



# **AdvancED School Self-Assessment**

**Saint Joseph Catholic School**

**Catholic Diocese of Jackson**

Mr. Paul Artman  
1501 VFW Road  
Greenville, MS 38701

# TABLE OF CONTENTS

Introduction .....	1
AdvancED School Self-Assessment .....	2
Standard 1: Vision and Purpose .....	2
Standard 2: Governance and Leadership .....	6
Standard 3: Teaching and Learning .....	12
Standard 4: Documenting and Using Results .....	22
Standard 5: Resources & Support Systems .....	28
Standard 6: Stakeholder Communication & Relationships .....	34
Standard 7: Commitment to Continuous Improvement .....	38
REPORT SUMMARY .....	42

## Introduction

This diagnostic tool will guide your school through the process of self-assessing where it stands relative to the Accreditation Standards. You may visit any standard at any time. After completing your responses, you will be given an opportunity to provide context around each standard.

## AdvancED School Self-Assessment

### Standard 1: Vision and Purpose

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

Overall Rating: Highly Functional

	Statement or Question	Response	Evidence	Rating
Indicator 1.1	What is the process for establishing and building understanding of the vision among stakeholders?	The leadership facilitates a collaborative process to build a shared vision by establishing a comprehensive consensus-building process that involves representatives of each stakeholder group working together as a learning community in defining the school's beliefs, mission, and goals.	<ul style="list-style-type: none"> <li>•Minutes/attendance lists from school improvement team meetings</li> <li>•Vision statement</li> <li>•Schedule of school improvement team meetings</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 1.2	How do stakeholders hear about, respond to, and support the vision?	A process is in place to reach out to all stakeholders both within and outside the school to provide opportunities to learn about the vision. Evidence exists that people know and use the words. School leaders provide regular face-to-face meetings and written communication to give information and solicit feedback. Personal follow-up frequently occurs.	<ul style="list-style-type: none"> <li>•Minutes/attendance lists from stakeholder meeting</li> <li>•Newsletters containing information about vision</li> <li>•Website addressing vision</li> <li>•Handbooks reflect vision</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 1.3	How do expectations for student performance grow out of the vision?	Staff members translate the shared vision into goals that lead to content area expectations; these goals are operationalized in all classrooms and drive student performance. Assessment results are used to refine the vision and re-shape the goals on a regular basis.	<ul style="list-style-type: none"> <li>•Curriculum guides and teacher lesson plans linked to the stated vision</li> <li>•Staff member, parent, student familiarity with the vision and purpose</li> <li>•School improvement plan</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 1.4	What can you tell from the school's data-based profile about how closely current organizational effectiveness approaches the vision?	The school's data-based profile includes measurable indicators of organizational effectiveness that provide a quantitative assessment over time of which parts of the vision are already realized, which are still out-of-reach, and how much progress is being made toward the unrealized aspects of the vision. An easily understandable, graphic display summarizes the profile making it visible to interested stakeholders without having to become familiar with academic or organizational jargon.	<ul style="list-style-type: none"> <li>•Surveys and evaluation instrument</li> <li>•School profile that includes organizational effectiveness measures</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 1.4	What can you tell from the school's data-based profile about how closely current student achievement approaches the vision?	The school's data-based profile includes measurable student achievement indicators that provide a quantitative assessment over time of which parts of the vision are already realized, which are still out-of-reach, and how much progress is being made toward the unrealized aspects of the vision. An easily understandable, graphic display summarizes the profile making it visible to interested stakeholders without their having to become familiar with academic jargon.	<ul style="list-style-type: none"> <li>•School profile</li> <li>•Student characteristics and relevant community information</li> <li>•Current and trend data relating to student achievement</li> <li>•Staff member familiarity with appropriate data regarding student achievement and engagement</li> <li>•School demographic and community profile information</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 1.5	How are decisions about teaching and learning guided by the vision?	Shared instructional strategies, learning activities, and professional development topics are chosen with deliberate attention to the school's vision, and to the school improvement plan's analysis of how to remedy gaps between the vision and the school's current data-based profile. There is evidence that these core teaching and learning choices are then customized to respond to diverse sets of student needs.	<ul style="list-style-type: none"> <li>•Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics</li> <li>•Lesson plans</li> <li>•Curriculum guides</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 1.6	When and how is the school's vision reviewed and renewed?	A process is in place to review the school's vision and purpose statement and revise as necessary. External stakeholders are involved in reviewing the gap between the current profile and the vision to determine whether to launch a collaborative process to start the revision process.	<ul style="list-style-type: none"> <li>•Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals</li> <li>•Minutes of stakeholder groups regarding vision</li> <li>•Minutes of governing body and/or stakeholder groups</li> <li>•Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals</li> </ul>	HIGHLY_FUNCTIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**Established in 1888, St. Joseph Catholic School in Greenville, Mississippi continues to be an institution committed to the facilitation and constant improvement of the educational process and its curriculum. The school community maintains awareness that the teaching and learning process is a collaborative effort between all interested parties, and the faculty and staff of St. Joseph Catholic School has produced the following shared purpose for future direction.

The St. Joseph Catholic School community has identified the many stakeholders, their interests in our school, and their responsibilities. Stakeholders have a vested interest in the formation and development of educated and productive members within a community for the development of culture and good citizenship.

The school maintains on file information pertaining to its diverse student and faculty demographics to measure and assess the effectiveness of its goals and objectives. All demographical information pertaining to students, their families, and faculty members can be accessed and evaluated electronically or traditionally.

The Mission Statement and Statement of Beliefs are made public to all stakeholders via the school website, posted in all classrooms, within the administrative regular updates, and in the annual Parent and Student Handbook. The Mission Statement and Statement of Beliefs guide in the assurance that all students are offered a diversity of educational, cultural, athletic, and spiritual opportunities, in the classroom and in the community.

St. Joseph promotes the active engagement of all faculty, staff and students, individually and as a collective body, for the betterment of teaching and learning through the variety of subjects and activities offered. These include, but are not limited to, professional development seminars, diversified teaching techniques in the classroom, and individual tutorials as well as assistance outside class time.

Goals are to continuously work towards ensuring that the vision and purpose guide all involved in educating and preparing youth for the future, and to consistently revise, modernize and implement the means and methods through which such preparation occurs. Using an array of assessments and other academic measurement tools, St. Joseph Catholic School is able to refine its vision and re-shape its

goals on a continuous basis.

St. Joseph documents which support school vision and purpose include the SACS Final QAR Report 2005, the St. Joseph Strategic Plan, Vision and Values Implementation Team plans, and the St. Joseph Parent and Student Handbook. In St. Joseph Catholic effort to continue improving the quality of education for the members of its community as reflected in its statement of vision and purpose, the aforementioned documents have been referenced for assistance in structuring AdvancED Standard 1 Vision and Purpose. All listed documents supporting the St. Joseph Catholic School vision and purpose are available in the Administrative Office.

