.13	Considers the ages, cultures, and varying levels of ability of students when setting levels of expected student learning and performance and ensures students are prepared for a successful transition to the next educational level.			X		
8.14	Is articulated both horizontally and vertically and coordinated among all levels of the school.			X		

Indicator of Quality		1	2	3	4	N/A
<i>The governing body(s) and leadership ensure that the school's early childhood educational program:</i>						
8.15	Considers as part of its educational program, everything that happens during the day, including while children play and explore, eat, interact, toilet, take walks or field trips, engage in planned experiences, and are involved in transitions such as arrival, clean-up, and departure.				X	

8.16	Supports language development.				X	
8.17	Provides a balance of opportunities for mastery and challenge.			X		
8.18	Includes activities that are designed to prompt exploration, support growing independence, and minimize disruptions/distractions.			X		
8.19	Includes age- and content-appropriate interest activities in all classrooms.			X		
8.20	Treats all spaces in the school in which students may be present as part of the learning environment.			X		
8.21	Supports positive interactions between peers that are developmentally appropriate.			X		
<i>The governing body and leadership ensure that the school's early childhood educational program provides:</i>						
8.22	An integrated approach to children's social, emotional, physical, cognitive, and language development.			X		
8.23	A good balance of child-initiated and teacher-initiated activities in the daily plan.			X		
8.24	Individualized instruction for infants and young toddlers primarily and, as appropriate, activities in small groups.			X		
8.25	A balance of quiet and active times and flexibly incorporates learners' natural routines into the rhythm of the day.			X		
8.26	Daily indoor and outdoor play with a balance between large-muscle and small-muscle as well as organized and unstructured experiences.			X		
8.27	Development of early language and literacy skills through interactive activities, such as: conversation, storytelling, singing, poetry, finger plays, games, puppets, pretend play, shared reading of picture books, and other meaningful learning experiences.			X		
8.28	Opportunities for increasing independence in use of materials and equipment and in self-care.				X	
8.29	Structured and unstructured opportunities for children's active involvement with people and materials.			X		
8.30	Spontaneous learning and activities that build on children's repertoires and curiosity.			X		
8.31	Learning areas designed for individual and group exploration and growth that support challenge and consolidation in the relevant domains of development.			X		
8.32	Materials for gross and fine motor activities.			X		
8.33	Developmentally appropriate learning resources for outdoor activities.			X		
8.34	Daily opportunities for creative expression.			X		
8.35	A variety of books that are accessible to all age groups every day.			X		

Indicators of Quality for schools with elementary school programs

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

Indicators of Quality for schools with middle school programs

These Indicators do not apply to our school.						
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Indicator of Quality		1	2	3	4	N/A
<i>The governing body(s) and leadership ensure that the school's middle-level educational program:</i>						
8.41	Provides activities and experiences that assist early adolescents in identifying their aptitudes and interests.			X		
8.42	Provides experiences that prepare students for successful transition to the secondary school setting.			X		

Indicators of Quality for schools with secondary school programs

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that the school's secondary-level educational program provides:</i>						
8.43	Students with the knowledge, skills, and habits of mind required for college and career readiness.			X		
8.44	Experiences that prepare students for successful transition to postsecondary education and/or the world of work.					X
8.45	Students with opportunities to apply the knowledge, skills, and habits they have learned to real-life issues and problems.					X

Indicators of Quality for faith-based schools

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Educational Program Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Educational Program Standard for Accreditation.

D. Implications for PLANNING

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

- All indicators in this standard reflect the strengths of the school.

List the school's areas in need of improvement in meeting the Educational Program Standard.

- No areas in need of significant improvement at this time.

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.

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of this Standard

Evidence	School
Data and information from interviews/surveys	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program, including: <i>The following are available on the archdiocese website: aopelementary.org</i>	
• Components of the curriculum (curriculum areas) to be taught as 1) required and 2) electives	
• Scope and sequence for curriculum areas	
• Expected outcomes for curriculum areas	
• Developing, reviewing, revising curriculum	
• Supervision of curriculum delivery and instruction	
• Requirements for graduation/completion	
• Standards for instructional materials	
• Identifying, reviewing, evaluating, and replacing instructional materials	
• Responding to challenges to the appropriateness of curriculum/instructional materials	
• Budgeting for curriculum/instructional materials	State of PA:NPIS

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

(Indicators 9.1-9.15)

A. INFORMATION Related to this Standard

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

B. Self-Assessment to Adherence to the INDICATORS OF QUALITY

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

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

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

Indicator for Quality for schools with early childhood programs

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

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

Indicators of Quality for faith-based schools

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Assessment and Evidence Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Assessment and Evidence Standard for Accreditation.

