

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

EXCELLENCE BY DESIGN

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and
Schools

Holy Family Regional Catholic School
Levittown, PA

DATES OF TEAM VISIT
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INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 100 years, the Association has provided leadership in educational quality and school improvement for its member schools in Delaware, the District of Columbia, Maryland, New Jersey, Pennsylvania, Puerto Rico, the U.S. Virgin Islands, and in schools in Europe, the Middle East, the subcontinent of Asia, and Africa.

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

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

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

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

performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of representatives from the school's community stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

What Is Excellence?

In his book *Good to Great*¹, author Jim Collins posits that the transformation from being good to being great is a process of buildup followed by breakthrough. This process consists of three broad stages:

- Getting disciplined people into the organization;
- Getting the disciplined people to use disciplined thought; and
- Getting the disciplined people to take disciplined actions.

Collins goes on to say:

“...[I] believe that it is no harder to build something great than to build something good. It might be statistically more *rare* to reach greatness, but it does not require more suffering than perpetuating mediocrity.”²

Collins states that seeking greatness requires passion—“doing something you care that much about, and you believe in its purpose deeply enough, [that] it is impossible to imagine *not* trying to make it great.”³

¹ Jim Collins. *Good to Great: Why Some Companies Make the Leap...And Others Don't.* (2001). New York: Harper Business.

² Collins, p. 205

In summary, the purpose of the *Excellence by Design* protocol is to assist and provide guidance to those educators who believe passionately in the need to create a better future for their students and seek a framework and a process to make that happen.

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

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

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

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the

³ Collins, p. 208

school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

Introduction

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

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

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

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

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the

implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the plan for growth and improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

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

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

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

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

A. Internal Coordinators

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

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

The Visiting Team observed:

- that the Internal Coordinators provided the leadership for the communication, motivation and scheduling for the self-study.

The Visiting Team recommends:

- that the Internal Coordinators continue to provide energy, enthusiasm, and expertise as the implementation of the Plan for Growth and Improvement moves forward.

B. The Planning Team⁴

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission
- Develop a set of beliefs to serve as the ethical code for the institution
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.

⁴ It is important to note that, although the *Excellence by Design* protocol calls this stakeholder group a Planning Team, what the school calls this group is not important. Its purpose, composition, operation, and results are what is key. What the protocol requires for accreditation is that this group meets the letter and spirit of the requirements for a Planning Team without regard to what it is called. In many schools, an improvement team already exists and includes the required stakeholders, so it makes sense for the school to continue that organization with any adjustments necessary to meet the requirements of the *ExBD* protocol. This same principle applies to all requirements of the protocol. It is less important what elements and products of the process are called than it is that the school meets the intentions and results of the requirements.

- Identify the areas of student performance that are the priorities for growth and improvement
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans
- Conduct a periodic review of the progress being made to achieving the objectives

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

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

The Visiting Team observed:

- that the Planning Team focused as a cohesive whole to create a vision for the school's future.
- that the Planning Team itself reflects diversity by including representatives from Governance and Leadership, the faculty, the parents, and education and business leaders from the community.

The Visiting Team recommends:

- that the Planning Team creates a specific time-line and assign representatives to fulfill the plan for implementation.

C. Role of the School's Leadership and Governance

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

and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed:

- that the school's Leadership and Governance participated in the self-study process by completing surveys and serving on the planning team.
- that the assistant principal served as one of the Internal Coordinators.
- that the Internal Coordinators were given release time and support from the school community according to area of expertise.

The Visiting Team recommends:

- that the leadership continue to foster a productive environment for teaching and learning.

D. The Plan for Institutionalizing a Planning Ethic

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

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

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique mission, beliefs, profile of graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community

is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

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

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

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

The Visiting Team observed:

- that the school has identified the positions that will monitor implementation of the action plan as noted in the self-study.
- that the school will take steps to ensure 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 plan.

The Visiting Team recommends:

- that the faculty and school community pursue its plans to celebrate the accomplishment of its objectives.

E. The Plan for Communication and Awareness

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

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

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

The Visiting Team observed:

- that the school's website, newsletter and home and school meetings provide information for all of the stakeholders.
- that the school has successful methods of communicating the Plan for Growth and Improvement to the community of stakeholders.

