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Standards Assessment Report

Saint Francis Catholic High School

4100 NW 115th Terrace Gainesville, Florida 32606

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

The Standards Assessment Report is designed to serve as a valuable self-assessment and as a tool to help schools prepare for their Quality Assurance Review. The report is based on the AdvancED standards, which serve as the foundation of the accreditation process. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

The Standards Assessment Report engages the school community in an in-depth assessment of each of the seven AdvancED standards. In completing the report, the school identifies the data, information, evidence, and documented results that validate that it is meeting each standard. This self assessment helps the school identify areas of strength and opportunities for improvement.

The Standards Assessment Report also serves as the primary resource for the Quality Assurance Review Team, which uses the report to prepare for the visit to the school. The team uses insights gathered from the report and information obtained during the on-site visit to provide feedback to the school and to make an accreditation recommendation.

Structure of the Report

The Standards Assessment Report is organized by the AdvancED standards. For each standard, the report includes four sections: 1) considering the evidence; 2) indicators rubric; 3) focus questions; and 4) overall assessment. Each section reinforces the other sections by asking a question that builds on the prior section.

The section entitled "considering the evidence" allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section is not intended to engage the school in a collection of evidence, but rather in thoughtful dialogue about how it can demonstrate that quality practices, conditions, and results are occurring in the school. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

The indicators rubric enables the school to assess the degree to which practices and/or processes are in place that indicate adherence to the standard and indicators. For each indicator, the school may check if the practices and/or processes are highly functional in the school, operational, emerging, or not evident. The school should use the rubric as an opportunity to ask itself challenging questions and to respond with accurate answers geared toward self-improvement. After completing the rubric, the school can quickly see areas of strength and opportunity. The section asks, "To what degree are the noted practices/processes in place?"

The focus questions allow the school to expand on and think more deeply about the responses to the indicators rubric. The focus questions provide an opportunity for the school to describe the systematic and systemic processes that are in place to support its ability to meet the indicators. The section asks, "How are the practices/processes implemented?"

The overall assessment describes how well schools are implementing practices and/or processes and the impact these practices and/or processes have on student results and overall school effectiveness. The overall assessment helps schools judge where they are in relation to each standard. The "operational" level is required in order to demonstrate meeting the standard. The section asks, "How well are we meeting the standard overall?"

Demographics

Public/Non-public:	Non-public
School Type:	AdvancED - High School
Charter School:	N/A
Enrollment:	216
Gender at School:	Co-Ed
Beginning Grade:	9
Ending Grade:	12
Alternate Beginning Grade:	
Alternate Ending Grade:	
Location Type:	Suburban
Gender at School:	Co-Ed
Religious Denomination:	Christian - Catholic

Standard 1. Vision and Purpose

STANDARD: The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

1.1 Establishes a vision for the school in collaboration with its stakeholders:

Highly Functional

1.2 Communicates the vision and purpose to build stakeholder understanding and support:

Highly Functional

1.3 Identifies goals to advance the vision:

Highly Functional

1.4 Develops and continuously maintains a profile of the school, its students, and the community:

Operational

1.5 Ensures that the school's vision and purpose guide the teaching and learning process:

Operational

1.6 Reviews its vision and purpose systematically and revises them when appropriate:

Operational

Focus Questions:

1. What is the process for establishing and building understanding of and commitment to the vision statement among stakeholders?

Prior to St. Francis Catholic High School's August 2004 opening, the mission/vision statement was developed by St. Patrick Interparish School 7th and 8th graders (our current juniors and seniors); the first principal of St. Francis Catholic High School; the Professional Advisory Committee and parents. Distribution to St. Francis parents, staff and students for review and feedback occurred in October and November 2004 with adoption of the mission/vision statement and publication of it in the December 2004 newsletter.

The results of the January through April 2007 stakeholders surveys were reviewed to ensure that the vision statement was still current. There was a high positive response rate to our school-specific questions which concerned the vision and mission of St. Francis Catholic High School. The stakeholders agreed that the school is committed to the vision at the following rates: 90% of the parents; 90% of the teachers; 80% of the community members and 70% of the students agreed or strongly agreed on the validity of the vision related questions.

Building an understanding of our mission/vision statement is ongoing. Our mission/ vision statement is posted both on the school website and in our classrooms. It appears on each page of our monthly newsletter, is bound into the Student/Parent Handbook as the first page, and is being incorporated into all marketing and collateral pieces. These visual reminders reinforce the message of the St. Francis mission/vision statement on a daily, monthly and annual basis.

Commitment to the vision is evidenced both in our immediate school community and the larger community in the form of service projects. Initiated by our students, parents and/or staff, these projects are fully supported by parent participation in the giving of their "time, treasure and talent". Parents volunteer a minimum of 20 hours per year in service to St. Francis. Parent commitment is very apparent with the establishment last year of our School Board. Within the Board are subcommittees of St. Francis parents who serve on the Technology, Finance, Development, Booster Club, and Construction Committees. As staff and faculty, we use our mission/vision statement as a tool and backdrop in evaluating ourselves on how effective our policies and professional practices are.