D. Implications for PLANNING

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

- Teachers consistently track and monitor student growth on a yearly basis.

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

- No areas of improvement are needed at this time.

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.

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Example of student transcript	X
Example student report card	X

STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

A. INFORMATION Related to This Standard

A.1. Student Services Staff:

Type of Student Services Personnel	Provided by		Adequacy of Type and Number		
			S	NI	U
Guidance and Counseling Services		School Staff			
	X	Outsourced	X		
Special Education Services	X	School Staff	X		
		Outsourced			
Instructional Aides	X	School Staff	X		
		Outsourced			
Food Services		School Staff	X		
	X	Outsourced			
Transportation Services		School Staff	X		
	X	Outsourced			
Admissions	X	School Staff	X		
		Outsourced			
Other (<i>Describe</i>): Classroom Aides	X	School Staff	X		
		Outsourced			
Other: CARES	X	School Staff	X		
		Outsourced			
Other (<i>Describe</i>): Catapult Services		School Staff	X		
	X	Outsourced			
Other (<i>Describe</i>): Health Services	X	School Staff	X		

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

There are no areas in need of improvements or corrective action at this time.

A.2. Student Services

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

The counselor is on-site three days a week. The counselor is available for student observations, teacher support, and academic screening as requested by the family and teacher.

Describe the special education services provided.

Holy Family Regional Catholic School has two resource room teachers that provide learning support to students with diagnosed learning needs in grades K-8.

Describe the use of instructional aides in the school.

In grades PK-K, Holy Family has classroom aides who are paid by the school. In grades 1-5, there are instructional aides who are contracted through Catapult. These aides assist teachers in instructional activities and preparation.

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

Our food service is provided by Nutritional Development Services. Families have the opportunity to order breakfast and lunch 5 days a week.

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

Students travel to and from school by parent transportation or bussing from Neshaminy School District, Bristol Township School District, Council Rock School District, Bensalem School District and Pennsbury School District.

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

Holy Family Regional Catholic School offers Open Houses and shadow days for new/prospective students to tour the school building, meet teachers and to experience a typical school day.

Describe the school's admission practices.

Our Enrollment Director oversees the entire process, from the initial call of interest to the actual enrollment of the student. All of our admissions guidelines can be found at our website.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT SERVICES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure the school provides student services that:</i>						
10.1	Address developing students' academic and social skills, personal attributes, and career awareness and planning skills.			X		
10.2	Are the shared responsibility of the school's counselors, leadership, teachers, and other staff members.			X		
10.3	Address students' emotional and social needs as well as academic needs.			X		
10.4	Use the results of assessing student learning to identify the need to provide additional services or revise/eliminate current services.			X		
10.5	Extend into and support services provided by community agencies.			X		
10.6	Are documented by maintaining appropriate records, including student data that are current, comprehensive, and readily available for use by the staff.			X		
10.7	Use the results of follow-up studies of graduates and other former students to help determine the effectiveness of the school's educational program and student services.					X
10.8	Include an orientation program for new students and their families to share the school's Mission, educational program, services, policies, and expectations.			X		
10.9	Make available to students' families information about child development and learning.			X		

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

Indicators of Quality for faith-based schools

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Student Services Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Student Services Standard for Accreditation.

D. Implications for PLANNING

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

- All indicators in this standard reflect the strengths of the school.

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

- No area is in need of improvement in meeting the Student Services Standard.

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.