**Standard 2: Governance and Leadership**

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

Overall Rating: Highly Functional

	Statement or Question	Response	Evidence	Rating
Indicator 2.1	What process is in place to add, remove, or revise governing body policies and procedures for the effective operation of the school?	The governing body acts proactively to develop policies and procedures to address a variety of situations and updates them on a regular basis in response to valid stakeholder input about usefulness, equity, and clarity.	<ul style="list-style-type: none"> <li>•Policy manuals</li> <li>•Policy development procedures</li> <li>•Policy to ensure that there is no conflict of interest between the governing body's policies and school improvement plans</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.1	How do school leaders ensure full compliance with governing body policies and procedures?	A school-level process is in place that assures school leaders collectively review and plan for implementation and monitoring of governing body procedures on a regular basis. Policies are consulted to support actions and decisions at all levels.	<ul style="list-style-type: none"> <li>•Governing body and school policies</li> <li>•Governing body meeting minutes</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.1	How do school-based policies and procedures ensure equity of learning opportunities and support for innovation in the school?	The school's written policies, procedures, and organizational conditions ensure equity of learning opportunities, support for innovation, and are systematically embedded in the way the school functions.	<ul style="list-style-type: none"> <li>•Staff/student handbooks</li> <li>•School policy manual</li> <li>•Surveys</li> <li>•Agendas and minutes of stakeholder meetings</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.2	What kinds of autonomy does school leadership have to make operational choices about how to implement policy?	The governing body uses policies to establish parameters within which school leaders are allowed and encouraged to make choices about how to accomplish these goals. The governing body actively and effectively creates structures that support the school site in aligning external and internal systems with site goals.	<ul style="list-style-type: none"> <li>•Meaningful leadership roles assigned</li> <li>•Staff handbook</li> <li>•Personnel evaluation plan</li> <li>•School improvement plan</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.3	How do school leaders assure that all legal compliance requirements are met?	Leadership systematically aligns school programs and initiatives with state, federal, or governing body accountability systems. Required reports are completed on time by persons qualified for and responsible for the practice being described. Time and resources are allocated for data collection and reflection about and comparison of findings from internal and external reviews.	<ul style="list-style-type: none"> <li>•Criteria for selecting and terminating partners and contractors</li> <li>•Copies of agreements</li> <li>•Compliance historical data</li> <li>•Checklist</li> <li>•Budget allocation documents</li> <li>•Assurances, certifications</li> <li>•Master calendar</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.4	In what ways do school leaders advocate for a culture that is interested in, and reliant on data?	School leaders are able to interpret data required by governing bodies and provide all staff members with adequate information so they can use multiple types of data to make decisions. Leaders model the use of data to improve the effectiveness of their own organizational administrative work. They periodically provide training to help staff members maintain a focus on the interpretation and use of data for continuous improvement.	<ul style="list-style-type: none"> <li>•Role of leaders in use of data and interpretation</li> <li>•Use of data for continuous improvement or decision-making</li> <li>•Multiple methods of using and reporting data</li> <li>•Professional development plans</li> <li>•Workshop attendance</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.5	How do adult learning principles shape professional development for instructional staff members, so that it takes into account their expertise, learning style, and needs?	Staff members are consulted about their needs in the process of designing an ongoing series of professional development opportunities that enhance their content knowledge and ability to implement the school's chosen improvement strategies. They demonstrate that they are consistently applying the new knowledge in the classroom.	<ul style="list-style-type: none"> <li>•Professional development plans and records</li> <li>•Observational protocols</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.5	How do adult learning principles shape professional development for the community of learners so that it takes into account their expertise, learning style, and needs?	All non-instructional staff members and stakeholders actively participate in professional growth opportunities that are congruent with the overall school improvement plan and vision, on-site or off-campus, attend job-alike meetings, share information with peers, and have opportunities to receive leader feedback on their efforts to implement new learning.	<ul style="list-style-type: none"> <li>•Professional development calendar</li> <li>•Minutes/attendance lists from professional development meetings</li> <li>•Observational protocols</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.6	How do teachers participate in decisions that shape the school?	Teachers serve in leadership capacities that guide the school's instructional, programmatic, and fiscal practices.	<ul style="list-style-type: none"> <li>•Committee rosters</li> <li>•Procedures for purchasing materials and equipment that consult teachers</li> <li>•Policies/Procedures that address leadership roles</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.6	How do students participate in decisions that shape the school?	School leaders provide opportunities for students to be a part of the culture of participation, responsibility, and ownership in the school. A structure exists for students to serve in a variety of leadership capacities as an integral part of leadership committees and governing groups that have a significant voice in the decision-making processes of the school. Students have an active role in determining school priorities and policies.	<ul style="list-style-type: none"> <li>•Agendas/meeting minutes of committees indicating student involvement</li> <li>•Meeting rosters showing student involvement</li> <li>•Student projects</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.6	How do teachers and students lead the school to ensure a safe, orderly environment in which behavior management is consistent school-wide?	All teachers are committed to a shared set of behavioral expectations and routines that reflect the school-wide goals for safety and orderliness; students are aware of and have had input into the shared expectations. Adults and students consistently intervene when they observe inappropriate behavior, such as bullying or harassment.	<ul style="list-style-type: none"> <li>•Documentation of numbers of disruptive events—increase/decrease</li> <li>•Behavioral policies</li> <li>•Surveys</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.7	In what ways do stakeholders actively participate in and contribute to the school improvement process and other meaningful decision-making roles?	Leaders ensure collaboration and shared responsibility for school improvement among stakeholders by including a number of stakeholder groups that meet on a scheduled basis. Stakeholder input regarding student performance and school effectiveness is gathered and used during an ongoing collaborative planning process.	<ul style="list-style-type: none"> <li>•Schedule of school improvement planning meeting topics</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.8	How are decisions made regarding equity, level of participation, leadership roles, and allocation of resources in curricular and co-curricular activities?	There is a conscious effort on the part of school staff members to take into account the needs of students of differing cultures, abilities, and primary languages. Efforts are made to provide equal access to curricular and extracurricular activities for all students.	<ul style="list-style-type: none"> <li>•Surveys</li> <li>•Demographic distribution of students in special programs</li> <li>•Lesson plans showing support for all students</li> <li>•Class and activity rosters</li> <li>•Distribution of qualified staff members</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.9	How does the school learn about and respond to stakeholder questions, concerns and satisfaction issues?	Stakeholders are active in working with their peers to encourage support, elicit, and address concerns. Their opinions are gathered through periodic surveys. Concerns are documented and acted upon by school leadership in a timely way and the response is explained to the originator.	<ul style="list-style-type: none"> <li>•Surveys and related data</li> <li>•Logs of concerns expressed</li> <li>•Newspaper articles and advertisements</li> <li>•Committee membership lists</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.10	What process do school leaders use to monitor instructional practices, provide feedback, encourage reflection, and make available opportunities for professional development that support instructional staff members' needs?	School leaders have a process in place that allows them to maintain a constant visible presence throughout the entire school. Leaders provide meaningful and frequent feedback to staff members regarding instructional practices and strategies in use and their relevance to individualized professional development plans. Leaders model exemplary instructional practices and coach teachers in identifying and adopting new practices.	<ul style="list-style-type: none"> <li>•Actions taken as a result of observations</li> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Administrative classroom observation protocols and logs</li> <li>•School practices and procedures</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.10	What process do school leaders use to monitor and support non-instructional staff members' needs?	School leaders have a constant visible presence throughout the entire school. A process is in place for monitoring and evaluation of non-instructional staff members. Leaders provide feedback regarding specific job-related tasks and suggestions for professional development.	<ul style="list-style-type: none"> <li>•Attendance rosters/minutes of professional development meetings</li> <li>•Evaluation forms</li> <li>•Calendars, logs</li> <li>•Self-assessments</li> <li>•Job descriptions</li> <li>•Observation protocols</li> <li>•School practices and procedures</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 2.10	What process is in place to monitor and support school leaders' needs?	A formal, comprehensive process for supporting school leaders' needs and assessing their performance is in place that includes self-reflection. Leaders receive frequent feedback that is helpful for improving their practice. Opportunities are provided for professional development that relate to needs.	<ul style="list-style-type: none"> <li>•Attendance rosters/minutes of professional development meetings</li> <li>•Continuum of administrative skills, job descriptions</li> <li>•Evaluation forms</li> <li>•Self-assessments</li> <li>•Observation protocols</li> </ul>	HIGHLY_FUNCTIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**St. Joseph School maintains processes to revise governing body policies and procedures for the effective operation of the school. Policies and procedures are reviewed and reinforced through regular updating of the Faculty, Student, and Diocese Handbooks. This is an ongoing process encouraged through participation by faculty, administration, students, the School Advisory Council, and the Pastor. St. Joseph School has just completed an extensive year-long Long-Range Strategic Plan study reviewing all policies and procedures to ensure alignment with the goals and mission of the school. All stakeholders played an active role in the process.

Building-level processes are in place to ensure school leaders review and plan for implementation and monitoring of governing body procedures on a regular basis. Polices are consulted to support actions and decisions at all levels. The Diocese provides governing policies and procedures for the school. Monthly local School Advisory Board meetings and quarterly Principal Advisory Cabinet meetings involve all stakeholders in policy review and implementation. Weekly faculty and administrative meetings include regular review of policies. An annual year-end review of the Student Handbook includes extensive input from teachers and non-instructional staff. Responses to ongoing issues of governance and policy are addressed in a timely manner.

Building-level processes ensure equity of learning opportunities, support innovation, and are systematically embedded in the day-to-day function of Saint Joseph School. A comprehensive, collaborative professional development plan is in place for instructional staff. Professional development regularly includes information on Resource and Special Needs students both as individuals and through informative sessions on specific learning disabilities. St Joseph is a member of the National Catholic Educators Association (NCEA). Forty percent of instructional staff attended the 2011 NCEA national conference. Advanced Placement (AP) training and certification is made available to appropriate subject-area teachers. St. Joseph School offers unparalleled dual-enrollment college-level courses. All instructional staff regularly attends professional development in support of innovation in teaching methods.

Catholic schools largely afford building-level autonomy for the principal, allowing and encouraging choices about how to accomplish operational goals. Through ongoing principal evaluation, the Diocese has created structures that support the school site in aligning operational and academic goals. Hiring and staffing decisions are made by the principal at the building level. The principal maintains regular and consistent oversight of academic structure, planning, and resource allocation. Teacher evaluation is accomplished through a tiered observation and evaluation system. As instructional leader, the principal is a frequent visitor in all classrooms. Building-level leadership regularly aligns school programs and initiatives with state, federal, or governing body accountability systems. Required reports are completed on time by persons qualified for and responsible.

Lesson plans submitted by instructional staff are required to include objectives aligned with state Curriculum Frameworks and to include provisions for resource and special needs students. Testing and other assessment procedures are adjusted for resource and special needs students. Adoption of Common Core Curriculum Standards is progressing in conjunction with the University of Notre Dame. Leadership opportunities for staff include department chairs; club and organization sponsorships; and cooperating/lead teacher for teaching interns. Principal and guidance intern positions are available on a yearly basis through Delta State University and the University of Mississippi. Membership in professional organizations, state and national subject-specific teaching organizations, and Advanced Placement certification are encouraged. Teacher responsibilities are well defined in the Faculty Handbook.

The Guidance Department provides professional staff development on a regular basis on interpretation of data. A yearly battery of standardized tests is administered, with results interpreted to the full student body and families, with qualitative and comparative data provided to teachers. Professional development includes interpretation of data and systematic analysis of instructional strategies as they pertain to areas of weakness.

School leaders at St. Joseph provide opportunities for students to be a part of the culture of participation, responsibility, and ownership of the school. Students serve in a variety of leadership capacities as an integral part of leadership committees and governing groups both within the school and the Greenville community. The curriculum places special emphasis on service and community involvement, including providing students with a voice in decision making process of the school. Behavioral expectations and routines are shared and enforced by all.

Students are the focus at St. Joseph through academic, service, moral, co-curricular modules. Scholarship opportunities are available to students on a needs-assessed basis. Procedures regarding selection and implementation of scholarships are established and followed according to Diocesan Policies. Individual student and parent concerns are immediately addressed by the principal and meetings are documented.

St. Joseph enjoys a unique position in the Greenville area as a school with a culturally, socioeconomically, and ethnically diverse student body. This diversity is seen as one of St. Joseph greatest strengths and promises. It is the hallmark of the Catholic school that the needs of all students be met.