2. What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The process for developing a school profile for St. Francis Catholic High School began in the guidance office, and when completed, was viewed by school staff and the Principal for accuracy. Information for the profile was obtained through Annual Reports, the current and previous Course Catalog, School Development Office, Standardized Test Scores and Advanced Placement Test Scores, along with local city and county demographics.

St. Francis Catholic High School will continue to maintain our profile of school and student performance yearly with updates obtained through the Guidance office, Development, Administrators Plus, Standardized Test Scores, Advanced Placement Test Scores, College Acceptances, and Scholarships received. As of 2008, our school profile will include our first graduating class's College Acceptances & Scholarships earned.

St. Francis will use the information from the school profile for College Applications, Scholarship Applications, and Marketing. The school profile will also refine the curriculum and how it is taught, and address areas of weakness. Theology service hours for students are tracked by through Campus Ministry, which uses the information for classroom and general ministry purposes

3. How does the leadership ensure that the school's vision, purpose, and goals guide the teaching and learning process?

St. Francis Catholic High School ensures that the school's vision and purpose guide the teaching and learning process through a variety of ongoing operations, which are reviewed by administration and are designed to fulfill our institutional mission of promoting Service, Faith, Community, Honor, and Scholarship.

Student service initiatives include participation in whole school efforts, such as fundraising for various Catholic agencies as well as club and team service projects. Details of these efforts are kept in Theology Department records.

The faith aspect of our mission includes daily prayers, weekly Mass, daily theology instruction, and participation in special events. The Theology Department has records of student activities. Faculty assembles daily before school for prayer and reflection. All new teachers complete catechist training in order to support the faith aspect of our vision/mission. When planning their goals for the year faculty members are asked to create spiritual goals as well as academic and extracurricular goals. Yearly staff retreats are conducted by the two Campus Ministers to provide a sense of community for the beginning and ending of the school year.

Community involvement revolves around our commitment to both Catholic and secular community service opportunities. Average student volunteer hours typically far exceed minimum requirements of twenty hours per school year. The concept of honor is exemplified by the fact that 85% of students have had no disciplinary action. This model of behavior is reflected in the continual reporting by the general community regarding the excellent behavior of our students in public settings.

Scholarship is firmly entrenched as evidenced by our high honor roll participation, our AP exam pass rate. and our commitment to professional development. Details on this data may be found in Guidance records and in front office records. Additionally, scholarship is evidenced by our Chartered Chapters of the National Honor Society (2006), as well as National Honor Societies in Spanish (2006) Latin (2005) French (2007); and Mu Alpha Theta (2006).

The Survey of School Effectiveness shows that 100% of the staff of SFCHS believes that the school's curriculum supports the mission of the school and that there is a shared vision that has student learning as the focus. The Opinion Surveys show that 89% of the parents, 92.5 % of the teachers and 89% of the students believe that the education offered to the students is of high quality.

4. What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

Saint Francis Catholic High School established a Mission and Beliefs Committee upon its inception in September

2003. This was a committee made up of adults and the students of our inaugural class of 2008. During the 2004-2005 school year students, faculty and parents reviewed and refined the mission. The final version was approved and posted in classrooms, newsletters, student-parent handbook and faculty handbook.

During the 2006-2007 school year, a Mission/Vision Committee was formed, parents were surveyed, and the mission/vision statement was left unchanged as we complete our first graduation year. A sample survey of parents, staff and students was conducted during the 2007-2008 school year. This survey also showed that there is strong agreement among stakeholders that we share a common vision. We feel that the religious and academic mission of the school and our expectations for our students, as well as our academic and religious effectiveness, are well aligned with our mission statement. This is evidenced in our students' grades, standardized test scores, and critical thinking abilities, as well as the amount of time given to religious activities and service in the community. This process will continue as part of our annual internal review. The School Improvement Planning committee will annually review the vision statement and determine if it remains current by surveying the stakeholders.

Overall Assessment:

Operational: The school has committed to a shared purpose and direction. The school has clearly defined expectations for student learning aligned with the school's vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 2. Governance and Leadership

STANDARD: The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:

2.1 Establishes policies and procedures that provide for the effective operation of the school:

Operational

2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school:

Operational

2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations:

Highly Functional

Indicators: In fulfillment of this standard, the school has leadership that:

2.4 Employs a system that provides for analysis and review of student performance and school effectiveness:

Operational

2.5 Fosters a learning community:

Highly Functional

2.6 Provides teachers and students opportunities to lead:

Highly Functional

2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership:

Operational

2.8 Controls curricular and extracurricular activities that are sponsored by the school:

Operational

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

2.10 Implements an evaluation system that provides for the professional growth of all personnel:

Operational

Focus Questions:

1. What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

The administration of the school meets weekly to discuss pertinent issues and to establish policies and procedures. At the end of each school year the faculty are asked to make any revisions or recommendations to the current policies. The principal also has an open door policy for all employees, parents, students, and other stakeholders to bring up and communicate issues. The Opinion Survey conducted in the 2006-2007 school year shows that 64% of the parents; 65 % of the community members; 60% of the staff and 36% of the students believe that their opinions are considered when important decisions are made.