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Admissions criteria (if applicable)	X
Description of guidance and counseling services available	X
Examples of recruiting and marketing materials	X

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

(Indicators 11.1-11.19)

A. INFORMATION Related to This Standard

A.1. NON-ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Number of Students Participating	Adequacy and Quality of the Activity		
		S	NI	U
Student Council	22	x		
Safety Patrol	18	x		
Yearbook Committee	12	x		
Art Club	15	x		
Comic Book Club	15	x		
LEGO Club	18	x		
Book Club	7	x		
Chess Club	10	x		
Piano Lessons	12	x		
Altar Servers • Liturgical Readers Children’s Choir • Cantors/Leaders of Song • Morning Leaders of Prayer	100	x		

A.2. ATHLETIC STUDENT ACTIVITIES.

Type of Student Activity	Available for		Number of Students Participating	Adequacy and Quality of the Activity		
	Boys	Girls		S	NI	U
Flag Football	x	x	30	x		
Running Club	x	x	22	x		
Hawk Walk	x	x	300	x		
Volleyball Afternoon	x	x	15	x		
World Cup Soccer Club	x	x	30	x		

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that:</i>						
11.1	All students are offered opportunities through student experiences to build their skills in handling responsibility, taking initiative, leadership, cooperation, and self-direction.			X		
11.2	The school provides non-discriminatory student experiences that are age- and developmentally appropriate and that supplement and enhance the school's educational program.			X		
11.3	Activities are varied, developmentally appropriate, and enhance the educational program.			X		
11.4	Students, the staff, families, and the community are provided with appropriate opportunities to offer input regarding the school's student activities.			X		
11.5	Staff members, parents, and other volunteers who lead student activities are approved by the school's leadership, suitably qualified, and provide appropriate supervision to students.			X		
11.6	The school recognizes student accomplishments, contributions, and responsibilities in meaningful ways.				X	
11.7	Interactions among the students, staff, and volunteers are characterized by respect, fairness, and understanding.				X	
11.8	Students and staff understand and abide by the school's Code of Conduct.			X		
11.9	An understanding and acceptance of the high expectations the school holds for learning and citizenship.			X		
11.10	Students and staff have a sense of being trusted, supported, and recognized for their accomplishments and contributions.			X		
11.11	Staff and students have pride in their school.			X		
11.12	Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.				X	

Indicator of Quality for faith-based schools

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Student Life and Student Activities Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Student Life and Student Activities Standard for Accreditation.

D. Implications for PLANNING

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

- A variety of opportunities are offered for students to learn the values of teamwork, individual and group responsibility, physical strength and endurance.

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

- Offerings in more grade levels consistently.

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.

- Comprehensive list of offerings with target dates established at the beginning of the school year.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Policies related to student life and student activities	In Handbook

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

(Indicators 12.1-12.15)

A. INFORMATION Related to This Standard

A.1. INFORMATION RESOURCES:

Type of Information Resource (list specific resources and add/delete rows as needed)	Quality and Adequacy of Resource		
	S	NI	U
Print Resources:			
Yearbook	x		
Family Handbook	x		
Online Subscriptions & Software:			
Computer Resources (desktops, laptops, computer labs, tablets, etc):			
See listing of inventory	x		
Other Instructional Technology Resources (LCD projectors, wireless classrooms, video cameras, smart boards, etc):			
See listing of inventory	x		
Wireless access points in every classroom (31)	x		

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

All areas in the information resources are satisfactory.
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A.2. FACILITIES FOR INFORMATION RESOURCES:

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

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.

Information Resources Center is pending upgraded furnishings and manipulatives on order. Electrical improvements in progress - 1st floor. Electrical improvements science lab completed 2022.

A.3. INFORMATION RESOURCES STAFF:

Type of Information Resources Personnel	Number	Adequacy of Type and Number		
		S	NI	U
Credentialed Information Resources Personnel (library, media center)				
Information Resources Support Personnel (library, media center)				
Technology Support	1	x		
Other: Archdiocesan Tech Support	3			
Other:				
Other:				

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.

All areas in the information resources are satisfactory.