The Visiting Team recommends:

- that the school continue to provide varied opportunities for input and participation in implementing the Plan for Growth and Improvement.

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

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and "evergreen" process. It is expected and required that the Plan for

Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

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

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

The Visiting Team observed:

- that the leadership of the school and planning team are responsible for conducting periodic reviews of the plan for growth and improvement.
- that reviews will be done at least twice annually in October and April.
- that discussion among planning team members will determine the need for revision.

The Visiting Team recommends:

- that the school identify who will be responsible for ensuring that the assessments for each objective will be administered, in order to successfully complete the objectives.
- that the school determine how the information and data obtained will be collected, analyzed and reported.

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues:

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.

Requirement of the Protocol	Recommended Action
NONE	

THE PROFILE OF THE SCHOOL

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school's community(ies) and the "distinctive personality" and the unique characteristics of the school. The Profile presents contextual information that establishes a "developmental snapshot" of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school's Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and,
- Number and characteristics of the student population

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

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

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

Observations

In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.

The Visiting Team observed:

- that the Holy Family Regional School has combined four separate schools into one cohesive school successfully.
- that the school provides a warm and nurturing environment for students.
- that the students characterize a love of learning.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of the School to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school continue to nurture its rich tradition of Catholic values.

PROFILE OF STUDENT PERFORMANCE

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

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

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

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

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE

Observations

In this section, the Visiting Teams shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.

The Visiting Team observes:

- that students succeed academically. Over 50% of eligible students receive honors. Students

in grades 4-8 have a GPA of 88 or above.

- that the school community instills in its students and graduates a deep belief in their Catholic faith.
- that through rigorous instruction, the faculty prepares its graduates to meet the challenges of higher academic learning.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of Student Performance to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school explore creative ways to promote and acknowledge the high levels of student performance.

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

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

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

A. MISSION

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

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

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

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

The school's Mission is:

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, compassion and service.

What is the school's *audience* as identified in the Mission?

The school's audience as identified in the Mission are parents and guardians.

What is the *unique identity* of the school as identified in the Mission?

The unique identity of the school as identified in the Mission is that it is a Christ-centered community.

What is the *aim or purpose* of the school as stated in the Mission?

The aim or purpose of the school as stated in the Mission is to prepare intellectually curious, lifelong learners.

What is the *action* of the school as stated in the Mission?

The action of the school as stated in the Mission is to strive each day to inspire faith, challenge young minds and nurture the whole child.

What is the *means* the school will use to accomplish its Mission?

The school will accomplish this goal by supporting students who will live out their Catholic faith by following Jesus' example of love, compassion and service.

To what extent do the school's stakeholders know, understand, and support the school's Mission?

The school's stakeholders know, understand and support the school's Mission by their obvious involvement in the school's day-to-day activities, and its long term pursuits. Parents have stated that they have chosen Holy Family Regional Catholic School for their children because of the family atmosphere, the safety of the environment and the spiritual growth they and their children experience there.

B. BELIEFS

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

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

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

The school's Beliefs are:

We believe:

- That our Catholic Christian values permeate our school and all subject areas.
- Our school provides an academically excellent education empowering students to develop their unique spiritual, intellectual, social, physical, emotional, and cultural selves.
- Our school is a physically and emotionally safe place where every individual is welcomed, loved, respected and appreciated as important.
- Bullying is inappropriate in our school.
- Educating our children is the shared responsibility of teachers, parents and the entire school community. Parent involvement, and consistent, respectful communication between home and school, is essential for a child to thrive.
- 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 Code of Conduct guides 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.
- That the school, in collaboration with parents, assist in the formation of a students' character as they experience life's successes and difficulties.
- We seek to form lifelong learners who endeavor to use their God-given gifts in service to others.

To what degree do the school's Beliefs meet the criteria of the *Excellence by Design* protocol? If they do not meet the criteria, explain why.

The school's beliefs satisfactorily meet the criteria of the *Excellence by Design* protocol.

How well do the school's Beliefs represent what the Team heard from the school's stakeholders?