**Standard 3: Teaching and Learning**

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

Overall Rating: Highly Functional

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.1	How does the school ensure that its curriculum is based on clear and measureable expectations for student learning?	The school has collaboratively developed and implemented a coherent, rigorous curriculum derived from research-based standards/expectations in all subject areas that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes.	<ul style="list-style-type: none"> <li>•Classroom level observations documenting use of curriculum guides</li> <li>•Lesson plans referencing objectives from curriculum</li> <li>•Curriculum, instructional guides</li> <li>•Surveys</li> <li>•Curriculum mapping, scope and sequence guides</li> <li>•Written curriculum documents</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.1	How does the school ensure that current written curriculum documents are aligned to state and national standards or curriculum required by the governing body?	The school has created documents in multiple formats that illustrate the alignment of the curriculum with required standards/expectations for all subject matter areas.	<ul style="list-style-type: none"> <li>•Curriculum maps that reference standards/expectations</li> <li>•Curriculum guides</li> <li>•Alignment documents</li> <li>•Guides that contain scope and sequence</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.1	How does the school ensure effective implementation of the curriculum so that teachers know what they are expected to teach in each grade level or course?	Local curriculum documents contain a scope and sequence providing a continuum of skills that demonstrates purposeful spiraling of content and skills throughout grade levels in all subject areas. Alignment of the standards/expectations includes detailed information that allows teachers to understand how their work fits into the curriculum of the entire school.	<ul style="list-style-type: none"> <li>•Written units or lesson plans</li> <li>•Alignment of instructional activities within content areas and across grade levels</li> <li>•Curriculum documents that show scope and sequence</li> <li>•Surveys</li> <li>•Listing of skills within content areas and across grade levels</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.1	How is the curriculum evaluated and revised on a regular basis?	Staff members and stakeholders participate in a curriculum review process that is systematic, and occurs on a regular basis. The chief criterion for evaluating effectiveness is disaggregated student achievement.	<ul style="list-style-type: none"> <li>•Reports from curriculum development focus groups</li> <li>•Curriculum review protocol</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.2	How are students taught to use feedback from the formative assessment process to guide their own learning?	Students are taught to use assessment for learning with models, rubrics, and exemplars so that they know what good performance looks like. Teachers frequently conduct high quality formative assessments during the course of a lesson or unit to provide themselves and their students with concrete information on how to guide learning and improve individual student performance. Formative assessment is integrated as one component of a broader, school-wide assessment system.	<ul style="list-style-type: none"> <li>•Professional development agendas addressing formative assessment</li> <li>•Samples of exemplars, models, rubrics, and other formative assessments</li> <li>•Lesson plans</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.2	How do teachers provide students with opportunities to focus on higher order thinking skills such as critical and creative thinking, problem solving, and inquiry as learning strategies?	Structures are in place to ensure that higher order thinking skills are emphasized throughout the curriculum for all students. Teachers provide students with opportunities to apply their learning in tasks that call for inquiry, decision-making, and problem solving. Students are actively engaged in these learning experiences.	<ul style="list-style-type: none"> <li>•Program/project descriptions</li> <li>•Lesson plans</li> <li>•Professional development agendas</li> <li>•Degree of teacher engagement in innovative approaches to learning</li> <li>•School leadership investigation of new strategies for innovative instruction</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.2	How do teachers provide students with opportunities to apply, practice, and deepen their understanding of new knowledge using authentic content and context?	It is routine practice that teachers provide students with frequent opportunities to reflect and participate in thought-provoking active learning experiences. These experiences are grounded in sound learning theory and designed to deepen students' understanding of new knowledge and apply their learning in meaningful real life contexts.	<ul style="list-style-type: none"> <li>•Examples of student engagement in the classroom</li> <li>•Lesson plans</li> <li>•Extracurricular opportunities tied to curriculum</li> <li>•Guest speakers, special presentations, mentors</li> <li>•Students' self-descriptions of their own gifts and interests (resulting in informed approaches to academic and career planning)</li> <li>•Classroom strategies that encourage involvement of students in their own learning</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.3	How does the school ensure that classroom assessments align with the standards/expectations in the curriculum?	The instructional staff consistently evaluates and monitors student learning through the systematic use of multiple types of summative and formative assessments that are aligned with the standards/expectations in all subject areas. A process is in place that assures the development of assessments of student learning is based on a clear definition of the type of achievement to be assessed and alignment with the standards/expectations.	<ul style="list-style-type: none"> <li>•Formative and summative classroom assessments</li> <li>•Local assessment items align with standards/expectations</li> <li>•Description of process used to adopt and analyze assessments</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 3.3	To what extent are achievement data and teacher input used when developing or modifying curriculum or instructional programs, practices, or processes?	Evaluations of curriculum or instructional programs, practices, or processes include analysis of achievement data and teacher input. These data have been used systematically in subsequent continuous improvement cycles to build more effective teaching strategies.	<ul style="list-style-type: none"> <li>•Professional development tied to results of evaluations</li> <li>•Program modifications and rationale</li> <li>•Evaluation documents</li> <li>•Changes in lessons or programs to accommodate evaluation conclusions</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.3	How does the school support teachers in developing high quality assessments?	Formal professional development opportunities are provided to dialogue and learn about assessment development, including approaches that are formative and summative, authentic, and well matched to the kind of learning task. Peer learning communities give each other feedback on teacher-developed assessments and problem-solve together to develop new tools.	<ul style="list-style-type: none"> <li>•Samples of alignment of assessments and tasks</li> <li>•Classroom assessments</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.3	What kind of collaborative, reflective analysis of student work has been conducted by teachers?	The analysis of student work occurs primarily by school improvement teams for the purpose of informing the school improvement plan.	<ul style="list-style-type: none"> <li>•Protocols for analysis and reflection</li> </ul>	EMERGING

	Statement or Question	Response	Evidence	Rating
Indicator 3.4	How do teachers use current research and the strengths and characteristics of their students to design instruction?	All instructional plans have components built from insights on learning research, such as activities that activate prior student understanding, teaching of meta-cognition, addressing student learning styles, and application of innovative teaching styles. Teachers' and students' individual strengths and characteristics shape the way these insights are used.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Walkthrough logs (protocols)</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.4	How has the whole school planned and developed research-based instructional reform strategies to strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students?	A comprehensive plan aims to increase the quality and quantity of instruction using research-based methods and strategies. It provides a detailed, enriched, and accelerated curriculum focusing on ALL students reaching the required standards. A formal needs assessment guides the choice of strategies, and an evaluation plan addresses how the school will determine if these needs are met. The schoolwide program serves all students in the school, including those who are low achieving, and all major subgroups.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•School improvement plan</li> <li>•Evaluation plan</li> <li>•Curriculum showing enrichment/acceleration elements</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.4	What is the process teachers use to prioritize expectations?	Staff uses already existing sources (i.e., textbooks) to identify essential/key content for specific grade levels and subject areas. Some dialogue about this occurs.	<ul style="list-style-type: none"> <li>•Curriculum documents that identify highest priority expectations</li> <li>•Curriculum maps</li> <li>•Pacing guides</li> </ul>	EMERGING