B. Self-Assessment of Adherence to the INDICATORS OF QUALITY

INFORMATION RESOURCES STANDARD FOR ACCREDITATION

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

Indicators of Quality for all schools

Indicator of Quality		1	2	3	4	N/A
<i>The governing body/owner(s) and leadership ensure that:</i>						
12.1	The school has and implements written policies and/or procedural guidelines for the ethical and appropriate use for acquiring information and using information resources.			X		
12.2	Members of the staff and students are provided with appropriate opportunities to offer input into the types, quality, and format of the information resources provided.			X		
12.3	Members of the staff and students are provided with training for the appropriate, ethical, and most effective uses of the information resources.			X		
<i>The governing body/owner(s) and leadership ensure that information resources are:</i>						
12.4	Age- and developmentally-appropriate.			X		
12.5	Properly organized and maintained for ready access and use by students and the staff.			X		
12.6	Reviewed periodically for relevancy, currency, and alignment with the school's curricula and instructional program.			X		
12.7	Appropriately supported with funding from the school's budget.			X		
12.8	Managed by members of the staff who are sufficient in number and appropriately qualified to provide effective services to students and the staff.			X		
12.9	Supportive of the school's plan for growth and improvement of student performance.			X		

Indicators of Quality for schools with early childhood programs

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

C. Self-Assessment of Adherence to the STANDARD FOR ACCREDITATION

X	Our self-assessment is that our school MEETS the Information Resources Standard for Accreditation.
	Our self-assessment is that our school DOES NOT MEET the Information Resources Standard for Accreditation.

D. Implications for PLANNING

List the school's strengths in meeting the Information Resources Standard.

- The ongoing acquisition of resources to maintain rigorous and relevant student growth is one of the greatest strengths of the school.

List the school's areas in need of improvement in meeting the Information Resources Standard.

- No areas are in need of significant improvement at this time.

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

- No action is needed at this time.

E. EVIDENCE to Support the Assessment of This Standard

Evidence	School
The information resources and technology plan(s)	X
Budget for information resources and technology	See Operating Budget
Information skills curriculum	Upon Request
Information resources and technology orientation for the staff	X
Policies related to information resources and technology, including:	
<ul style="list-style-type: none"> ● Acceptable use of technology by students and the staff 	X
<ul style="list-style-type: none"> ● Responding to challenges regarding the appropriateness of information resources 	Upon Request
<ul style="list-style-type: none"> ● Maintaining an inventory of information resources and technology 	X
<ul style="list-style-type: none"> ● Security of information resources and technology 	X
Technology Professional Development	X

THE PLAN FOR GROWTH AND IMPROVEMENT

STUDENT PERFORMANCE OBJECTIVES AND ACTION PLANS

The completion of the **Self-Assessment of Adherence to the Indicators of Quality for Curriculum, Instruction, and Assessment** section, including the accompanying survey, is optional. MSA recommends the completion of this section for any academic subjects the school is using as a Student Performance Objective. The indicators, as well as, the questions in the Root Cause Analysis area will help the school as it prepares Action Plans for the Student Performance Objectives.

Student Performance Objective #1:

To help students in grades 3-8 develop their critical and mathematical ability

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

1. By the year 2030, Holy Family Regional Catholic School students will demonstrate improved critical and mathematical ability as evidenced by:
 - a. The percentage of students in grades 3-8 scoring below grade level will decrease by 2%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of Chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades
 - b. The percentage of students in grades 3-8 scoring at grade level will increase by 10%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades
 - c. The percentage of students in grades 3-8 scoring above grade level will increase by 5%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades

Action Plan for Student Performance Objective

ACTION PLAN					
Objective: To help students in grades 3-8 develop their critical and mathematical ability					
Strategy #1: To use appropriate teaching techniques					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Improve teachers' efficiency in delivery of content	Teachers/ Administrators	7 years	Attend trainings /professional developments/ create math committee	Knowledge and teaching techniques developed	In Progress
Consistent use of math terminology	School/Home	7 years	Word Wall	Accurate application of terms used in daily lessons	In Progress
Develop PASS (Peer Assisted Study Sessions)	Math teachers/ students	7 years	Supervision by middle school and honors math teachers/ appropriate instructional materials	Improve math performance of students	Not Started
Strategy #2: To regularly monitor and assess skills to measure student progress					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Monitor growth on grade-appropriate Basic Facts Timed Tests	Teachers	7 years	Basic Facts Timed tests	Show 10% increase from first time to last time taken	In Progress

Understanding real-world math applications	School/ Home	7 years	Math Professional Developments /IXL	5% increase in time, money and measurement skills	In Progress
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Who participated in developing the action plan for Student Performance Objective?