The school's Beliefs are clearly lived and deeply felt in the lives of the school's stakeholders.

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

The school's stakeholders wholeheartedly know, understand, and support the school's Beliefs of core values.

C. PROFILE OF GRADUATES

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

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

A Profile of Graduates:

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

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

Inspires Faith

Our Eighth Grade Graduate:

- Models Catholic Christian values including respect for others and self.
- Has developed a strong moral 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 mature stance in witnessing to the Catholic faith in word and action.
- Continues to grow knowledge of their faith and love of God.
- Serves others by being compassionate and thoughtful individuals who value and respect all people.

Challenges Young Minds

Our Eighth Grade Graduate:

- Is well prepared and academically competent to be successful in high school and beyond.
- Demonstrates critical thinking skills for problem solving.
- Has acquired time management skills and possesses the ability to create a balance in all areas of life: family, academic, extracurricular and social.
- 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 to enhance learning as shown in 21st Century Teaching and Learning Skills.
- Understands their own individual learning needs and style, and communicates 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

Our Eighth Grade Graduate:

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

To what degree does the Profile of Graduates express:

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**

The profile of Graduates clearly expresses the school's expectations of what its graduates should know, what its graduates should do with what they know, and the qualities or characteristics its graduates should demonstrate.

To what extent do the school’s stakeholders know, understand, and support the school’s Profile of Graduates?

The school’s stakeholders know, understand and support the school’s Profile of Graduates without reservation.

THE VISITING TEAM’S RECOMMENDATIONS—MISSION, BELIEFS, AND PROFILE OF GRADUATES

THE VISITING TEAM’S RECOMMENDATIONS:

In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the stakeholders continue to model the values and characteristics expressed in the Mission and Belief statements.

THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES:

In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

THE VISITING TEAM’S RECOMMENDED STIPULATIONS:

In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Action Recommended
NONE	

THE PROFILE OF ORGANIZATIONAL CAPACITY

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

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

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

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

- Standard 1: Philosophy/Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Climate and Organization
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources and Technology

PHILOSOPHY/MISSION STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s philosophy/mission	X
Samples of publications that communicate the mission/philosophy to the school’s community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the philosophy/mission	X

C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- the faculty and staff recognized the ambiguity in the previous mission statement and commends them on the revision which articulates their expectations and reflects the collegial interactions among administration, faculty, staff, parents and students.
- students actively and enthusiastically participate in their academic studies and service projects.
- the administration and staff are reinforcing the mission statement and providing the students with opportunities to nourish their relationship with God.

- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the visiting team commends the administration for disseminating the mission statement in a prominent place in the entrance foyer, in classrooms and in marketing materials.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school's administration and staff continue to communicate the school's philosophy/mission to its stakeholders by integrating it into its school goals and objectives.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Policies related to governance and leadership	X
<i>For independent, non-public, and proprietary institutions only</i>	
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- the Board of Limited Jurisdiction demonstrated their commitment to the school through open communication and active participation.
- the principal and assistant principal showed dedication to the advancement of the self-study process.
- trust and support was given to the school community by Father Hennelly and Msgr. McCormac.

- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the principal and assistant principal consistently encouraged an atmosphere of mutual respect among faculty and staff.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the leadership of the school work to sustain the collaborative environment present in the school.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the Catholic identity of the school and the spiritual life of the school community is a priority in all planning activities.
- the external reviews and appraisals by the stakeholders validate the school's long-range plan for school improvement.
- the administration and staff have determined that emphasis on technology and alternative teaching strategies are high priority goals.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the school clearly exceeds the expectations in creating a loving and unified school community.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the administration and marketing committee continue to investigate methods of marketing the school by alerting the media about academic achievements and activities of the students.
- that the school's Advancement Director continues to tap into the rich resources within the parents and stakeholders.
- that the administration continues to investigate professional development opportunities for teachers to allow them to incorporate the innovations gleaned into their "project based learning" goals in order to improve student performance.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FINANCES STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

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

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the school has satisfactorily met this standard.
2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- the school has hired an Advancement Director to pursue alternative financial resources to secure the financial stability of the school's future.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the Board of Limited Jurisdiction develop a long range plan to cope with the challenges of the aging physical plant.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality that the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