	Statement or Question	Response	Evidence	Rating
Indicator 3.4	How do teachers vary instructional delivery methods to meet diverse learning needs?	Teachers in the school are consistent in the use of developmentally appropriate instructional practice. This includes the use of multiple strategies when differentiating instruction in respect to cultural differences, learning styles and individual learner abilities, and providing active learning opportunities. Frequent review and re-teaching is built into lesson design.	<ul style="list-style-type: none"> <li>•School leadership investigation of strategies for improved instruction</li> <li>•Interventions for improvement designed for students of all performance levels</li> <li>•Differentiated instruction provided to students with specific needs</li> <li>•Variety of learning opportunities provided to students</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.5	How does the school ensure that all staff members hold high expectations for each student they work with, and encourage all students to achieve their full potential?	Professional development topics include reflective, collaborative work in which teachers exchange experience about how they make challenging content accessible to students with diverse gifts and needs. Grade-level and content-level groups of staff members identify students who are most at risk of not achieving their full potential and develop individualized strategies to encourage and support them.	<ul style="list-style-type: none"> <li>•Lesson plans indicating individualized strategies</li> <li>•List of students identified as needing support</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.5	How does the school support students with special needs to fully participate in all aspects of its programs?	Students with differing needs are fully integrated into mainstream classrooms. All students (including those with special needs) have equal access to the full curriculum and to activities that focus on higher order thinking. The curriculum includes a variety of aligned teaching strategies, materials, and assessments designed to meet individual needs and abilities. Upon graduation, all students are prepared for postsecondary education, employment, and independent living.	<ul style="list-style-type: none"> <li>•Curriculum documents</li> <li>•Individual accommodations and adaptive equipment</li> <li>•Lesson plans</li> <li>•Individualized Education Plans</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.5	In what ways does the school assure that differing cultures and languages of students and families are taken into account?	Diverse cultures, languages, and backgrounds of all students are respected and opportunities for students to learn from each other are provided. All students (including those acquiring English language skills) have equal access to all curriculum and to activities that focus on higher order thinking. Appropriate interventions are made available. Translation opportunities are available for parents and communications are routinely translated into multiple languages.	<ul style="list-style-type: none"> <li>•Classroom rosters</li> <li>•Surveys</li> <li>•Demographic distribution of students in special programs</li> <li>•Cultural accommodations (i.e., food preparation, clothing, foot-washing)</li> <li>•Lesson plans that indicate differentiated learning</li> <li>•Interventions for improvement that include students of all performance levels</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.6	In what ways does the school maximize the use of time for instruction?	School leaders base all of their decisions about the allocation of instructional time on student achievement data, policy compliance, and related research. Staff members have worked together to identify interruptions and barriers to student learning and have successfully reduced or eliminated many of them.	<ul style="list-style-type: none"> <li>•Newsletters to parents</li> <li>•Schedules (assemblies, non-academic scheduling, special programs)</li> <li>•Changes designed to protect student learning time</li> <li>•Memos to teachers</li> <li>•Times for announcements</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.7	How do teachers interact, plan, and share with others teaching similar subjects across grade levels and between schools?	The curriculum is coordinated across grade levels and between schools through formal collaborative teams (including English Language Learners and Special Education, if applicable). Staff members are skilled in collaborative techniques and protocols and have a shared vision for the flow of student learning across grades and schools.	<ul style="list-style-type: none"> <li>•Professional development plan</li> <li>•Alignment/articulation documents</li> <li>•Decisions made</li> <li>•Calendars</li> <li>•Agendas, meeting minutes</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.8	How does the system of support individualize interventions and differentiate instruction for identified students whose pace/style of learning differs in some way?	Teachers consistently use pre-assessment as a basis for differentiation of instruction in all areas. Differentiation of research-based instruction is observable in all classrooms/programs. There are opportunities for students to improve and enrich their learning through expanded uses of time, facilities, instructional resources, and through collaborative networks of support within the school, at home, and across the community. Review and re-teaching occur through individualized interventions.	<ul style="list-style-type: none"> <li>•Re-teaching of students who have not met expectations</li> <li>•Time frames that vary to enable all students the time to complete their programs</li> <li>•Lesson plans</li> <li>•Assessments</li> <li>•Variety of learning opportunities provided to students</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.8	How has the school planned and implemented schoolwide research-based instructional strategies that provide timely additional instruction for those who are experiencing the greatest degree of difficulty mastering the state's academic achievement standards/expectations?	The school has a systematic process in place to identify students experiencing the greatest degree of difficulty mastering the state's academic achievement standards/expectations. Timely, effective additional assistance is provided to these students. Their unique needs are addressed in an individualized learning plan that incorporates sound learning theory and integrates instruction across the curriculum.	<ul style="list-style-type: none"> <li>•Agendas/minutes of school improvement meetings</li> <li>•Lists of students who have greatest degree of difficulty</li> <li>•Curriculum appropriate for the educational program is selected, revised, and reviewed</li> <li>•Curriculum and instruction requirements by the government are met</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.9	What evidence shows that a sense of belonging and self-esteem exist in the school?	The interaction of staff members with all students is caring, responsive, supportive, and respectful. Students trust staff members. Staff members and students feel they are contributing to the success of the school and that they are respected and valued. Parents and the community perceive the school as trustworthy, warm, inviting and helpful. Morale is high among staff members.	<ul style="list-style-type: none"> <li>•Parent, teacher, student surveys</li> <li>•Student work displayed</li> <li>•Indication that there is a positive, caring, supportive, respectful atmosphere</li> <li>•Indication of engagement of students</li> <li>•Positive interactions between students and students, students and adults, adults and adults</li> <li>•Parent/community presence in school</li> <li>•Survey</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.9	How does the school ensure that its classrooms are safe and orderly?	All teachers have shared behavioral expectations and routines that reflect the school-wide goals for safety and orderliness. These are consistently enforced across classrooms. Minimal instructional time is spent on discipline. Staff members' efforts at maintaining a safe and orderly classroom environment are supported and reinforced by the school administration.	<ul style="list-style-type: none"> <li>•Student handbook</li> <li>•Documentation of number/percentage of disruptive events</li> <li>•Posted and written expectations of student behavior</li> <li>•Indication that school climate is important and is used to help guide school decisions</li> <li>•Survey of attitudes of stakeholders regarding behavior</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.10	In what ways does the school provide comprehensive resources, technology, multimedia, and other learning tools to support the curriculum?	Teachers are given the opportunity to select comprehensive resources, materials, and learning tools (e.g. technology, multi-media) that address a variety of learning styles and are aligned with the written curriculum of the school. Research-based criteria are used for selections, frequently reviewed for relevance, and updated periodically.	<ul style="list-style-type: none"> <li>•Procedure for purchase of materials</li> <li>•Evidence of teacher input into selection and purchase of materials</li> <li>•Balanced, relevant, and up-to-date media center collection</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.11	To what extent is technology integrated into the instructional program in all classrooms to meet the needs of all learners?	School leaders focus schoolwide attention on the use of technology to support increasing student achievement; they support the coordination and integration of technology and related resources in all aspects of the curriculum, instruction, and assessment. Students are taught to use criteria to evaluate the credibility of information from the internet and other sources.	<ul style="list-style-type: none"> <li>•Media services and instructional technology plan</li> <li>•Access to library/media services</li> <li>•Technology resources. i.e., computers, computer lab</li> <li>•Internet use policy</li> <li>•Protocol for assessing credibility of Internet information</li> <li>•A library/media center space that is appropriate for the size of the school</li> <li>•A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)</li> <li>•Lesson plans that show link between technology and instruction</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 3.11	What expectations does the school hold for the level of technological sophistication and comfort adults should be able to model for students?	School leaders provide ongoing updated professional development training for staff members in the innovative application of technology and all teachers use technology extensively in their own work. A list of technology competencies has been developed, and staff members are expected to demonstrate mastery of these competencies and be able to model for students.	<ul style="list-style-type: none"> <li>•Technology plan</li> <li>•Professional development offerings that showcase new developments and trends</li> <li>•School budget</li> <li>•Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials</li> <li>•Professional development/school improvement plans</li> </ul>	HIGHLY_FUNCTIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**St. Joseph Catholic School follows all State Benchmarks and State Curriculum CCSS (Common Core State Standards). Teachers are held responsible for meeting, at a minimum, the State Benchmarks. At present, a phase-in of National Common Core elements is beginning with mathematics and languages. All courses and teachers remain committed to the curriculum mapping process. All teachers develop updated lesson plans for each class and the plans are posted online. Curriculum standards are met through multiple assessment procedures in all classes. Teachers are encouraged to pre and post-test students as various methods of testing are utilized (formal and informal). Individual and cooperative student projects are also utilized as an opportunity to appeal to the kinesthetic learner. The school also requires assessment feedback to students and families in a timely manner.

Curriculum revisions or additions may be directed from the Mississippi Department of Education, the Catholic Diocese of Jackson Schools Office, or based on local need. Often, individual or school curricula needs will surface that will be addressed by faculty teams. Implementation will follow the discovery of needs within the school. The faculty also has specific input into the direction of the Professional Development Plan.

The principal is charged with the development and implementation of the Supervisory Platform and Classroom Observation Plan. Both the principal and department chairs are involved in a regular classroom Walk-through Program and/or the formal Observation / Evaluation Process. Students and parents are strongly encouraged by the administration and staff to frequently check the school's web-based grade reporting system, PowerSchool, for objectives, lesson assignments and grades.

Higher order teaching skill methods are taught to the faculty and consequently passed on to the students in all courses. The school also has an extensive honors, Advanced Placement, and college dual instruction class offering on the school campus. More varied educational opportunities are also available through technical offerings.

Authentic content and context are a valuable part of the curriculum at St. Joseph Catholic School. Family service hours as well as individual student service hours are required on an annual basis and as a requirement for graduation. Art shows, social studies fairs, science fairs, the Book Club, the Film-Tech Club, and a dozen other clubs and organizations allow students to experience authentic exercises as they parallel their academic experiences.

St. Joseph teachers continually monitor student needs and progress for the purpose of using this data as an opportunity to re-design instruction methods. The staff is regularly instructed in differentiated teaching techniques. Instructors are encouraged to address instruction to all student learning styles. Most often technology, Newspapers in Education, lab-based learning, field trips, speakers in the classroom, and differing methods of instruction are used to design techniques for the betterment of students.

A whole school effort centering on protection of instruction time, curriculum mapping, technology usage, critical thinking skillfulness, and bell-to-bell instruction have yielded better teaching and learning. Re-teaching and re-testing is also done to assure the success of each student. Should a student fall behind in work, an incomplete mark may be afforded a lagging student. If a student is still not successful, his or her name is advanced to the resource department where testing is done to see if there is a learning disability or another issue at hand. Tutoring is also offered to students.

The Adams 2011 Study of the St. Joseph Catholic High School student body measured school climate and culture. The study focused primarily on safety and esteem initiatives of the school and student perception and involvement. The study yielded impressive results in the area of student belonging and self esteem. The Adams 2011 Study of the St. Joseph Catholic High School student body measured school climate and culture. The study would appear to validate the efforts of the administration and faculty at St. Joseph School to maintain an environment of discipline, esteem, and respect. Further, the results of this investigation seem to demonstrate that students at the school not only understand, but endeavor to comply with and commit to these efforts. It might be said that a significant student buy-in is maintained toward an organized, disciplined academic atmosphere of esteem and respect. The complete Adams Survey is available for review.

Students know what is expected of them and the consequences if the rules are not followed as addressed in the Student Handbook. Consent and Handbook Forms are read and signed by all students and parents. The school adheres to and addresses several times annually a Hazard Mitigation Plan because prevention is a key component of a safe school. The school works from an exemplary Critical Incident Command Structure in the unlikely event of a disaster. Drills under this plan are conducted at a minimum of fourteen times annually. The school also attempts to maintain a safe environment through an aggressive random alcohol and drug screening program. At a minimum of four times annually, 20% of the student population is randomly chosen for a drug panel screen. Additionally, at all school dances, 20% of pre-registered attendees are randomly selected and 100% of all walk-in attendees are afforded an alcohol breathalyzer screen.

The Library Media Specialist is certified to perform the media functions of the school. The staff diligently works closely with educators and students to meet media needs. This is inclusive of AV materials, computers, books, periodicals, newspapers and other written media.