Name	Role in the School ²
Jessica Yanette	Honors Math Teacher, Internal Coordinator
Meredith Konen	Middle School Math Teacher
Melanie Coles	5th Grade Teacher

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

Holy Family Regional Catholic School incorporates technology to supplement math content to reach all learning styles. One area in need of improvement is to focus on the basic math skills in order to succeed in the higher-order and critical thinking aspects.

Student Performance Objective #2:

Students will demonstrate Christian values and behavior that fosters a positive learning environment.

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

1. By 2030, students at Holy Family Regional Catholic School will demonstrate Christian values and behavior that fosters a positive learning environment:
 - a. The percentage of students in grades 4-8 receiving a detention will decrease 25%
 - i. Baseline Year: 2020-2021

² For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

- ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended
- b. The percentage of students in grades 4-8 promoting positive behavior will increase 25%
 - i. Baseline Year: 2020-2021
 - ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended
- c. The percentage of students in grades 4-8 receiving infractions will decrease 15%
 - i. Baseline Year: 2020-2021
 - ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended

Action Plan for Student Performance Objective #2:

ACTION PLAN					
Objective: Students will demonstrate Christian values and behavior that fosters a positive learning environment					
Strategy #1: To develop and implement a new code of conduct for grades 4-8					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Consistent tracking system	Teachers/ Admin	7 years	FACTS	Daily digital record-keeping of student behavior	Not Started
Research other schools' codes of conduct	Teachers/ Admin	7 years	Internet/ Peers/ Regional handbooks	Establish a completed code of conduct	Not Started
Develop a Student Support Team/ mentoring program	Faculty	7 years	Prof. Dev. by qualified and experienced individual	15% less infractions	In progress

Strategy #2: 1. To create a positive learning environment					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Increase on task behaviors	Teachers/ Home	7 years	Prof. Dev.	Teacher observation/ A percent increase students on task through random check-ins from Student Support Team	Not Started
Coping/Calming strategies/SEL	Teachers	7 years	Prof. Dev./ In-house school psychologist/ counselor	A 20% decrease in detentions	Not Started
Create a “caught being good” program/ “ Virtue of the Month”/ PBIS and Positive School Motto*	Teachers / Students	7 years	Internet/ Monetary funds for training and positive rewards	A 25% increase in positive student behavior	Not Started

- Develop student committee to assist with creation of positive school motto. Invite current 8th grade to committee to develop PBIS as part of their legacy (ex: CARES: cooperation, accountability, respect, empathy, safety). Use motto as the matrix for PBIS.
- Occurrence based program with a parent meeting after 3 occurrences and disciplinary action if escalation in behavior issues results

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

Name	Role in the School ³
Holy Family Regional Catholic School's Faculty	Teachers

ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

Organizational Capacity Objective:

By the year 2030, Holy Family Regional Catholic School will improve engagement in our community.

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

By the year 2030, Holy Family Regional Catholic School will improve engagement in our community as measured by:

- a. An increase in enrollment for grades PK3- 8
 - i. Baseline Year: 2021-2022
 - ii. Baseline: 300
 - iii. 5% enrollment increase
- b. An increase in donors and amount of online giving
 - i. Baseline Year: 2021-2022
 - ii. Baseline: \$194,812
 - iii. 25% increase of number of donors
- c. An increase in Instagram followers
 - i. Baseline Year: 2021-2022
 - ii. Baseline: 425
 - iii. 25% increase Instagram followers

³ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

Action Plan for Organizational Capacity Objective

ACTION PLAN					
Objective: By the year 2030, Holy Family Regional Catholic School will improve engagement in our community.					
Strategy #1: An increase in enrollment for grades PK 3- 8					
Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Provide prospective families with an easy and informative enrollment process	Enrollment Director	7 years	Infographics explaining how enrollment works at HFRCS/Any relevant information to give families when considering HFRCS/ "Welcoming Plan"	Positive feedback regarding on the yearly New Family Survey sent out in September	In Progress
Increase number of online searches that lead HFRCS landing page	Enrollment Director	7 years	Knowledge of and ability to claim online search engine profiles such as Google My Business and Niche	An increase in the visits to hfrcs.org from an average of 182 daily unique visitors (Feb. 2023) to 200.	In Progress
Ensure prospective families receive an engaging and informative tour of HFRCS	Enrollment Director	7 years	Classroom, curriculum, and day to day knowledge. Financial Aid information on hand for families.	Obtaining 5 new applications for every 20 tours given	In Progress
Focus on full enrollment for PK and Kindergarten Classrooms	Enrollment Director	7 years	Events geared toward PK and kindergarten	A full PK program, indicated by	In Progress