To communicate policies and procedures, the administration furnishes each student with a handbook and course catalog, both of which are reviewed and updated yearly, to take to their parents. The teachers receive a faculty handbook which is reviewed and updated yearly. Coaches receive a coach's handbook. For all stakeholders, the student/parent handbook is available on our website. The Parent Opinion survey indicates that 95% of the respondents believe that the school does a good job in communicating the rules. The Student Opinion Survey reveals that 58.1% of the students believe that the rules are effectively communicated to them. On the Survey of School Effectiveness, 74% of the staff believes that there is effective communication between staff and administration.

To implement policies, we hold class meetings, preplanning meetings for faculty and staff, discussions at faculty and staff meetings, PSA meetings, and new student orientation.

2. What process does the school's leadership use to evaluate school effectiveness and student performance?

We evaluate our effectiveness and performance by monitoring several measurable indicators and in-house student surveys as well as the NSSE surveys on school effectiveness and student performance and quality of the instructional program. In addition to using the NSSE Survey, we have also developed our own surveys that teachers use each year to gather data that is both objective and subjective on class effectiveness.

Our objective measurable indicators include our Grade Quick software program that enables the administration, Guidance and teachers to graph and monitor individual, section and class progress. Edline allows our parents and

students to see weekly information updates and detailed student performance information. Our teachers also do an item analysis of all Scantron tests to insure the validity of questions and monitor student performance.

Other indicators for effectiveness and performance include quarter, semester and exam grade distribution by teacher, class, and grade. These indicators are used to monitor progress and look for areas of improvement. PSAT and SAT results are used to identify students who might benefit from taking an AP class, and for evaluating effectiveness of the curriculum. Subject area midterm and final exams are designed to enhance student performance on the PSAT and SAT. The exams are evaluated by school administration and guidance to ensure that the tests mirror PSAT and SAT formats.

Additionally, school effectiveness and student performance is reviewed at regular intervals throughout the school year in teacher meetings and evaluations with the principal. And an Academic Council has the responsibility for evaluating student performance and effectiveness at its regular meetings.

We use the Assessment of Catholic Religious Education (ACRE) to monitor our effectiveness and performance in the following areas:

- I. Faith Knowledge: Trinity; Church; Liturgy and Sacraments; Revelation, Scripture and Faith; Life in Christ; Morality and Catholic Social Teachings; Church History; Prayer and religious practices; Catholic Faith Literacy.
- II. Effective Statement summaries: Relationship with Jesus; Image of God; Catholic Identity; Morality; Relationships with others; Perception about our school and student concerns.

Dr. Tom Doyle from the Alliance of Catholic Education (ACE) from the University of Notre Dame evaluated Catholic identity, curriculum, instruction, extracurricular activities and student leadership during our third year of operation. This was done through parent, student and teacher meetings as well as observing classes over a two-day period. Dr. Doyle's report has been used as a starting point in our plans to improve our effectiveness while developing our present School Improvement Plan.

3. In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

We have a school board that meets once a month to provide guidance to the Principal and others in the administration. They meet in committees that are specific to certain areas of the school to give specialized input. We also have monthly Parent School Association lunches at which an administrator is present to answer questions and receive comments from the parents. Stakeholders are able to take active leadership roles through Professional Advisory Committee, the Capital Campaign, and Booster organizations.

Staff members are given opportunities for leadership through guiding extracurricular activities, guiding instructional curriculum, mentoring of new staff, and heading up committees, and are given the opportunity to influence school decisions by taking advantage of the administration's "open door" policy, as well as meetings held with the Principal six times each academic year.

Students are given opportunities for leadership through leadership class, student government, extracurricular activities, weekly mass, and volunteer opportunities. Students contribute to the decision-making process by voicing their concerns through student government and leadership class. The Principal holds quarterly meetings with each class to discuss any problems or concerns that the holds students may have as well as any changes or concerns with policies or procedures.

The Opinion surveys show that 85% of the students agree that they are given opportunities to participate in activities that interest them; 93% of parents agree that there are sufficient opportunities for parents to become involved in the school. According to the Survey of School Effectiveness, 78% of staff members believe that the leadership of the school is shard for the purpose of improving student performance.

4. What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

St. Francis has a study skills class to ensure that students who need extra help receive it. Students are heavily involved in clubs which allows them to take part in creativity and innovation.

The Guidance Department has policies and processes for determining levels of courses, and proper placement of students within those levels. Guidance arranges team meetings to discuss specific student accommodations. Director of Guidance provides, on an as needed basis, training for teachers on how to institute accommodations for students with documented needs.

The Principal ensures compliance with applicable local, state, and federal laws, standards, and regulations, diocesan standards which include all Sunshine State and federal standards, as well as Advanced Placement, AdvancEd, National Catholic Education Association, and Fordham Foundation standards.

The principal has established a technology committee composed of parents, teachers, and community members to investigate creative ways to include technology as a teaching tool. The Opinion Surveys indicated that parents, community members, students and staff agree that SFCCHS provides students with opportunities to learn important knowledge; that students are provided with the opportunity to demonstrate their knowledge in a variety of ways and that the school offers learning opportunities that support the full range of students\'' abilities.