**Standard 4: Documenting and Using Results**

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

Overall Rating: Operational

	Statement or Question	Response	Evidence	Rating
Indicator 4.1	To what extent has the school agreed upon assessments that measure progress toward its established learning expectations in each core subject area?	At least one core subject area has complete, aligned assessments, and others are underway.	<ul style="list-style-type: none"> <li>•Written assessments</li> <li>•Lesson plans</li> </ul>	EMERGING

	Statement or Question	Response	Evidence	Rating
Indicator 4.1	What performance measures has the school established to determine the effectiveness and efficiency of its governance, support, and administrative functions?	The school applies the same principles of continuous improvement to its governance, support, and administrative functions as it does to its core mission of student learning. It has undertaken at least one systematic improvement in a non-academic area and has documented successful movement toward its objective.	<ul style="list-style-type: none"> <li>•Questionnaires</li> <li>•Meeting minutes</li> <li>•Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 4.1	How does the school ensure reliability, validity, and freedom from bias in the data collected to measure performance?	The school has a process for examining the technical quality of its measures; it has confidence that – or is implementing an improvement strategy designed to ensure that -- any technical concerns are being remedied.	<ul style="list-style-type: none"> <li>•Policies</li> <li>•Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification</li> <li>•Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes</li> <li>•Analysis of trend data</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 4.2	To what extent does the school's data system incorporate all types of data—student records, demographics, results data, process data, and perception data?	<p>Student achievement data and organizational effectiveness data are gathered over time, analyzed, and used for the school's self-defined continuous improvement purposes. Demographic data are maintained for each student, and used to identify significant subgroups of students in need of assistance. Process data track program and administrative activity designed to generate results in order to determine what worked and what needs to be changed. Perception data are gathered and used to understand stakeholder concerns and satisfaction with programs, improvement efforts, and results. Student records associate achievement results with program/process history.</p>	<ul style="list-style-type: none"> <li>•Demographic data</li> <li>•Trend data</li> <li>•Student performance information system</li> <li>•Policy and/or procedure to monitor overall student performance</li> <li>•Verifiable growth in student performance</li> <li>•Program/process data</li> <li>•Student achievement results from various formative and summative assessments</li> <li>•Student assessment plan</li> <li>•Retention and graduation rate data</li> <li>•Demographic analysis and/or process data to correlate with student achievement results</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 4.2	How broad a range of stakeholders have been involved in the design and utilization of the school's data system?	<p>The school's information system is designed to meet needs of both school-level and district-level users, including teachers, school leaders, central office personnel, and support professionals (i.e., guidance counselors, school psychologists, social workers). Usage data indicate that these potential users are aware of and active in tapping the data gathered for their use.</p>	<ul style="list-style-type: none"> <li>•Agendas/minutes of stakeholder meetings</li> <li>•Inclusion of data analysis topics in the agenda of professional development activities</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 4.3	To what extent are classroom assessments developed and shared school-wide, so that results can be analyzed across classrooms?	<p>Formative and summative classroom assessments are created by individual teachers and shared occasionally.</p>	<ul style="list-style-type: none"> <li>•Teacher reports</li> <li>•Samples of classroom assessments and documentation of how used</li> </ul>	EMERGING

	Statement or Question	Response	Evidence	Rating
Indicator 4.3	How do overall achievement results drive decision-making about teaching and learning in the school?	<p>Data are used to anticipate and support decisions that need to be made about individual students, classroom practices, and school-wide processes and programs.</p>	<ul style="list-style-type: none"> <li>•Agendas/minutes of stakeholder meetings for data analysis and use of data</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.4	To what degree does the school maintain and implement a process for analyzing data and turning it into useful information?	The school selects strategically important results from among the data it collects, develops interpretations and possible implications, and evaluates alternative actions that could be taken in response to the conclusions.	<ul style="list-style-type: none"> <li>•Pattern analysis conclusions and learnings</li> <li>•Teacher reports about efforts to keep them informed regarding trend and comparison data</li> <li>•Evaluation protocol</li> </ul>	OPERATIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.4	Do staff members have the skills to analyze and use data?	The majority of staff members are skilled in the analysis and interpretation of multiple types of data and in making comparisons across groups.	<ul style="list-style-type: none"> <li>•Professional development plan</li> <li>•School improvement plans showing professional development</li> <li>•Learning materials for skill development</li> </ul>	OPERATIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.4	To what extent do school staff members possess the collaborative skills necessary to undertake difficult self-examination and make meaningful information out of data?	Examination of data and dialogue about meaning occur most often in traditional structures such as grade-level or departmental meetings; although some staff members have the skills and experience needed to keep difficult conversations productive, these dialogue skills are not widespread.	<ul style="list-style-type: none"> <li>•Professional development plan, school improvement plan</li> <li>•Protocols for conversation</li> <li>•Lesson plans that reflect shared information</li> </ul>	EMERGING

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.5	How easily can stakeholders and decision-makers get access to data that is appropriate for their use?	Internal stakeholders, including teachers, have direct access to the data system as appropriate for their use; there is a shared understanding of which types of data are appropriate and accessible to which users.	<ul style="list-style-type: none"> <li>•Reports to students and parents</li> <li>•Immediate discussion of results at staff meetings</li> <li>•School profile</li> <li>•List of approved data users</li> <li>•Communications to stakeholders</li> </ul>	OPERATIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.5	How are successes celebrated and feedback provided to students?	Students receive individualized results from all local, state, and national achievement assessments. Reward systems provide public acknowledgment of outstanding performance and include incremental successes that are recognized and celebrated in creative ways. Students feel valued and important and extraordinary efforts are made by the school to honor their work.	<ul style="list-style-type: none"> <li>•Regular newsletters that address student success (quarterly, etc.)</li> <li>•Displayed successful work in classrooms and hallways</li> <li>•Frequent recognition programs</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.6	What can be learned about the school's effectiveness and student achievement by looking at trends across time and at other comparable schools in the community/region?	The school has analyzed its own longitudinal performance, and the school community has a shared story about what improvement strategies have been tried over time and with what success.	<ul style="list-style-type: none"> <li>•Collection and analysis of multi-year trend data regarding student achievement and school effectiveness</li> <li>•Comparative analysis of student achievement among similar schools</li> <li>•Follow-up studies of data on graduates and other former students are used to determine the school effectiveness</li> </ul>	EMERGING

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.7	Do student achievement results regularly show improvement across all core subject areas?	The school's achievement results have maintained or improved in two out of the last three years in all four core subject areas (English Language Arts, mathematics, science, and social studies).	<ul style="list-style-type: none"> <li>•Longitudinal student achievement data reflect growth in student performance</li> <li>•Committee agenda/minutes that show review of data</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.7	Do student achievement results for all grade levels regularly show improvement?	The school's achievement results have maintained or improved in two out of the last three years in half of the grade levels.	<ul style="list-style-type: none"> <li>•Longitudinal student achievement data reflect growth in student performance</li> </ul>	OPERATIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 4.7	Do student achievement results for all subgroups show improvement?	Achievement results for the majority of the school's subgroups including gender, ethnic minority, special needs, and economically disadvantaged students have maintained or improved in two of the last three years.	<ul style="list-style-type: none"> <li>•Longitudinal student achievement data reflect growth in student performance (disaggregated)</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 4.8	Describe the policies that exist to regulate the security of data systems, student records, and their authorized users.	Authorized users (and only those users) have access to data for which they have permission. Each user's ability to edit data or make changes is well-defined.	<ul style="list-style-type: none"> <li>•List of authorized users at various levels of access</li> <li>•Policies that guide security of data and authorized users</li> </ul>	OPERATIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**The principal, teachers, support professionals, students, and parents have access to PowerSchool. At its most basic level, this web-based student information system fosters communication between parents, students, and teachers about student performance. Teacher access includes demographic data and student progress in individual courses. Through PowerSchool, teachers are better able to evaluate a student's performance and identify weak areas based on grades and attendance records. Administrative access enables the administrator and support professionals to generate reports, disaggregating data on demographic information, academic performance, attendance, and behavior. Results are utilized to improve student performance at an administrative level. However, the school lacks a defined process to select important results, develop interpretations, and evaluate alternative actions.

A complete and accurate student record system is maintained through PowerSchool and permanent records. The PowerSchool system is secured using assigned usernames and individually created passwords. Administrators have access to student and parent usernames and passwords. Student data cards are maintained in the front office with limited security. Several authorized users have a key to the permanent records system stored in a secure area. A list identifying all persons authorized to view permanent records is posted as required.

In addition to the continual academic and attendance report generated through PowerSchool, weekly newsletters and monthly school calendars are provided electronically for internal stakeholders such as teachers, parents, and students. External stakeholders, like alumni and community members, receive a monthly principal's report. Colleges and universities receive an annually prepared school profile. Student success is celebrated through these publications as well as classroom and hallway display cases, frequent recognition programs, and local media acknowledgement.

The school administers several nationally normed, standardized tests to analyze instructional effectiveness. Through the American College Testing Program, students in the 8th and 9th grades take EXPLORE, students in the 10th grade take PLAN, and students in the 11th and 12th grade take ACT. Additionally, the school utilizes the Stanford Achievement Test (10th Edition) for 7th and 8th grades as well as the Preliminary Scholastic Aptitude Test for 10th and 11th grades. Teachers and school personnel are able to identify specific areas of weakness using comparisons between gender, race, course enrollment, and historical performance. The staff is also able to compare school performance to current national trends. As evident in the school's professional development meetings, results and conclusions are shared with staff members.