			families including a specific Open House, PK meet and greet days, etc.	2 PK 4 classrooms and 1 PK 3 classroom, and 2 full kindergarten classes	
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Strategy #2: Increase in donors and amount of online giving

Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Provide donors with a multitude of ways to make a donation online	Advancement, Business Manager	7 years	Create accounts for online giving platforms such as Venmo, Parish Giving, PayPal Etc.	An increase of 50% in years 1-3; an increase of 75% in years 4-5; an increase of 100% by year 7.	In Progress
Create new fundraisers to engage donors in online giving and attention to hfrcs.org	Advancement, Marketing	7 years	Ability to brainstorm successful fundraising efforts	Increase in visits to hfrcs.org which lead to online donations.	In Progress

Strategy #3: An increase in Instagram followers

Action Step	Person(s)/ Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Engage with prospective and current families using HFRCS Instagram account	Enrollment, Marketing	7 years	Knowledge on social media analytics and use of graphic design platforms such as Canva, as well as an understanding of social media	Increase of the number of followers by 15% yearly, using 432 as a base number.	In Progress

			trends and effective content		
Provide Instagram with evergreen content about HFRCS to give anyone who views our profiles a baseline knowledge of HFRCS	Enrollment, Marketing	7 years	Knowledge on social media analytics and use of Canva and an understanding of social media trends and effective content	Increase the accounts reached on evergreen content to an average of 300.	In Progress

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

Name	Role in the School⁴
Mary Ann Conway	Advancement Director
Regan Downey	Enrollment and Marketing Director

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

One area of improvement is to maintain a consistent social media presence.

⁴ For example, student, teacher, parent, administrator, central office staff, governing body, community member, etc.

TECHNICAL REVIEW



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

Date of Review	December 20, 2022, January 9, 2023
School Name	Holy Family Regional Catholic School
School Code	1195PA
Review Number	2
Staff Reviewer	Dr. Mary Burke, Associate Vice President, Accreditation
Projected Visit Dates	3/20/2023 – 3/23/2023
Protocol	Excellence by Design

Next Steps:

X	Objectives are approved as submitted. This approval denotes that the objective(s) meet the technical criteria. Please include this document, objectives, and Action Plans as an appendix of your self-study. The Visiting Team will conduct the Second Level of Review (see the <i>Guide for Self-Study and Accreditation</i> for the criteria) during the Team’s visit.
	Minor modifications recommended.
	Modifications required. Please make changes and resubmit as soon as possible.
	Call Dr. Mary Burke at (609) 841-7277 or email at mburke@msa-cess.org to discuss.

NOTE:

Review #1: I did the technical review of the objectives as you submitted them. There are some data modifications necessary for me to approve them. Please read through my report. You may simply make the modifications and resubmit your updates. If you have any questions and want to chat about it, please let me know. I am here to help...Mary

Review #2: Congratulations! Your Objectives have been approved. Include this document, your objectives and Action Plans as an appendix in your self-study. The Visiting Team will conduct their review.

FOUNDATION DOCUMENTS

Mission of School

Holy Family Regional Catholic School
is a Christ-centered community
which strives each day to inspire faith,
challenge young minds
and nurture the whole child.
Our mission, in collaboration
with parents and guardians,
is to prepare intellectually curious,
lifelong learners who live out their Catholic
faith by following Jesus' example
of love, service, and compassion.