Overall Assessment:

Operational: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these processes and conditions are being implemented, the implementation is not systemic across the school, and the results are varied. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

STANDARD: The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

Impact Statement: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

3.1 Develops and implements curriculum based on clearly defined expectations for student learning:

Operational

3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning:

Highly Functional

3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices:

Operational

3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice:

Operational

3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

3.6 Allocates and protects instructional time to support student learning:

Operational

3.7 Provides for articulation and alignment between and among all levels of schools:

Operational

3.8 Implements interventions to help students meet expectations for student learning:

Highly Functional

3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning:

Operational

3.10 Provides comprehensive information and media services that support the curricular and instructional programs:

Operational

3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program:

Operational

Focus Questions:

1. How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

Scope and sequence between elementary and high schools are established by the Diocesan Curriculum guidelines. Teachers and administrators throughout the Diocese update these Guidelines every four years. The Diocesan objectives are consistent with school's mission and expectations. St. Francis teachers communicate with their counterparts in the local middle schools and are in the process of formalizing a meeting schedule with them. Teacher pre- and post-service days as well as in-service and teacher work days are scheduled to allow greater articulation at the high school level. We are in the process of formalizing a schedule of meetings for vertical and horizontal teams.

Standardized testing data is used through vertical teaming in examining Advanced Placement (AP) potential through scores on the PSAT. The standardized high school placement test is used to place incoming freshmen at the appropriate level, and student performance on other standardized tests such as the SAT, ACT, and ACRE tests is used to guide curriculum. Teachers evaluate mid terms and final exams to determine if instructional expectations are being met. State of Florida requirements for Bright Futures scholarships and college admissions criteria are considered when making curricular choices. New classes are approved annually in response to data and research and results of parent and student interest surveys.

AP and/or honors level courses are available for every core academic area. Students who have not met requirements for placement into honors courses may request a waiver for placement in honors courses if they desire additional challenges. St. Francis offers study skills courses to aid students who demonstrate a need for additional academic support.

According to the School Effectiveness Survey, 52% of the staff believes that a vision for student learning through goals and strategies is implemented in an exemplary manner. 57% believe that a relentless focus on improving student learning that permeates all levels of the school is maintained. 61% use instructional strategies that provide students with focus, feedback and sufficient opportunities to master skills.

2. In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

At the beginning of each school year, every faculty member completes goal sheets for the year that include instructional goals. The principal reviews the goals for each faculty member. The principal observes each teacher twice per school year, with pre- and post-observation conferences. The principal randomly visits each teacher's classroom and observes the classroom activities. The principal also provides pamphlets through the Master Teacher Program to assist teachers with instructional methods.

The faculty attends three professional development days during the school year. Additionally, funds are available for teachers to attend outside professional development courses. Every teacher receives training and a book on critical thinking skills, with a critical thinking wheel as a ready resource. Each teacher posts weekly lesson plans for each course on the school's server. The principal reviews the lesson plans to ensure that research-based instructional strategies are being implemented and that innovations learned by the faculty at professional development meetings and in-service training are being used. The principal also ensures that technology is being used in the lesson plans. The media specialist keeps track of how often the various classes use the computer lab.

78.3% of the teaching staff report using data to inform decision making about teaching and learning at either the emerging or fully operational level. 60.9% of the teaching staff report using instructional strategies that provide students with focus, feedback, and sufficient opportunities to master skills. 39.1% report utilization is at least at the operational level.

3. What processes are implemented to ensure that teachers are well-prepared and effectively implementing the curriculum?

All teachers are provided with Diocesan subject area objectives, which meet or exceed state and national standards. Lessons and assessments are tied to diocesan objectives.

Teachers attend workshops and conferences, read professional journals, and keep abreast of changes in curricular requirements and best practices in making curriculum choices. Teacher pre- and post-service days as well as in-service and teacher workdays are scheduled to allow for cross curricular and cross grade level coordination of curriculum.

Teachers post weekly lesson plans in a folder on the school's computer server. The principal accesses the lesson plans regularly and compares them to the Diocesan syllabus for the course. All teachers participate in the Professional Mentoring Plan and are regularly observed and evaluated.

4. How does the school provide every student access to comprehensive information, instructional technology, and media services?

Student access to the Media Center and Computer Lab is provided between the hours of 8:00 a.m. and 4:00 p.m. Monday through Friday. Access for students is also provided during lunch a minimum of two days per week. Teachers may schedule class time in the Media Center and Computer Lab as needed. There is a minimum of two computers available in each classroom for student use. Access to subscription databases is available twenty-four hours per day. The media center collection is current and is supplemented by the subscription databases. Continuous review of materials is done according to the policies shown in the Media Center Handbook. Input on Media Center collection is solicited from staff and students. Selections are purchased on a yearly basis.

Technology is used in the classroom to further motivate and enhance student learning. Televisions, video playback equipment, and LCD projectors are available for use in each classroom. Students may submit their papers through the Turnitin web page to serve as a self-analysis for plagiarism. After making any needed corrections students may resubmit the papers to their teachers for grading.

St. Francis has implemented Edline, an internet site that allows students and parents to check grades and missing assignments on-line. Each teacher updates Edline at least once per week. Class news, syllabi, and assignments are also available on Edline.

Students receive training on use of programs contained in Microsoft Office in our Computer Applications class. Teachers require presentations delivered through PowerPoint and other multi-media methods.