The measures described above evaluate performance in English Language Arts and Mathematics. However, the school does not track performance in science or social studies content through all grades. The school has established reliable, valid, and bias free performance measures for two core subjects, but in order for learning expectations to be aligned with the assessments, the curriculum is now becoming based on Common Core Standards rather than Mississippi Department of Education Frameworks. The school uses principal and school advisory council evaluations to determine effectiveness and efficiency in administrative functions. Parents and

students complete surveys to help determine effectiveness and efficiency in support functions.

The principal and support professionals adjust curriculum, teaching assignments, and professional development topics based on standardized test results and academic performance. The guidance department uses test results, historical academic performance, and student preference to make decisions regarding student course selection and pathway to graduation. The school-wide network facilitates document sharing.

From the standardized test reports, the school has access to five-year trend data for students at St. Joseph Catholic High School. Although the data exists and there is analysis of longitudinal performance and linkage of data trends, more systematic use of improvement strategies must be implemented.

Upon reviewing student achievement results in the assessment measure over the past three years, regular improvement is seen across all core subject areas. The SAT10 score reports demonstrate maintained or improved scores in English Language Arts, mathematics, science, and social studies. The ACT score reports demonstrate maintained or improved scores for gender but not ethnic minority subgroups. When grade level results are compared from year to year, there is a concern that historically data fluctuates. It is noted that several very strong or very weak students can skew data because the school tests such a small number of students.

**Standard 5: Resources & Support Systems**

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

Overall Rating: Highly Functional

	Statement or Question	Response	Evidence	Rating
Indicator 5.1	What is the process for attracting highly qualified staff members to this school?	All instructional staff members are certified as Highly Qualified under No Child Left Behind in any area in which they teach. The school/governing body has a comprehensive recruitment program in place to attract and retain highly qualified staff members.	<ul style="list-style-type: none"> <li>•Policies and procedures designed to encourage retention</li> <li>•Percentage of staff Highly Qualified</li> <li>•Description of school/governing body promotions to attract new staff members</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.1	How do school leaders ensure that staff members meet governing body requirements and possess appropriate expertise for their role in the school?	The qualifications of all staff meet governing body certification requirements in the content areas and grade levels. All teaching staff demonstrate competency in their content area and/or grade level through documented teaching practices, collaborative planning, and shared materials development.	<ul style="list-style-type: none"> <li>•Documented demonstration lessons</li> <li>•Audit of teacher credentials</li> <li>•Extent to which staff meet certification and licensure requirements</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.1	What is the process for induction, mentoring, and coaching of new staff members?	A structured and substantive induction program for all new instructional staff occurs prior to the formal teaching experience. Each new staff member is assigned a mentor chosen from the experienced teachers of the school for at least a three-year period during which the mentor provides modeling and feedback on the mentee's instructional practice.	<ul style="list-style-type: none"> <li>•New teacher orientation materials</li> <li>•Mentoring logs, reports, and correspondence</li> </ul>	OPERATIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.2	What criteria are used to ensure that staffing assignments match staff qualifications to student needs and the school improvement plan?	The improvement of student achievement is the primary determinant of the allocation of human resources. Data is gathered on a regularly scheduled basis that informs decisions to reallocate the school's resources and align staff qualifications to student needs.	<ul style="list-style-type: none"> <li>•Documentation of demonstration lessons</li> <li>•School improvement plan</li> <li>•Collection of data about staff strengths</li> <li>•Governing body strategic plan</li> <li>•Observation protocols</li> <li>•Disaggregation of student data</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 5.3	How do school leaders encourage collaborative reflection, investigation, and inquiry about teaching practices?	Grade level teachers and/or departments collaborate periodically. Some staff members have initiated and participate in inquiry practices such as classroom action research, peer study teams, and peer coaching.	<ul style="list-style-type: none"> <li>•Calendar of meetings</li> </ul>	EMERGING

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 5.4	In what ways are data used to evaluate the sufficiency of student to staff ratios?	School leaders work with staff to determine appropriate staffing levels based on data gathered about student needs. Use of space, time, fiscal resources, and number and type of staff are key factors addressed. School leaders advocate with governing body leadership for additional staff and fiscal resources to meet needs.	<ul style="list-style-type: none"> <li>•School improvement plan</li> <li>•School budget</li> <li>•Governing body strategic plan</li> <li>•Indication that leader has communicated with governing body leadership</li> <li>•Disaggregation of student data</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 5.5	How do school leaders ensure that the allocation of financial resources is supportive of the school's vision, educational program, and plans for school improvement?	The improvement of student achievement is the primary determinant of the allocation of fiscal resources. Data are gathered on a continuous basis that inform decisions to reallocate these resources. Decisions on fiscal resource allocation are made at least twice yearly. There is an ongoing effort to seek supplemental funds that align with the goals of the school improvement plan.	<ul style="list-style-type: none"> <li>•Accounting of supplemental funds</li> <li>•School improvement plan</li> <li>•Listing of fiscal resources aligned with school improvement goals</li> <li>•Governing body strategic plan</li> <li>•Monthly budget</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 5.6	How does the school ensure that a regularly audited accounting system is used?	There is an established accounting and budgeting system for allocating and managing fiscal resources. Records are audited on a regular basis and internal controls are consistently followed. Staff members have opportunities to ask questions about and can explain budget issues to stakeholders.	<ul style="list-style-type: none"> <li>•Evidence that school abides by legal and ethical business and educational practices</li> <li>•Annual budget</li> <li>•Minutes and notes from staff meetings regarding budget</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.6	What is the process for ensuring that all funds are spent in accordance with regulations?	A process is in place that assures that on a regular basis school leaders collectively review and plan for implementation and monitoring of all funds in the light of mandates, regulations, and rules. The school ensures compliance with local, state, and federal regulations.	<ul style="list-style-type: none"> <li>•Description of policies in place and monitoring</li> <li>•Documentation of compliance reporting - assurances</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.7	How does the leadership ensure that the facilities, services, and equipment are safe and orderly for students and staff?	Staff members, students, and parents are consulted on a regular basis to inform policy and procedural decisions that enhance the safety and orderliness of the school. The school's physical plant is well maintained and areas considered unsafe are upgraded and continually monitored.	<ul style="list-style-type: none"> <li>•Facilities and technology maintenance plan and long range facilities plan</li> <li>•Indication that facilities are regularly inspected and maintained</li> <li>•Surveys</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.7	How are decisions made about the use of space?	School leaders have a process in place that uses data about the safety of the facility and instructional goals from the school improvement plan as drivers for assigning space usage. The resulting space assignments are safe, flexible, and change as evolving facility and school improvement priorities demand.	<ul style="list-style-type: none"> <li>•Changes in space over time in response to changing need</li> <li>•Required safety certificates</li> <li>•Survey data from stakeholders regarding the extent to which the school improvement plan and safety issues characterize the operation of the school</li> <li>•Creative uses of space that align with the school goals</li> <li>•Facilities report addressing safety concerns</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.8	How comprehensive and well understood is the school's crisis management plan?	Staff members, students, parents, and community agencies/organizations are consulted on a regular basis to inform policy and procedural decisions regarding security and crisis management plans at the school. The school has detailed written security and crisis management plans in place that include partnerships with law enforcement and other key organizations in the community as well as plans for communication and outreach during an emergency. Staff and students receive routine training and information about the school's security and crisis management plans in a variety of simple, easy-to-understand formats.	<ul style="list-style-type: none"> <li>•Correspondence</li> <li>•Crisis management plans</li> <li>•Training materials</li> <li>•Security plans</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.9	What process is used to ensure and monitor that each student gets the counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning s/he needs?	A comprehensive array of social and support services is made available through the school and partnering agencies and organizations within the community. A wide variety of methods is used to communicate the availability of services to staff members, students, and stakeholders in simple, clear, and easy-to-understand formats that are translated into the languages of the school community. Teachers and staff members are trained in recognizing candidates for various types of service and make referrals as appropriate. Stakeholder surveys indicate high levels of satisfaction with access to and quality of services provided.	<ul style="list-style-type: none"> <li>•School policies/handbooks</li> <li>•Correspondence</li> <li>•Reports</li> <li>•Partnership documents</li> <li>•Student files</li> <li>•Print and electronic communications</li> <li>•Stakeholder surveys</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.10	What process is in place to identify students with special needs?	Individual teachers and teacher teams systematically and consistently analyze the results of formative assessments along with student behavior issues and patterns to identify students in need of additional intervention. There is a system in place for tracking and communicating assessment results clearly. In cases where students with special needs have been identified for intervention, a team consisting of the student, his/her parents, and teachers is in place to develop a customized plan for addressing the student's needs.	<ul style="list-style-type: none"> <li>•Records indicating reassessment data and practices</li> <li>•Lesson plans</li> <li>•Description of use of data to target instruction to students not meeting expectations</li> <li>•Log of team meetings and results</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 5.10	How does the school ensure that the appropriate interventions are selected?	Staff members take into account the diverse needs of their students as they choose and implement instructional plans. Individual teachers are exploring best practice and are beginning to implement appropriate differentiated strategies. Some coordination exists between general education and Special Education teachers and the student, parent, or other key individuals.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•School improvement plan/committee structures</li> <li>•Instructional plans</li> <li>•Classroom walk-through journals</li> </ul>	EMERGING

	Statement or Question	Response	Evidence	Rating
Indicator 5.10	How are the interventions monitored and evaluated?	Individual plans for student intervention include success measures and plans for evaluation. School leaders are involved in monitoring implementation of teacher-led interventions through systematic record keeping and review of data. School leaders provide periodic feedback to staff and students regarding data gathered during their monitoring efforts.	<ul style="list-style-type: none"> <li>•School policies and procedures</li> <li>•Administrative classroom observation logs/protocols</li> </ul>	OPERATIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**St. Joseph Catholic School maintains an impressive record for the recruitment and retention of quality personnel. A staff dedicated to the care of students is a hallmark of the school. The school hires only quality candidates who are strong in teaching method, area content, and those who have passed rigorous background checks. All new teachers are assigned mentors at the beginning of the year. One hundred percent of the staff holds proper subject area certification and all are deemed certified as highly qualified. Each teacher must demonstrate competency in their content areas and must keep their license renewed through professional development contact in content areas and/or additional college coursework. Professional development is hosted each week within the school.