FACILITIES STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- HFRCS has made significant progress in its security procedures by installing security cameras in the first floor hallways and at the front doorways and providing a monitoring system for the security in the front office to see who is coming and going within the school.
- the overall cleanliness of the school is to be commended.
- the facilities of HFRCS are being used to their fullest potential.
- HFRCS has made plans for replacement of the current playground equipment.
- HFRCS is aware of the problems of the older windows in the building and have begun work towards the replacement of all inefficient windows.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- HFRCS take steps to continue the implementation of their safety plan by adding security cameras to the entrances in the back of the building and by allowing access to the cafeteria without access to the entire school building.
- HFRCS continue allocating monies for their plan to replace the current windows with more energy efficient windows.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

SCHOOL CLIMATE AND ORGANIZATION STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	
Policies related to school climate and organization	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the school fosters an atmosphere of faith in its daily routine.
- the school's faculty and staff demonstrate an evident dedication to their students' education, emotional, and spiritual development.
- a well-defined structure of organization exists within the school.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that a Faculty/Staff Handbook be developed in order to elucidate school policies and procedures.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
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	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the safety of the school has been greatly improved by the installation of security cameras.
- a nurse is available daily.
- outdoor staff monitors are in direct communication with the nurse through walkie-talkies in case of an emergency.
- protocol is in place for various emergencies.

2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- A registered nurse is present on the premises during school hours.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school carries on with their safety plan by adding security cameras to their entrances, in the back of the school buildings, by allowing access to the cafeteria without access to the entire school building, and by installing a panic button in the secretary's office.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed:

- a Christ centered environment is integrated into a strong educational program.
- that the school is committed to bringing their technology up to date and accessible to all students.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- an update of current technology and continued pursuit of funds to acquire the needed technology software and equipment.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or it Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the teachers communicate with the parents at an exceptional level.
- there are weekly newsletters that go home, the website is updated weekly, and communication by email is frequent.
- teachers hold conferences, make phone calls home when necessary, and also send home report cards and progress reports.
- several of the teachers use a program called “classdojo” where student participation is assessed as the day goes on. Parents can log on and view their child’s assessment for that day.
- there are a variety of assessments used to monitor the students learning across all grade levels including unit testing, rubrics, Terra Nova, progress reports, observations, conference forms and report cards.
- teachers meet and spend time planning and coordinating the curriculum at their grade level.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- a policy be in place that outlines how to use the TerraNova test scores and how to adapt the curriculum to meet the needs of the students based on the results of the test.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT SERVICES STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Results of follow-up studies of graduates	
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- students who choose to buy lunch are offered a hot main meal, cooked on the premises, as well as fruit, a vegetable and another healthy side.
- students have the option of purchasing a healthy snack such as a bag of popcorn or a frozen yogurt.
- free and reduced lunches are offered and once a month a special meal is offered.
- there are 3 part time employees who share the custodial responsibilities and 1 part time employee who is in charge of maintenance. These people are responsible for the cleanliness of the school, basic maintenance, as well as upkeep and updates over the summer.
- there are set guidelines in place with student registration requirements for admission.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school continue to explore other options of food service providers in order to address the issue of portion size.
- exploring more efficient procedures for cleaning the lunchroom tables after meals.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	
Budget for all non-athletic activities	X
Policies on academic eligibility	
Policies related to student life and student activities	

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

- 1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.**

The Visiting Team observed that:

- students' work and achievements are displayed inside and outside of the classroom around the school for other classes, teachers and visitors to admire.
- there are an abundant amount of clubs and activities for students to participate in, as well as CYO sports.
- some clubs require funding from the participating students.
- students achievements are recognized in weekly newsletters, on the school website, in morning announcements, on the school's Facebook page, in mass during the trimesters, at graduation and in the church bulletin.

- 2. The Team's observations regarding areas in which the school exceeds the requirements of this Standard and its Indicators of Quality.**

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school offers a myriad of opportunities for students to participate in extra-curricular activities.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school and the assigned committee continue to develop ways to share all of the wonderful achievements that occur within the school with the outside community.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or

improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

INFORMATION RESOURCES AND TECHNOLOGY STANDARD FOR ACCREDITATION

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

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

1. The Team's general observations regarding the school's adherence to this Standard for Accreditation and its Indicators of Quality.