From the Opinion survey, 68% of the students agree that they are provided with opportunities to learn important knowledge and skills in each subject. 79% of the students agree that they have access to a variety of resources to help them succeed, such as technology and the media center. 78% of students agree that they feel encouraged to use school and community resources to help with their studies. 68% of students agree that their school uses technology to provide them with information.

Overall Assessment:

Operational: The school implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school demonstrates evidence of alignment between the curriculum and instructional practices with systematic implementation across the school. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

STANDARD: The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free:

Operational

4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning:

Emerging

4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes:

Operational

4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance:

Operational

4.5 Communicates the results of student performance and school effectiveness to all stakeholders:

Operational

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness:

Operational

4.7 Demonstrates verifiable growth in student performance:

Operational

4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations:

Highly Functional

Focus Questions:

1. How is the assessment system currently used in your school to analyze changes in student performance?

At SFCHS, mastery of subject content is assessed using a variety of classroom assessment instruments, including but not limited to tests, quizzes, projects and portfolios to assess student progress and mastery of diocesan standards. This is done to evaluate student strengths and identify weaknesses within the subject content area. In addition, cumulative semester and final exams are given in each class and correlated to the diocesan standards.

As part of the application process, incoming 9th grade students are required to take the high school placement test. Information from this exam is used to establish baseline data used to measure student growth throughout the students' high school career. During the sophomore and junior years, all students take the PSAT, which is then used to assist in determining student growth and placement and remediation needs.

Over 90% of faculty members who responded to the Data Readiness Inventory stated that they have confidence in and understand the assessment data, and 88% of faculty state that they regularly gather and appropriately utilize classroom data.

Only 60% of faculty indicated regular use of school wide data, and only 56% indicated that they have sufficient resources and support systems for this using data. This indicates a need for school wide improvement in this area.

Eighty-one percent of faculty thinks that St. Francis High School is "operational" or "exemplary" in its use of classroom assessment data.

Results from the technology survey reveal that 34% of faculty feels that they are "minimally" or "not at all able" to use technology for student assessment and evaluation.

2. What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

During the year, detailed progress reports are issued and updated on Edline. This allows both the faculty and parents to monitor student progress throughout the school year. In addition, parent-teacher conferences are held quarterly.

Results of student performance are communicated in multiple ways to all stakeholders in SFCHS. Monthly newsletters are published announcing student accomplishments in academic competitions. The School Board meets monthly to review and evaluate school performance and effectiveness. Faculty meetings are held monthly to address student performance and school effectiveness. Also, an annual report is published in July of each year updating all stakeholders on the status of the school profile.

Eighty-seven percent of parents believe that student progress reports are clear and easy to understand.

Ninety-five percent of parents state that technology is used to communicate student progress.

Parent survey comments include: "I really like Edline," but also indicated that some teachers need to do a better job updating Edline.

3. How are data used to understand and improve overall school effectiveness?

Student growth and performance on the standardized tests (AP, ACT, SAT, PSAT, ACRE) are compared to national, state, local, and diocesan averages to assist in determining class offerings and instructional remediation. These scores are used to evaluate student growth, as well as course placement and AP potential. Grade distribution analyses are available to classroom teachers and departments for evaluation. In addition, guidance uses the Gradequick program to analyze quarter grades, midterm exams, final exams, and final grade reports for all subjects. This allows for the identification of student need to participate in the study skills programs and after school study sessions.

Exams are reviewed by guidance and departments to ensure that diocesan and state standards are being evaluated satisfactorily. Scantron forms allow for item analysis of exam questions so that departments may assess the validity and reliability of exam questions. The results of the exams are then used to determine student growth and performance within content area.

The Inventory of School Effectiveness indicates that 81% of the staff believes that the school is either Operational or Exemplary in the Monitor Performance category. These questions also relate to classroom teacher use of class information.

Data readiness faculty survey indicates that while classroom assessment data is being used appropriately, school wide data is not; 40% of faculty responded that they "rarely" or "never" use school wide data.

4. How are teachers trained to understand and use data in the classroom?

Currently, teachers meet as departments to evaluate their midterm and final exam questions and grades. Although standardized test scores are available to all teachers, the faculty, as a whole, is not familiar with the grade distribution analysis available with them. In addition, the faculty has not been trained to evaluate the data within their content and within the context of cross-curricular content.

More training will be provided to staff regarding proper procedures for analyzing test data in order to improve teaching and learning. An Academic Council, consisting of faculty members from each subject area, will evaluate the data and make recommendations to guidance, administration, and faculty concerning student achievement, course offerings, and instructional remediation.

While eighty-seven percent of faculty, as shown in the Inventory of School Effectiveness Survey, think that St. Francis is "operational" or "exemplary" in its use of a comprehensive assessment system for feedback and improvement in classroom instructional practices and student performance, a different view regarding the use of school wide data was

given in the Survey of Data Readiness. The Survey of Data Readiness shows that forty-four percent of faculty feels that they do not have the resources and support for using school wide assessment data.