The current teacher to student ratio at St. Joseph is 1:13, with all teachers providing students and families specifically posted tutorial times. St. Joseph offers special needs students additional support through a resource program. The budget at St. Joseph is set based on the number of students enrolled for each school year. All content departments have budgets from which supplies are purchased. Title I funds are used to ensure resource students are provided with additional support materials for all subject areas. The school system and its finance officer are afforded financial guidance through an annual budget and a monthly reporting system.

The school maintains a clean, safe, and well-functioning facility. The school is continuously monitored and routinely checked for safety issues. Hazard mitigation is a regular professional development discussion, as well as a review of the school emergency planning. There are emergency plans, maps, and instructions displayed in each classroom. St. Joseph works with all pertinent area agencies to ensure a safe, orderly, and drug free environment.

Classroom space at St. Joseph is based on student count and final enrollment along with class assignments. Each wing of the school building houses laboratories and classrooms suited to specific learning goals. These assignments are flexible and change as the

faculty and need for classes change. The science classrooms at St. Joseph are permanent rooms that are equipped with sinks and laboratory closets for proper storage of materials, as well as emergency showers.

The Critical Incident Command Structure for St. Joseph Catholic School is a highly functional document that covers the eventuality of most possible disastrous situations. All teachers understand lock-down procedures. Students and teachers are well versed and practiced through regular drills. All outside doors to the school building remain locked during the instructional day and visitors must use an intercom system to get into the school via the front office. Parents are informed of school emergency procedures during parent meetings by the administration and through the student handbook. The school employs School Reach instant parent notification system to keep families advised during times of emergency need.

St. Joseph has a caring environment for the mental and emotional health of the students. The counseling office is staffed with a certified guidance and vocational counselor and a graduate student intern. The Counseling Office will refer students to outside counseling services when necessary. Without breaching confidence, guidance staff informs the staff regarding of any information that may affect student performance in class.

The Guidance Office promotes educational and career planning by several methods. St. Joseph hosts an annual College Fair for all St. Joseph students and the upper grades for the Local Educational Agency, Western Line Schools. Bi-annually, the Guidance Office hosts Reality Fair, designed to prepare students for completing educational experiences and navigating the world as a graduate. The Counseling Office promotes a Career Day for high school students. School counselors also produce an annual TestFest for purposes of either providing or preparing students for the school appraisal system. Counselors continually assist students in all facets of preparation for college.

St. Joseph Catholic School has a Resource/Special Needs Education Department consisting of one certified full time and one part time certified specialist. The school serves students with learning disabilities. The department provides all classroom teachers with a list of the students and their modifications, as well as copies of their individual educational plans. Classroom teachers follow student modifications well. Individual Educational Plans are checked and updated yearly through meetings of the resource teacher, classroom teachers, counselors, parents, students, and members the LEA.

**Standard 6: Stakeholder Communication & Relationships**

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

Overall Rating: Highly Functional

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 6.1	What is the system in place for identifying community experiences, resources, and willingness to support student learning?	The school has a highly organized structure in place to communicate with businesses, non-profit and governmental agencies, and other community organizations. The school has carried out multiple joint partnerships and strategic ventures that allow for enhanced services, coordination of activities and sharing of resources in support of student and community learning/enrichment.	<ul style="list-style-type: none"> <li>•Mailing lists</li> <li>•Examples of school communications</li> <li>•Program lists and student schedules</li> <li>•Program materials</li> <li>•Event co-sponsorships</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 6.2	What process is in place to communicate information and gather feedback from all stakeholders about students, their performance, and school effectiveness?	A process is in place to engage and communicate with and receive relevant information from each stakeholder group, customized in an appropriate format via an appropriate communication vehicle for the particular stakeholder group. Feedback is acted upon and used to influence decisions. Special efforts are made to reach out to parents and community groups that reflect the diversity of the school population.	<ul style="list-style-type: none"> <li>•Plan for communication among stakeholders</li> <li>•Notices for student performances and showcases</li> <li>•Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 6.3	What is the system in place for identifying parents' expertise and willingness to volunteer?	The school has a proactive system that invites and matches parents with a wide variety of volunteer capacities according to their interests. Teachers in need of volunteer support have easy and equitable access to them. The school uses an outreach program to help ensure that parents and community members from traditionally underrepresented groups are able to receive the support they need to volunteer.	<ul style="list-style-type: none"> <li>•Governing body policies</li> <li>•Protocol for teachers to request volunteer help</li> <li>•Menu of opportunities available</li> <li>•Parent Teacher Organization/Parent Teacher Association documentation</li> <li>•Newsletters and web announcement</li> <li>•Database of volunteers</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 6.3	In what ways does the school encourage families to support children as learners, (including development of a parent compact if one is used)?	The school sets and communicates clear, effective, and appropriate expectations for parent and family involvement that are targeted to the population being served. Parent/family involvement activities are diverse, frequent, and meaningful. Activities are not confined to the school's campus, but extend into surrounding neighborhoods and community organizations and ultimately serve to enrich the diversity of the school. Parents are engaged as lifelong learners and have opportunities to participate in classes, review free reading material that is translated for non- English speaking families, and have frequent opportunities to interact directly with their child's teacher. A targeted program is in place to help parents of lower-achieving children learn how to support their child at home. In addition, a written parent compact is in place.	<ul style="list-style-type: none"> <li>•Parent compact</li> <li>•Newsletters and other print communications</li> <li>•Invitations to meetings and programs</li> <li>•Web and e-mail communications</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 6.3	How representative of the school population is the active parent population?	Parent/family involvement activities have very high levels of participation. The diverse socioeconomic and cultural makeup of the school's population is reflected in the composition of the audiences/participants that are active in these events and programs. The school's systemic efforts to provide support for its volunteers has allowed parents from all segments of its population to be active on campus or take part in at-home activities that help support student learning.	<ul style="list-style-type: none"> <li>•Teacher/staff member communications</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 6.4	How are student expectations communicated to parents/stakeholders in a manner that is timely and understandable?	The school shares, clarifies, and discusses curriculum/expectations/assessments prior to commencing each unit of study with the school community in multiple ways, including oral, written, face-to-face, and translated communications. Students and parents are knowledgeable and conversant about student expectations and assessments at the school. Business and community partners are also aware of curriculum/expectations/assessments within the community, and are invited to form relevant partnerships that enrich curricular offerings.	<ul style="list-style-type: none"> <li>•Lesson plans</li> <li>•Competency profiles and syllabi</li> <li>•Print and web communications</li> <li>•Course descriptions</li> <li>•Written curriculum documents</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 6.5	How are improvement efforts and evaluation results communicated with parents and other stakeholders on a regular basis?	The school communicates its improvement efforts and evaluation results and solicits feedback using a wide array of sophisticated methods that are specific, straightforward, and easily understood by a diverse community. Particular efforts have been made to reach out to parents and community groups that reflect the diversity of the school population.	<ul style="list-style-type: none"> <li>•Governing body reports</li> <li>•School newsletters and website</li> <li>•Data reports</li> </ul>	HIGHLY_FUNCTIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**St. Joseph Catholic School is committed to the highest quality of two way communication so as to fully be a vital part of the greater community and to learn from stakeholders the attributes desired in an effective school. St. Joseph has a wide range of opportunities for the community to get and stay involved in student learning. The Administrative Office maintains an exhaustive list of mailing addresses. Lists for community health organizations, counseling referrals, post-secondary opportunities, and newcomer materials are also maintained.

The Principal Weekly Update is emailed to all stakeholders in order to keep all abreast of the events and opportunities at the school. A monthly newsletter is likewise electronically and physically distributed. Alumni News is published and distributed monthly in both electronic and printed form. The Principal Monthly Report details school business for a calendar month. This report is distributed to the Diocese, School Advisory Council, area Parishes, and school staff. The school employs SchoolReach as an instant contact email and/or telephone service to stakeholders. The Irish Family, St. Joseph School Parent Association, lends an effective helping hand in supporting the school. From luncheons to fundraisers, this organization of St. Joseph families assists the school at every turn and builds community support for the school.

Weekly bulletin messages for St. Joseph Catholic Church and surrounding Parishes make certain that school needs are expressed and cooperation is sought. One of the largest outreaches to community churches is held annually through the St. Joseph Pastor Appreciation Prayer Service and Breakfast. With the many opportunities the community has to be involved at St. Joseph School, the students are likewise encouraged to give back to the community. As a requirement for graduation, students must complete 100 hours of

community service and provide reflection as to how their service has helped both their spiritual lives and the community as a whole. Additionally, classes and various school organizations work to serve the community through more than 50 community special events and funding opportunities. Family service hours are also required.

Stakeholders have many and varied opportunities to express ideas and comments regarding the institution. Questions or concerns which need to be addressed, and not answered by standard communication efforts, are handled through Question and Answer Session opportunities that are held quarterly with the principal. Parents, students, and faculty are also kept informed through the web-based PowerSchool system. Parents may see their children's grades, attendance, and assignments at any point in real time. In order for the faculty to be accessible to parents at all times, parents are made aware of the teachers' email addresses and phone numbers through the St. Joseph Catholic School website, beginning-of-the-course syllabi, and letters distributed by the faculty. Lesson plans are made available via the school website. The school has an internal telephone and voice mail system that links all teachers, classrooms, and administrative portions of the school building.

The St. Joseph Curriculum Guide boasts core, elective, honors, advanced placement, and college dual courses. The community is well apprised of the strong curricula offering. There are regular advertising and in-house public relation campaigns which extol the benefit of the St. Joseph college-level course achievements. Students and families are well acclimated to behavior and learning expectations through convocations, mandatory parent meetings, and the school handbook.

The school exerts many efforts to keep parents, students, and vested community members informed on academic progress of the St. Joseph students. St. Joseph Catholic School has an excellent relationship with the local newspaper The Delta Democrat Times and all electronic media outlets, which makes the community aware of the various events and accomplishments at the school. The school affords the media daily updates and photos of school happenings. Annually, the local Community Awards have been quite good to St. Joseph as the school is a regular winner of Best High School and Best Principal. Again in 2011-2012, The Delta Democrat Times, Readers Choice Awards overwhelmingly chose St. Joseph Catholic School as the best high school in Greenville with St. Joseph principal, Paul Artman, as the best principal. Our Lady of Lourdes, St. Joseph elementary feeder school, fared well in the community poll by being selected as the best elementary school.

**Standard 7: Commitment to Continuous Improvement**

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

Overall Rating: Highly Functional

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 7.1	How does the school work through all the parts of a systematic school improvement planning cycle, beginning with gathering and analyzing data, and then using that information to establish a vision, set goals, choose strategies, develop a plan, implement the plan, and monitor and evaluate results?	On a regular basis, the school community works through a systematic cycle of continuous improvement, which aligns all functions of the school with expectations for student learning. The chosen strategies are incorporated into a written plan that is responsive to the school's particular profile and vision, and they are specific enough to measure and evaluate. Data are collected that can be used to evaluate the strategies and inform the next cycle of planning.	<ul style="list-style-type: none"> <li>•Schedule of school improvement planning topics showing attention to all stages in the cycle</li> <li>•Minutes/attendance lists from school improvement/other meetings</li> <li>•Feedback/revision documents indicating responsiveness to feedback</li> <li>•School communication tools showing communication among stakeholders</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 7.2	How do internal and external stakeholders hear about the school improvement process?	The school's strategies and tools for communicating with internal and external stakeholders about the improvement process and goals are two-way; they involve both explanation and listening. Stakeholders participate meaningfully in decision-making in all stages of the school improvement process (vision, profile, plan, results). Particular efforts have been made to reach out to parents and community groups that reflect the diversity of the school population.	<ul style="list-style-type: none"> <li>•Handbooks reflecting vision</li> <li>•Newsletters describing vision, purpose, improvement strategies, and results</li> <li>•Website addressing school improvement</li> </ul>	HIGHLY_FUNCTIONAL

	<b>Statement or Question</b>	<b>Response</b>	<b>Evidence</b>	<b>Rating</b>
Indicator 7.3	How do the school's improvement plan goals, strategies, and activities align with and/or capitalize on existing programmatic elements to maximize student success?	The process followed by the team that develops the school improvement plan includes a step that assesses and strengthens the alignment of goals, strategies, and activities with other school programs. Non-instructional programs in the school are explicitly reviewed to identify potential contributions to school improvement goals.	<ul style="list-style-type: none"> <li>•Self-assessment findings</li> <li>•Minutes of action items</li> <li>•School improvement plan and process employed in development</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 7.4	How do professional development activities support strategies that are based on student needs and address the school improvement plan goals?	Professional development opportunities ensure that all staff members have the requisite skills to implement the school's chosen improvement strategies and to deliver student-centered instruction in a variety of ways in the classroom, including providing applied and relevant activities, demonstrating high expectations for all students, differentiating instruction, conducting authentic assessments, and displaying cultural sensitivity.	<ul style="list-style-type: none"> <li>•Description (or lesson plans) of teaching practices that demonstrate student-centered instruction</li> <li>•Professional development schedule or topics</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 7.5	How does the leadership ensure that the improvement plan is implemented, monitored, achieved, communicated to stakeholders, and used for future improvement?	The leadership has developed clear procedures to regularly monitor instructional and organizational systems in an effort to evaluate their success in raising student achievement. The data collected are used as the basis for modifications and future improvement efforts. Relevant, appropriate, and meaningful results are recognized and communicated in a consistent, ongoing manner to all stakeholders.	<ul style="list-style-type: none"> <li>•Monitoring and evaluation plan for school improvement plan</li> <li>•Procedure for recognizing team for their work</li> <li>•Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters</li> <li>•Schedule of school improvement planning meeting topics</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 7.6	What is the school's plan to analyze and evaluate the impact and effectiveness of its strategies and interventions on student achievement and organizational effectiveness?	The school improvement plan identifies tools for outcome evaluation that are linked to stated goals, strategies, and interventions. Disaggregated data measuring student performance, organizational effectiveness, and community impact are analyzed by school committees on an ongoing basis. Staff members reflect together on learnings from evaluation data.	<ul style="list-style-type: none"> <li>•Professional development topics</li> <li>•Evaluation plan and results</li> <li>•School improvement plan and process employed in development</li> <li>•Revisions to school improvement plan</li> </ul>	HIGHLY_FUNCTIONAL

	Statement or Question	Response	Evidence	Rating
Indicator 7.6	How is the information gained from the evaluation of the plan used for making decisions about student learning?	Outcome data from the evaluation of continuous improvement strategies are used to inform future changes to the design of the school improvement plan. Process data point to areas where implementation could be improved through standardization, increased clarity, or changes in protocols or practice. Satisfaction data suggest improvements in stakeholder involvement or communication.	<ul style="list-style-type: none"> <li>•Professional development topics</li> <li>•Evaluation plan and results</li> <li>•School improvement plan and process employed in development</li> </ul>	HIGHLY_FUNCTIONAL

**Statement or Question:**In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

**Response:**St. Joseph Catholic School administration and faculty engage in a continuous process of improvement by focusing on proper training and assessment of teachers who must continue to improve their teaching strategies so that the performance of students is evident. First, teachers are required to create and update curriculum maps in all courses, which encourages teachers to devise unique course content and best methods to present that content. Continuous school improvement is also a goal of weekly professional development sessions, departmental meetings, teacher evaluation process, student and parent survey platforms, and an exhaustive communication effort. Just as teachers receive results of standardized tests and plan various strategies to help improve instruction and scoring, parents and students are afforded test results in both individual and group settings.

Parents are informed of student progress through PowerSchool, web reporting system. This tool includes grades, assignments, and teacher comments. Teacher lesson plans and class instructions are posted weekly online. Parents are encouraged to check student progress electronically, and two-way communication between teacher and family is utilized via email or telephone messaging available in each classroom. Teachers are also encouraged to regularly communicate with the parents regarding student achievement that is exemplary or perhaps lagging. SchoolReach, instant parental notification system, features a phone service for emergencies or dissemination of information to parents about school activities. St. Joseph uses a myriad of printed newsletters and updates which encourages avenues of communication and discussion in the improvement process.

The Irish Family, a parent association, meets several times throughout the year to discuss ways to help improve the functions of school life. This PTA-type organization supports students, families, and faculty members through a multitude of functions. The organization regularly affords improvement feedback and assistance to the School Advisory Council, Principal Cabinet, and Development Office. In addition to the many newsletters and weekly updates, the school handbook can be found online so that parents and students may continually have access to vital school policies and expectations. The St. Joseph Alumni Newsletter is published once per month online and in printed form once annually. Students, alumni, family members, and community members may share in St. Joseph online through daily Facebook updates. These daily postings allow the school as a viable institution to communicate and respond to community information regarding the continuous improvement process.

A long-range strategic plan for school development was begun in 2010 which included planning for nine key areas. This effort had its very beginnings rooted in the AdvancED / SACS model of continuous improvement. A core team consisting of parents, parishioners, faculty members and community leaders was formed to study the needs of the school. These members were divided into the nine planning areas, meeting several times to formulate ideas, gathering input and recommendations from surveys, and other sources of information. Convocation was held on January 18, 2011, inviting the community stakeholders. The stakeholders prioritized through a multi-vote, and Core Team input the challenges for the future of the school. The work on solutions and implementation of the plan was begun and continues today with the principal and the Core Team meeting monthly to evaluate the process of the long-range strategic plan. The concepts for the improvement of curriculum, instruction, building and grounds, finance, athletics, and school activities were afforded the planning venue and recommendations have been made from these meetings. Many of those recommendations have either already been instituted or become a work in progress by the Implementation committee. The committee has met during the past two years to assure objectives are being implemented. These goals are assessed through student and parent surveys and through teacher evaluation.

The Principal meets once each quarter with his Cabinet, which includes teachers, alumni, counselors, parents, and students. The group discusses school needs, possible changes in policies, the positive and negative feedback from various people, and whatever

activities that can enhance student learning and parental satisfaction. Parents and students are asked to assess the school through surveys, and the principal regularly conducts both public and private sessions of Questions for the Principal. This type interaction also leads to a deeper commitment to school improvement. Each year the principal seeks input for professional development topics for the next school year. There is a committee that plans those staff development sessions based on the input from the faculty. There is a professional development or faculty meeting every week, to which attendance is mandated.

School leadership ensures that the school plans are implemented and that the results are communicated to the stakeholders in several ways. There are weekly and monthly newsletters sent to all school patrons so that they are kept aware of activities and meetings. Twice annually since the last SACS site visit, the St. Joseph faculty has applied work and monitored the process set forth in the Quality Assurance Review Team Report. The school has met and exceeded those SACS expectations in the five year period of time. These goals and standards are available.

# REPORT SUMMARY

## Scores By Section