The Visiting Team observed that:

- the library books are leveled by grade.
- the library space is limited.
- the school and the Board of Limited Jurisdiction are committed to bringing technology up to date and accessible to all students.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- that the school continues to work with the technology volunteer to implement current technology.
- upgrading current technology where possible and continuing the formulation and implementation of a long term plan for improvement of equipment and software.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

Introduction

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
 - One or more assessments for each objective
 - Baseline data for at least one assessment for each objective
 - Technical approval of the objectives

- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity they must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its mission, as expresses in its Profile of Graduates. Not only should the objectives be related to the school's mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term “student performance” is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its mission/philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school’s Plan for Growth and Improvement according to the criteria for effective action plans.

A.1. Objective #1

X	This is a student performance objective
	This is an organizational capacity objective

For the academic year, 2014-2015, and for each of the next five years, all grade levels will realize a three-point increase in their Terra Nova Reading scores. This represents an increase of 18 points from 2015-2021.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	

	YES	NO
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- NONE

A.2. Action Plan for Objective #1:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?		X
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- The visiting team recommends that more specific detail be added to the action research plan.

A.3. Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

By the year 2021, 90% of our students will be reading at grade level. Baseline data will be acquired during the 2014-2015 school year following training in the Fountas and Pinnell Benchmark Assessment System.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

A.4. Action Plan for Objective #2:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- None

A.5. Objective #3:

X	This is a student performance objective
	This is an organizational capacity objective

By the year 2021, all 8th grade students will produce and present a culminating interdisciplinary project incorporating all facets of technology available in the school setting.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the	X	

	YES	NO
Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?		
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	N/A	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

A.6. Action Plan for Objective #3:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	

Does this action plan:	YES	NO
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?

- None

A.7. Objective #4:

	This is a student performance objective
X	This is an organizational capacity objective

Over the next five years (2015-2021), the school will increase its enrollment by 10%.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	N/A	
Reflective of the school’s mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

A.8. Action Plan for Objective #4:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution’s programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution’s self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

A.9. Objective #5:

	This is a student performance objective
X	This is an organizational capacity objective

Over the next five years (2015-2021), the school will double its annual fund contributions from \$125,000 to \$250,000.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	N/A	
Reflective of the school's mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

A.10. Action Plan for Objective #5:

In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	

Does this action plan:	YES	NO
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?

- None

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student	X	

Requirement of the Protocol	Met	Not Met
performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.		
▪ One or more assessments for each objective	X	
▪ Baseline data for at least one assessment for each objective	X	
▪ Technical approval of the objectives	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- The Plan for Growth and Improvement will be achieved within a strong faith-based community with a Catholic identity.
- The stakeholders have worked collaboratively in order to create and execute an attainable Plan for Growth and Improvement for Holy Family Regional Catholic School.
- The stakeholders have wholeheartedly embraced the challenge of self-evaluation.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- the stakeholders continue to maintain their dynamic spirit throughout this endeavor.

Recommended Monitoring Issues:

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

Recommended Stipulations:

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Protocol	Action Recommended
	NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Association's Visiting Team is charged with making a recommendation to the Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As Holy Family Regional Catholic School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school's accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Good afternoon. I am Dianne Giampietro, chair of the Middle States Validation Team to Holy Family Regional Catholic School. The other members of the Team and I are pleased to see so many members of the school community present. We will leave Holy Family at the end of this report feeling that we have had a full and rich experience in your school. We appreciate the warm reception we have received and the candor with which you have shared your deepest concerns and greatest wishes.

It is very difficult to leave someone whom you have grown to know and appreciate. This is the case today because the amount of knowledge and respect your visiting team has gained from the faculty and staff here at Holy Family Regional Catholic School is absolutely amazing.

This oral report is a brief summary of the major points that will likely be included in the written report, which will follow in approximately six weeks.