Belief Statements

(Core Values)

We believe that:

- Our Catholic Christian values permeate our school and all subject areas.
- Our students will develop a love and knowledge of God through the sacraments and the teachings of the Catholic Church.
- Mass attendance, prayer and other liturgical activities enrich the lives of everyone in our school community.
- Our school provides an academically excellent education empowering students to develop their unique spiritual, intellectual, physical, emotional, and cultural potential.
- Our school is a physically and emotionally safe place where every individual is welcomed, loved, respected, and appreciated.
- Peer abuse (also referred to as bullying) is inappropriate and unacceptable in our school.
- Educating our children is the shared responsibility of teachers, parents, and the entire school community. Parental involvement and consistent, respectful communication between home and school are essential for a child to thrive.
- Our Code of Conduct guides the students in making age-appropriate decisions. Parental support of this Code, including consequences for poor choices, is essential for personal growth and the good order of the school.
- The school, in collaboration with parents, assists in the formation of a student's

character as they experience life's successes and challenges.

- We seek to form lifelong learners who endeavor to use their God-given gifts in service to others and their communities.

Profile of a Graduate

The School's Profile of our Eighth Grade Graduate is:

Inspires Faith

- Models Catholic Christian values including respect for others and self.
- Has developed a strong principled foundation rooted in the teachings of the Catholic Church.
- Maintains a strong Catholic identity by attending Mass weekly and participating in the sacraments.
- Takes a moral stance in witnessing to the Catholic faith in word and action, according to God's will.
- Continues to grow and expand their knowledge of their Catholic faith.
- Serves others by being a compassionate and thoughtful individual who values and respects all people in their community and beyond.

Challenges Young Minds

- Is well prepared and academically competent to be successful in all future endeavors.
- Demonstrates critical thinking skills for problem solving-in and out of the classroom.
- Has acquired time management skills and possesses the ability to create a balance in all areas of life: family, academic, extracurricular, and social.
- Communicates effectively and works collaboratively with others, including peers as well as adults.
- Reads and comprehends grade appropriate material and can articulate an informed view.
- Uses all mediums of technology in a positive manner to enhance learning as shown in 21st Century Teaching and Learning Skills.
- Demonstrates the qualities of an upstanding digital citizen.
- Understands their own individual learning needs and style and self-advocates these needs and styles to their instructors.
- Extends and refines their knowledge so that they can analyze and solve problems and create solutions in real world situations.

Nurtures the Whole Child

- Possesses the confidence to be an active witness to their faith and be socially responsible members of the Church.
- Recognizes that all individual's talents and gifts are seen as significant in building up the community as a whole.
- Has learned to deal appropriately with life's successes and challenges, joys, and disappointments.
- Has sufficiently matured to recognize that service to others brings deeper joy and peace than self-serving action.

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 the objectives focus on growing and improving areas of student performance and/or organizational capacity, as expressed in the school's Foundation Documents?	X	
Comments:			



Technical Review of Objectives

Objective #1: As submitted by the school:

1. By the year 2030, Holy Family Regional Catholic School students will demonstrate improved critical and mathematical ability as evidenced by:
 - a. The percentage of students in grades 3-7 scoring below grade level will decrease by 2%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of Chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades
 - b. The percentage of students in grades 3-7 scoring at grade level will increase 10%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades
 - c. The percentage of students in grades 3-7 scoring above grade level will increase by 5%
 - i. Baseline Year: 2021-2022
 - ii. Baseline: Savvas Basic Facts Timed tests taken periodically, Savvas end of chapter tests, TerraNova Math subcategories scores: Geometry/ Spatial Sense, Measurement, and Computation and Estimation and final report card grades

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments: Baseline data is 2023-2024, therefore it is not derived from the self-study or standards in 2021-2022. Review #2: Corrected baseline year.			

Yes	No

2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments: Grades levels included in this objective were not reported. Review #2: Grade levels reported as Gr. 3-7			

		Yes	No
3	Does the objective have an impact om the Profile of a Graduate?	X	
Comments:			

		Yes	No
4	Does the objective comply with the following:		
	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment	X	
	Are periodic benchmarks that will be used to measure achievement of the objective?	X*	

Comments:

Review #1:

- The actual baseline data with collection year are not included.
- Benchmarks are not defined. Are the benchmark data used to measure achievement of the objective annually, bi-annually, quarterly or at the beginning of 2023 and then again in 2030? Please clarify.

Review #2:

- The actual baseline data with collection year was collected and approved.
- Benchmarks are not defined. Are the benchmark data used to measure achievement of the objective annually, bi-annually, quarterly or at the beginning of 2023 and then again in 2030? Please clarify by putting the collection increment within the objective.