Overall Assessment:

Operational: The school uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 5. Resource and Support Systems

STANDARD: The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

Impact Statement: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities:

Highly Functional

5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience):

Highly Functional

5.3 Ensures that all staff participate in a continuous program of professional development:

Operational

5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school:

Operational

5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement:

Operational

5.6 Monitors all financial transactions through a recognized, regularly audited accounting system:

Highly Functional

5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants:

Operational

5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders:

Operational

5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning:

Operational

5.10 Provides appropriate support for students with special needs:

Operational

Focus Questions:

1. What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

The administration advertises for positions on the school website, the Diocesan website, the NCEA website, in church bulletins and in the local newspaper. Coaching positions are advertised on the FHSAA website. Teacher salaries are set to equal 100% of the pay scale, as of the ending of the prior school year, for the Alachua County Public Schools. Teachers are required to be certified or obtaining certification in the subject areas they teach. Theology teachers may be certified by the Bishop. Professional Mentoring Plans, as designated by the Diocese, are followed; first year teachers are assigned to mentors who provide them with additional guidance and assistance. Teacher certification, experience, and course preference are taken into consideration when teaching assignments are made. The Diocese provides in-service training for professional development 3 times a year. Teachers and administrators are encouraged to take advantage of other in-service opportunities including subject specific conferences. During pre-school planning teachers create goals for the school year and review them during a self evaluation at the end of the year. This evaluation is also reviewed with the principal during conferences at the beginning and end of the year. Support staff attended a customer service conference and they are continually looking for more opportunities for ongoing education. They hold support staff meetings to facilitate communication and ensure efficiency.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plans for school improvement?

The administration of SFCHS engages in an ongoing financial planning process, with the assistance of a standing Finance Committee of the SFCHS School Board. Decisions are made while keeping the school's vision in mind. This process includes preparation in September of a draft budget for the upcoming school year, based on historical data, projected cost increases, anticipated capital expenses, and projected student enrollment. The budget specifically addresses expenditures for each academic department, including Campus Ministry, special student needs for learning resources, media, technology, and student guidance which reflect plans for school improvement. The preliminary budget is revised through June, with adjustments made for actual enrollment and employment of a sufficient number of qualified teaching personnel. The final budget vs. actual income/expense is tracked throughout the school year in order to address any anomalies or areas of concern. All financial transactions are processed through a Diocesan approved software program, with forms and procedures in place for collection, deposit and expenditure of funds,

these being aimed at ensuring that all expenditures support the overall school vision. A financial report is made monthly to the School Board Finance Committee, School Superintendent, and the Diocesan Fiscal Manager. The accounting records of the School are audited annually by an independent auditing firm.

3. How does the leadership ensure a safe and orderly environment for students and staff?

Daily, weekly, monthly and annual schedules are in place for the cleaning of the facility and maintenance of the buildings, grounds, and equipment. All life/safety systems are inspected regularly by independent inspection firms. An emergency response plan is in place, and monthly student evacuation drills are conducted.

The administration outsources to a professional cleaning service the responsibility for daily cleaning. Full-time facilities and maintenance personnel are responsible for the general upkeep of the facilities. They take care of the grounds and walkways in order to ensure cleanliness and to minimize the occurrence of accidents. All staff members are responsible for securing any unsupervised area of the school. The administration and maintenance are responsible for securing the entrances during the school day in order to prevent unauthorized entry. There are three exterior security cameras which are monitored. School personnel visually inspect all safety equipment, such as fire protection equipment and kitchen equipment. Maintenance contracts with and assists independent contractors who are certified to repair the fire alarms, sprinklers, extinguishers and kitchen hood fire protector. Safety equipment and procedures are also regularly inspected by state and local government officials. SFCHS maintains records showing government inspections to ensure that the school is in compliance with all applicable laws, standards, and regulations.

4. What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Beginning with the admissions process, the Admissions Committee reviews information from the High School Placement Test, as well as from the previous school's records, to place students in appropriate academic classes. This information is also used to identify any students who need academic accommodations. Students who need accommodations are followed on a consultative basis by the Guidance Office and/or placed in a learning resource class. Team meetings with parents, students, teachers, and other professionals, are conducted to ensure that the student's needs are being met. Training for teachers on accommodations or learning disabilities is coordinated through the Guidance Office.

NAVIANCE, a subscription guidance web service, is utilized by the Guidance Office, students, and parents as a means to explore, plan, and organize college selection, admission, and scholarships. Each senior meets with the College Advisor to ensure that he or she is on track in the college admissions process.

Guidance coordinates programs and presentations covering topics including but not limited to orientation to SFCHS, planning and scheduling high school courses, college admission process, college financial aid, testing, and career planning. The Guidance Office offers counseling concerning the PSAT, SAT, ACT, and AP exams and planning for high school academic courses. The Guidance Counselor or the College Advisor are available for individual student counseling by appointment at student request.

The Campus Ministers are available for spiritual guidance for anyone in need. The Theology instructors will counsel students whose journal entries indicate that they are in need of spiritual guidance. In addition, any teacher who encounters a journal entry that creates concern will counsel the student or refer him/her to Campus Ministry or

Guidance.

82.6% of the staff, as shown in the Survey of School Effectiveness, believe that SFCHS is at an Exemplary or Operational level in providing support services and programs

Overall Assessment:

Operational: The school has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff members who are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The school ensures compliance with applicable local, state, and federal regulations. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Standard 6. Stakeholder Communications and Relationships

STANDARD: The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

6.2 Has formal channels to listen to and communicate with stakeholders:

Operational

6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school:

Highly Functional

6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders:

Highly Functional

6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders:

Operational

Focus Questions:

1. How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The school's administrative team ensures that the school is responsive to community expectations and stakeholders' satisfaction by holding new parent orientation to answer questions and generate input; by regularly updating the school website; by regularly soliciting feedback from stakeholders, who participate in an assessment survey of the school; by holding quarterly parent/student/teacher conferences; and by soliciting knowledgeable stakeholders to assist in various academic endeavors. The principal solicits feedback from stakeholders by attending various meetings including: Pastors meetings, School Board meetings, Parent School Association. Input from stakeholders is considered when policies are reviewed by administration during the year. A monthly newsletter is mailed to stakeholders which contains contact information in case there are questions or concerns about the school. Our website also contains contact information for questions or concerns.

82.6% of the parents agreed that there is a good parent/school relationship. 72.8% of the community members surveyed agreed that there is a good community/school relationship. 62.8% of the students agreed that there is a strong student/school relationship. Data is from Opinion Surveys completed during the 2006-2007 school year.

2. How does the school's leadership foster a learning community?

The school's administrative team fosters a learning community by adhering to Diocesan Standards, by attending professional development workshops and in-services, and by distributing The Master Teacher pamphlets and other reading materials. The administrative team also schedules half day school improvement meetings for all staff members to discuss continuous school improvement.

Freshman Orientation, after-school lab sessions, academic planners, extra-curricular activities, Monday thru Thursday after school help sessions for students, biannual Fine Arts nights to celebrate the arts and academics, clearly defined instructional goals, posted syllabi, and 932 hours of student-teacher contact, all foster a dynamic learning community for the students of St. Francis Catholic High School.

The Development Director informs and recruits community members through direct mail, parish bulletins, personal contact, monthly newsletter and news articles. Community members share their skills by assisting faculty with extra-curricular activities and by serving as guest speakers for classes and the entire school.

3. What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

St. Francis Catholic High School communicates information to stakeholders about students, their performance, and school effectiveness by holding an annual Open House, by regularly updating the school website, and by distributing a monthly newsletter and an Annual Report. Teachers provide regular updates of student progress to parents through Edline. Student achievements are published in area church bulletins and/or local media. The athletic department provides results of sporting competitions to the local media as well as distributing a booster email which contains information about athletic events and community service projects which are sponsored by the athletic teams.

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

STANDARD: The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

Impact Statement: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

Indicators Rubric: Please indicate the degree to which the noted practices/processes are in place in the school. The responses to the rubric should help the school identify areas of strength and opportunities for improvement as well as guide and inform the school's responses to the focus questions and examples of evidence.

Definitions of Indicators Rubric:

Not Evident	Little or no evidence exists
Emerging	Evidence indicates early or preliminary stages of implementation of practice
Operational	Evidence indicates practices and procedures are actively implemented
Highly Functional	Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Indicators: In fulfillment of this standard, the school:

7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results):

Operational

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning:

Operational

7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals:

Operational

7.5 Monitors and communicates the results of improvement efforts to stakeholders:

Highly Functional

7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement:

Emerging

Focus Questions:

1. What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

Our process for continuous improvement includes a minimum of six teacher/principal meetings to discuss teaching plans for current and/or future school year. In our faculty meetings, we are given reminders about and are given opportunities to develop interdisciplinary and critical thinking plans.

The process we are implementing is based on the Breakthrough School Improvement model from National Study of School Evaluation. We have determined our beliefs, developed a shared vision, and established our expectations for student learning through a collaborative process involving all of our stakeholders. We have created a profile which describes our students, their performance, and we have determined target areas for improvement. We will identify gaps between current and expected student performance. Because this is our first formal review we will be in the process of evaluating the success of our actions plans and making appropriate corrections to achieve our ultimate goal of continuous school improvement.

We are also in the process of developing an overall improvement plan for St. Francis through AdvancED accreditation. This plan will supplant the School Education Plan formerly used. We have formed an Academic Council which consists of faculty members from each subject area. The Council will evaluate the data and make recommendations to guidance, administration, and faculty concerning student achievement, course offerings, and remediation.

Some indicators that support the view that our work is progressing are that 52% of students earn honor roll recognition; that 47% AP students achieve a passing core on AP exams; and that 86% of our seniors have a 3.0 or above weighted GPA on a 4.0 scale. In addition we have established a full time study skills class to serve our students who may be struggling.

2. What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

We survey our parents, students, faculty, and community members, and the most recent survey indicates that all stakeholders are satisfied with the education that their students receive at St. Francis.

We evaluate the data on a regular basis to ensure alignment. We will continue to survey our stakeholders so that we can adjust for any changes. According to Opinion Surveys 78% of parents, 82% of teachers, 72% of students, 70% of the community believes that St. Francis provides a high quality instructional program. Many of the steps currently in place were put into effect based on early input from stakeholders, including administering the High School Placement test, teacher recommendations, ITBS scores and eighth grade grades, to assign ninth graders to the correct levels of classes. Our printed handbook clearly explains requirements for entering honors and AP courses in 10th through 12th grades. We also provide accommodations for our students with learning difficulties, including specific classroom accommodations, study skills classes, and after school help sessions. We use the Assessment of Catholic Religious

Education to gauge our students' need in the areas of faith development, ethics and moral responsibility. Adjustments to curriculum are made depending on the need evidenced by the students' responses.

3. What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

PMP mentoring is provided for all teachers new to the diocese and St. Francis. Currently, we participate in diocesan workshops three times a year, in-services at school such as "Phat City", Brain Dysfunctions, and Edline/Grade Quick, Master Teacher handouts, annual evaluations by the principal, other conferences and workshops as needed by individual teachers. The administration provides summer reading for teacher reflection. Teachers are provided with critical thinking materials to aid in the development of higher order reasoning for the students. There is a professional collection kept in the Media Center to provide educational reference material for teachers. Teachers can also access ERIC through EBSCO for educational research. Teachers are encouraged to attend subject specific conferences during the year. Training is also provided to other personnel on an as needed basis depending upon their job description.

The principal and the academic council review the action plan and determine what professional development is needed and how it is best delivered. A survey system for faculty has been established to determine what professional development and technical assistance teachers need to in order to implement interventions and achieve improvement goals. Results from the Breakthrough process will also help to identify teachers' professional development needs.

82% of faculty and staff believe that the school does an excellent job improving teacher performance by meeting together for professional education according to the School Effectiveness Survey.

4. How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

The leadership ensures that the improvement plan is implemented, monitored, and achieved by the creation of the Academic Council, which is responsible for reporting back to the principal as well as communicating with each department. . The School Improvement Planning Committee develops and monitors improvement goals through monthly meetings as well as scheduling stakeholder surveys in order to garner meaningful input.

82% believe that policies are implemented that support and sustain school improvement efforts in an exemplary or operational manner according to the Survey of School Effectiveness.

Currently the leadership already works to ensure improvement is taking place. In order to make sure the teachers' lessons are aligned with Diocesan standards, the principal reviews teachers' lesson plans that are placed on our internal network. Our principal does at least two yearly observations for each teacher and provides feedback based on his observations. The principal has beginning and end of the year meetings with each teacher and each discusses a variety of items, including teaching goals and other assignments. We use Edline to share grade information with our parents and students. The guidance counselor monitors Edline to ensure that teachers are posting grading in a timely matter. The Academic Council will evaluate course curriculum on a yearly basis to determine whether or not we are meeting students' academic needs and that the curriculum is aligned with our vision.

Communication to stakeholders takes place through the St. Francis website and continuous school improvement wiki, PSA meetings, staff meetings, Open House, School Newsletter and Guidance meetings with students. Information is also disseminated through School Board meetings, Booster meetings, monthly Principals' meetings, monthly meetings

with Queen of Peace School, semi-annual meetings with all local feeder schools, Parish visits by the administration and the publication of the Annual Report.

Overall Assessment:

Operational: The school implements a collaborative and ongoing process for improvement that aligns most functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

Conclusion

The following focus questions reflect the school's overall analysis of its internal evaluation of the accreditation standards.

Focus Questions

As you review your responses to the standards, what major trends, themes, or areas of focus emerge that cut across the seven standards?

Across the seven standards and through examination of the surveys that were conducted it is evident that all stakeholders believe that by working together we can achieve a common vision that incorporates all aspects of our Mission Statement, including that of maintaining our Catholic identity. We believe that we have high expectations for our students, and that we possess a rigorous curriculum but that we adapt instruction to fit all learners. We believe that we have begun the school improvement process but that we could improve the process by creating formal policies and procedures for analyzing data, making recommendations based on the data, and following through with the implementation of changes. We believe that we have started the process of improvement, but that due to our being a new school we have much work to do to establish and maintain it.

Based on your review of these cross-cutting themes/trends and each of the seven standards, what would you consider to be your school's greatest strengths?

Our greatest strengths are our commitment to our vision and mission; our ability to provide students with support for learning, including our willingness to adapt instruction for the needs of individual students while maintaining a rigorous college preparatory curriculum; our creation and maintenance of a safe, orderly and well tended physical plant; our ability to communicate information concerning our progress to our stakeholders; and our athletic and academic extracurricular activities.

What would you consider to be your school's greatest challenges?

We recognize the need to establish a means to quickly identify existing or potential problems so that the problems can be resolved in a timely manner. We plan to establish a process for making recommendations, implementing improvements, and conducting periodic monitoring to ensure effective and timely resolutions.

As a faith-based school, we are challenged with the on-going task of providing a stimulating curriculum for gifted students which can be accept accommodated for students with learning exceptionalities.

How will you use the insights gained from this self-assessment to inform and enhance your quality assurance and continuous improvement efforts?

The information that we have discovered will help us create our improvement plan. We have identified areas in which we need to have training, specifically in the analysis and use of data. We will be identifying academic areas where improvement is needed and we will establish instructional goals. We have realized that we have outgrown informal procedures that were begun when the teaching staff was composed of six teachers and are in the process of creating teams and formal procedures for duties and meeting dates . We have realized that we must maintain our level of communication with stakeholders while seeking ways to improve. Since our stakeholders recognized and approved of

the ways in which SFCHS has established a Catholic identity while providing a quality education we will strive to maintain this particular important aspect of our mission.