At the conclusion of this oral report, we will not entertain any questions or enter into any discussion. You will have the opportunity to ask questions about our findings after you have received and reviewed the written report.

At the outset, I want to recognize and thank publicly the other members of our Team for their service to you and to the Middle States Association—Eileen Dunn, Katie Morton, Rene Ryan, and Diann Venezia. This is an outstanding team of educators and I am honored to have been able to work side-by-side with them. I do not know if you are aware of this, but these educators are all volunteers who have given their own professional and personal time to provide this service to you. The team members were strangers to each other before they came together here on Sunday afternoon. They have worked hard day and night to conduct as thorough an evaluation of your school as is possible. It is a tribute to their professionalism and expertise that they were able to band together as a team so quickly and to produce such fine work in service to your school. We owe them our thanks.

It is important that you know that accreditation is a voluntary activity. We are here because you invited us. You asked us to study the work that you are doing and your plans for the future. Therefore, we came here with several purposes.

First, we were charged with ensuring that Holy Family Regional Catholic School meets the Middle States Standards for Accreditation.

In addition to meeting the standards, the protocol you chose—*Excellence by Design*—requires that you have a system of continuous planning for school improvement. It also requires that you develop goals for improving areas of student performance and that you create plans to

achieve those goals. In addition, your school was asked to develop one or more organizational growth objectives. The expectation is that, after the team leaves, you will faithfully implement your improvement plan over the next seven years and make a good faith effort to achieve the goals you set.

In addition to being the evaluators, we came to look and listen with discerning eyes and ears as professional friends and colleagues. What we have to say to you is offered in the spirit of our desire to leave you in a better position to achieve your goals than before we arrived. Let me begin the substance of this report by sharing with you what we have determined to be the strengths of your school.

We asked nearly all of the groups with whom we met to identify what they see as the primary strengths of your school. The responses can be summarized by the word "community." Many schools talk about being a community of learners, but Holy Family Regional Catholic School we find to be a paradigm of such a community.

From the moment we entered the school, we saw and heard that this is a special place. It is a relatively large school, one that is vibrant with activity. We are in awe of the level of student, staff, parent and community participation in the life of this school. We are impressed by the degree to which your students involve themselves in the total life of the school.

We are also impressed by the uniformity with which the parents and community members with whom we spoke support the work of Holy Family School. We were told by the Administrators of the Sisters of the Immaculate Heart of Mary, the Diocesan Representative, the Pastors, some members of the Board of Limited Jurisdiction and the school's administrators that this community supports its school and will provide whatever is necessary to make sure the children have what they need for their academics as well as their spiritual growth.

This degree of support can be seen in the fact that your budget has passed for the last 4 years. It can be seen in the fact that you offer in-house counseling for students, remedial support, instrumental music, honors math class and Religion Enrichment. It is also evidenced by your providing the students with the opportunity to learn Spanish.

We heard from your students that a strength of your school is the level of caring and concern the teachers have for their students. Your students told us that they have strong feelings of trust with their teachers. They told us that their teachers are always willing to go the extra mile with them, and that their teachers are always available to them to help them with any problem.

Now, let me move to the accreditation decision we will make to the Commission on Elementary Schools.

As I stated earlier, part of the decision regarding whether to recommend accreditation of Holy Family Regional Catholic School is based on whether you meet the 12 standards for accreditation. These standards address every aspect of the programs, services, and resources you provide for your student. They also address the school's capacity to provide an appropriate education based on the standards and expectations of your community.

At this point we would like to share some observations and recommendations of the visiting team related to the Middle States Standards:

In the area of: Philosophy/Mission

The Visiting Team observed:

- that the administration and staff are reinforcing the mission statement and providing the students with opportunities to nourish their relationship with God.

The Visiting Team recommends:

- that the school's administration and staff continue to communicate the school's philosophy/mission to its stakeholders by integrating it into its school goals and objectives.

In the area of: Governance and Leadership

The Visiting Team observed:

- that the leadership of Holy Family Regional Catholic School, including the sponsoring pastors, the principal and assistant principal, and the board of Limited Jurisdiction, have shown unwavering commitment to the school community.

The Visiting Team recommends:

- that the leadership continue to foster a productive environment for teaching and learning.

In the area of: School Improvement

The Visiting Team observed:

- that the Catholic identity of the school and the spiritual life of the school community is a priority in all planning activities. The school clearly exceeds in creating a loving and unified school community.

The Visiting Team recommends:

- that the administration continues to investigate professional development opportunities for teachers to allow them to incorporate the innovations gleaned into their "project based learning" goals in order to improve student performance.

In the area of: Facilities

The Visiting Team observed:

- that the school has made significant progress in its security procedures by installing security cameras in the first floor hallways and at the front doorways and provides a monitoring system for the secretary at the front office.

The Visiting Team recommends:

- that the school carries on in their safety plan by adding security cameras to the entrances in the back of the building, by allowing access to the cafeteria without access to the entire school building and by installing a panic button in the secretary's office.

In the area of: Assessment and Evidence of Student Learning

The visiting team observed:

- that here are a variety of assessments used to monitor the students learning across all grade levels including unit testing, rubrics, TerraNova, progress reports, observations, conference forms and report cards. The teachers communicate with the parents at an exceptional level.

The visiting team recommends:

- a policy be in place that outlines how to use the TerraNova scores and how to adapt the curriculum to meet the needs of the students based on the results of the test.

In the area of: Information Resources and Technology

The Visiting Team observed:

- that the school and the Board of Limited Jurisdiction are committed to bringing technology up to date and accessible to all students.

The Visiting Team recommends:

- upgrading current technology where possible and continuing the formulation and implementation of a long term plan for improvement of equipment and software.

We concluded that Holy Family Regional Catholic School meets all 12 of the standards for accreditation.

The second factor we must consider in making our accreditation recommendation is whether Holy Family Regional Catholic School meets the requirements of the *Excellence by Design* protocol. These requirements are summarized in the following commitments you must make to be accredited:

- You must commit to plan strategically with a specific emphasis on improving student performance in the areas you identified to be priorities for your students.

- You must commit yourselves to establishing a culture of being accountable for your students' performance.
- You must be committed to involving a broad spectrum of your school's stakeholders in defining a vision for your school, in developing the means to get closer to that vision, and in designing and implementing action plans to achieve that vision.

With regard to these requirements, we found universal agreement regarding the areas of student performance on which your objectives focus.

Ladies and gentleman, these are some of the major themes and findings that will be included in our written report. We offer them in the spirit of being your educational colleagues and with the desire that they will help you as you work toward achieving your mission.

Now, we get to the part you all have been waiting for. This Validation Team will recommend to the Middle States Commission on Elementary Schools that Holy Family Regional Catholic School be accredited for seven years.

As we take our leave, the members of the Validation Team wish to thank all of you for opening your school to us, for sharing with us your hopes, your dreams, and your concerns, and for your wonderful hospitality. We are pleased that you opened your minds, and hearts to learn with us as we worked together to improve the educational opportunities for your students. Our experience here has been a rich and rewarding one.

Many thanks especially go to Mrs. Theresa Benoit and Mrs. Karen Haggerty, your Internal Coordinators, for their hard work in preparing your school for our visit, and to Mrs. Eileen Doyle and Mrs. Joanne Saint John for organizing our visit, and for being so accommodating and responsive to our requests and needs. And to all of you for helping us to feel at home in your classrooms.

We leave you with this thought. We are convinced that the good people of your school and school community care deeply about and seek the best for your children. We are also convinced that, when men and women of good will come together for the sake of their children, mountains can be crossed, rivers can be bridged, differences can be healed, and obstacles can be overcome. The people that constitute Holy Family Regional Catholic School have confirmed this belief for us. You have a wonderful school. Our challenge to you now is to continue to become even better. It is clearly evident that Holy Family Regional Catholic School is a place where faith is inspired, young minds are challenged, and the whole child is nurtured.

We wish you the success in all your endeavors and pray for God's blessings for you.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Dianne Giampietro	Educational Consultant
Team Member	Eileen Marie Dunn	Saint Agnes School
Team Member	Kate Morton	Rumson Country Day School
Team Member	Rene Ryan	Saint Helena School
Team Member	Diann Venezia	Saints Colman and John Neumann School