		Yes	No
5	Are disaggregated data included where appropriate?		X
Comments:			

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Comments:			

Suggestions for Revising Objective:

Objective #2: As submitted by the school:

2. By 2030, students at Holy Family Regional Catholic School will demonstrate Christian values and behavior that fosters a positive learning environment:

- a. The percentage of students in grades 4-8 receiving a detention will decrease 25%
 - i. Baseline Year: 2020-2021
 - ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended
- b. The percentage of students in grades 4-8 promoting positive behavior will increase 25%
 - i. Baseline Year: 2020-2021
 - ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended
- c. The percentage of students in grades 4-8 receiving infractions will decrease 15%
 - i. Baseline Year: 2020-2021
 - ii. Baseline: FACTS Behavior Reports monitored each trimester and apply Restorative Practices from professional developments attended

Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments: Baseline data is 2023-2024, therefore it is not derived from the self-study or standards in 2021-2022. Review #2: Baseline data was collected in 2020-2021.			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments: Grades levels included in this objective were not reported. Review #2: The Grade levels measured are Gr. 4-8.			

		Yes	No
3	Does the objective have an impact on the Profile of a Graduate?	X	
Comments:			

		Yes	No
4	Does the objective comply with the following:		
	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment?	X	
	Are periodic benchmarks that will be used to measure achievement of the objective?	X	
Comments:			
Review #1:			
<ul style="list-style-type: none"> The actual baseline data with collection year are not included. Benchmarks are not defined. Are the benchmark data used to measure achievement of the objective annually, bi-annually, quarterly or at the beginning of 2023 and then again in 2030? Please clarify. 			
Review #2: Corrections to baseline data and benchmarks clarified.			

		Yes	No
5	Are disaggregated data included where appropriate?		X
Comments:			

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X*	
Comments: All assessments appear to be internal. Clarify.			

Suggestions for Revising Objective:

Objective #3: As submitted by the school:

1. By the year 2030, Holy Family Regional Catholic School will improve engagement in our community as measured by:

- a. An increase in enrollment for grades PK3- 8
 - i. Baseline Year: 2021-2022
 - ii. Baseline: 300
 - iii. 5% enrollment increase
- b. An increase in donors and amount of online giving
 - i. Baseline Year: 2021-2022
 - ii. Baseline: \$194,812
 - iii. 25% increase of number of donors
- c. An increase in Instagram followers
 - i. Baseline Year: 2021-2022
 - ii. Baseline: 425
 - iii. 25% increase Instagram followers

- Enrollment, Donors and Social Media followers will be monitored quarterly

Technical Review Criteria

		Yes	No
1	Is the objective stated derived from the findings of the Self-Study analysis of Student Performance data or results of the self-assessment of the Standards?	X	
Comments: Baseline data is 2023-2024, therefore it is not derived from the self-study or standards in 2021-2022. Review #2: Baseline date now 2020-2021.			

		Yes	No
2	Does the objective address expectations for as many of the school's students as possible?	X	
Comments: Grades levels included in this objective were not reported. Review #2: Grade levels reported PK3-8.			

		Yes	No
3	Does the objective have an impact om the Profile of a Graduate?	X	
Comments:			

		Yes	No
4	Does the objective comply with the following:		

		Yes	No
	Is the realization of the objective stated as seven years from the year of the team's visit?	X	
	Have multiple measures been identified to determine achievement of the objective?	X	
	Are baseline data and collection year included for each assessment?	X	
	Is a challenging and appropriate end goal set for each assessment?	X	
	Are periodic benchmarks that will be used to measure achievement of the objective?	X	
Comments: <ul style="list-style-type: none"> The actual baseline data with collection year are not included. Benchmarks are not defined. Are the benchmark data used to measure achievement of the objective annually, bi-annually, quarterly or at the beginning of 2023 and then again in 2030? Please clarify. 			
Review #2: Baseline and benchmarks included.			

		Yes	No
5	Are disaggregated data included where appropriate?		X
Comments:			

		Yes	No
6	Is the objective measured by both external and internal assessments when appropriate and available?	X	
Consider clarification of the internal and external assessments.			

Suggestions for Revising Objective: