

# Archdiocese of Milwaukee Schools Accreditation Internal Assessment

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**School Name** \_\_\_\_\_

**School Year of Internal Assessment** \_\_\_\_\_

## STANDARD 1: Foundational Statements

**Principle/Standard: The identity and unique purpose of a religious and independent school is rooted in its foundational statements that specify its vision, mission, and core values. The foundation statements are cooperatively identified, clearly stated, and mutually accepted, and direct the learner throughout his/her educational and formational experience.**

### **1.01 Vision and Mission Statements:**

**The members of the school community have foundational statements that concisely articulate the shared vision, mission and core values for the school community and establish an overall commitment to a particular course of action for school improvement.**

- \_\_\_\_\_ 1. The school has a written mission statement consistent with Church teachings and Gospel values that clearly reflect the four-fold dimension of a Catholic School: Message, Community, Worship, and Service.
- \_\_\_\_\_ 2. The Philosophy of the school reflects its core educational values and includes five dimensions of education: Spiritual, Intellectual, Physical, Social, and Psychological.
- \_\_\_\_\_ 3. The Foundation Statements address the specific needs of students and families served by the school.

Postings in the school, Student/Parent Handbooks, Teacher Handbook, website, ads, brochures.

### **1.02 Development of Statements:**

**The members of the school community cooperatively develop these foundational statements through consensus and appropriate participation of stakeholders who are sensitive to and interested in the growth and development of learners.**

- \_\_\_\_\_ 1. The foundation statements were developed cooperatively with contributions from faculty, parents and administration.

Minutes of faculty meetings, minutes of School Committee meetings, minutes of parent group meetings, notes from focus groups, survey results.

**1.03 Consistency of Statements with Sponsoring Organization:**

**The members of the school community demonstrate that the foundational statements are consistent with the values, beliefs, and principles of the sponsoring institutions / organizations. If the school is under religious auspices, these foundational statements should reflect the faith and teachings of the religious organization.**

- \_\_\_\_\_ 1. The foundation statements articulate the school’s role as an extension of the sponsoring organization(s).
- \_\_\_\_\_ 2. The school collaborates with the other ministries of the sponsoring organization(s) to further the educational mission of the sponsoring organization(s).
- \_\_\_\_\_ 3. The sponsoring organization(s) supports the continued existence of the school.

Parish Mission Statement, school Mission Statement, school Philosophy, bulletins, newsletters, flyers, annual reports, interviews with teachers / students / parents.

**1.04 Implementation of Statements:**

**The members of the school community provide evidence that the foundational statements guide the school’s decisions in regard to goals, processes, policies, procedures and the teaching and learning process.**

- \_\_\_\_\_ 1. The Catholic dimension of the school is emphasized in the recruitment of qualified teachers who serve as role models of faith for the student.
- \_\_\_\_\_ 2. New staff and families are oriented to the school mission and philosophy.
- \_\_\_\_\_ 3. The school provides opportunities for
  - \_\_\_\_\_ community building
  - \_\_\_\_\_ prayer and worship
  - \_\_\_\_\_ addressing social needs.
- \_\_\_\_\_ 4. The foundation statements are reflected within the curricular areas and activities, especially the religion program.
- \_\_\_\_\_ 5. The school’s Handbook policies and actual practices are consistent with the foundation statements of the school.
- \_\_\_\_\_ 6. The school’s staff and children manifest respect for each other.
- \_\_\_\_\_ 7. Pastoral staff are available to assist in the promotion and growth of the Christian community of the school.

Philosophy and Goals, handbooks, awards, overview of staff credentials, Mass schedule, bulletins, newsletters, newspaper releases, curriculum; observed on bulletin boards, displays,

religious artwork, student essays.

**1.05 Communication of Statements:**

**The members of the school community publish and communicate the foundational statements to its stakeholders.**

- \_\_\_\_\_ 1. The school's mission statement is readily available.
- \_\_\_\_\_ 2. The school's statements of philosophy and values are readily available.

Handbooks, postings in hallway / classrooms, website, advertising, brochures.

**1.06 Evaluation of Statements:**

**The members of the school community have a shared evaluation process, at least annually, that reviews the effectiveness, relevance and quality of the foundational statements as well as their use in making decisions.**

- \_\_\_\_\_ 1. Appropriate groups within the school community regularly review the mission statement in order to adjust it to changing needs and conditions.

Minutes / agendas of meetings: School committee, Parent Group, Faculty.

**1.07 Data to Support Foundational Documents:**

**The administrator maintains and uses current data that describes the characteristics of the learners, school and communities served, as the bases for the development of the foundational statements.**

- \_\_\_\_\_ 1. Information from the Wisconsin DPI and Archdiocesan annual reports and surveys are used to assess trends in the school community.
- \_\_\_\_\_ 2. Assessment data and enrollment trends guide changes in curriculum and instruction.
- \_\_\_\_\_ 3. The school encourages parental involvement in school programs.
- \_\_\_\_\_ 4. The school encourages involvement in the life of the parish/sponsoring organization(s).
- \_\_\_\_\_ 5. The school collaborates with the broader local community.
- \_\_\_\_\_ 6. The school has a written non-discriminatory policy for both staff and students.

Curriculum, annual reports and assessment data, meeting minutes, inservice notes, brochures, handbooks.

## STANDARD 2: Communications and Community Relations

**Principle/Standard: Members of the school community have developed, implemented, and communicated an effective school-community interaction plan: (1) to strengthen the school and community, (2) to facilitate support for the school, and (3) to provide opportunities for parent education and participation in the activities of the school that encourages cooperation and collaboration among home, school, religious, and civic communities.**

### **2.01 Orientation**

**A member of the school administration oversees and/or provides orientation for all new staff, new/prospective families, new students, school volunteers, and the governing/consultative body.**

\_\_\_\_\_ 1. There is evidence / documentation of programs and practices used to orient newcomers.

School calendar, handbooks; documentation (ads, letters) for orientation night, new family gathering, open house, retreat, student assembly for orientation; PI34 Mentor interview.

### **2.02 Regular Communications**

**The school community and its membership create opportunities for regular communication among its various stakeholders.**

\_\_\_\_\_ 1. The administrator has and uses appropriate regular channels to communicate with school families and with staff.

\_\_\_\_\_ 2. The teaching staff has effective means of communicating with families, and is responsive to communications from families.

\_\_\_\_\_ 3. The school communicates effectively with the greater community to report activities and achievements.

Newsletters, newspaper articles / releases, Parish bulletin, family folder, website, progress report forms.

### **2.03 Parent/Family Organizations**

**The members of the school administration develop and promote parent/family organizations that support the school and its foundational statements.**

\_\_\_\_\_ 1. The School has appropriate school-based committees that meet regularly to support school programs, policies, and goals.

\_\_\_\_\_ 2. School-based committees work directly with the Administrator, in an advisory role, to set and reach program goals.

Minutes of committee meetings: Home and School, School Committee/Board, Athletics, Technology, Booster / Development.

#### **2.04 Publications**

**Written communication, which is produced by members of the school community, facilitates professional and appropriate relationships between the school and the learners, their families, and the faith and civic communities.**

- \_\_\_\_\_ 1. The School has a Handbook for Families / Students that covers a full range of school-related topics, updated regularly.
- \_\_\_\_\_ 2. The School has a Handbook for Staff that covers all needed Archdiocesan policies as well as local policies, updated regularly.
- \_\_\_\_\_ 3. Materials for recruitment, advertising, registration, and orientation of families, are clear, up to date, and effective.
- \_\_\_\_\_ 4. School news, planned activities, and coming events are published regularly and in a timely way, to keep families informed.

Handbooks, newsletters, parish bulletins, news articles, memos, web-notes, recruitment / information materials.

#### **2.05 Community Involvement/Partnerships**

**The stakeholders develop and articulate an effective school-community interaction plan that fosters quality partnerships and extends networks of support for student learning.**

- \_\_\_\_\_ 1. The School can show documentation of outreach to the community.
- \_\_\_\_\_ 2. The School makes use of community resources for educational enhancement and enrichment.

Minutes of meetings, crisis plan, local public school district documents, news articles, newsletters, staff meeting notes.

#### **2.06 Marketing/Development Plan**

**Members of the school community have a marketing/development plan in place to increase public visibility, foster community relations, and maintain necessary revenue and enrollment.**

- \_\_\_\_\_ 1. The School has a person or group with responsibility for community relations and recruitment of students.
- \_\_\_\_\_ 2. There is appropriate financial support for necessary publications and communications to develop the school.

School brochures, Open House information, recruitment/ admission policies; interviews with School Committee/Board or Development committee / person; website, bulletins, ads, radio ad script, host-family plans, Catholic Schools Week plans, line item in budget(s) for development.

**2.07 Annual State of the School Report**

**Members of the school community publish and distribute an annual state of school report to parents/family members and other stakeholders.**

- \_\_\_\_\_ 1. The School undertakes an annual published report reporting basic information about enrollment and progress in curriculum, school improvements, staffing, programs, or other aspects of school function.

Annual report; interviews with committee members and staff, website.
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### STANDARD 3: The Climate of the School and Classroom

**Principle/Standard: School climate may be defined as the combination of those qualities of the school environment that affect the attitudes, behavior, and achievement of the people involved in its operation – students, parent/family members, administrators, faculty, staff, governance/consultative body, and members of the faith and civic communities. In quality schools, the adults and students care for, respect, and trust one another. School personnel believe that all children are able to learn. Students and staff expect to be successful as life-long learners. Morale is high, while social and academic growth is continuous. The environment for teaching and learning is the lived experience of the foundational statements of the school.**

#### **3.01 Student Academic Standards and Code of Conduct**

**With appropriate representation from the students, administrators and faculty members of the school develop the academic standards for learning and code of student conduct, which are in line with the foundational statements.**

- \_\_\_\_ 1. The Mission Statement is reflected within the academic standards, student activities, and the student code of conduct.
- \_\_\_\_ 2. The academic standards of the school, including admission/placement policies, opportunities for enrichment and remediation, and policies governing referral, are clearly stated in school handbooks.
- \_\_\_\_ 3. The written student code of conduct includes parental/student involvement, interaction with school personnel, student responsibility and self-discipline, and redemption through corrective action.
- \_\_\_\_ 4. There is a written student code of conduct, which includes a step-by-step process and procedure for probation, suspension, and expulsion.

Handbooks, copy of written standards, posted rules for students, system materials, form letters, surveys; interviews with students, faculty, committee members.
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### **3.02 Caring, Respectful, and Trusting Community**

**Members of the school community demonstrate care, respect, and trust for all learners by establishing and maintaining an environment in the school that develops these attributes in the learners for themselves, their fellow students, and adults.**

\_\_\_ 1. The climate of the school reflects its mission, philosophy, and goals, and provides an environment in which learning and mutually supportive relationships flourish.

\_\_\_ 2. The school collaborates in a positive way with the other ministries/organizations of the parish/greater community further the educational mission of the parish/community.

Observation of interactions; photos, newsletters, classroom behavior, recognition program materials; interviews with staff, parents, students.

### **3.03 Morale**

**The student is enthusiastic about learning. The teacher is enthusiastic about teaching. The parent/family member is willing to become involved in school activities.**

\_\_\_ 1. Parents are involved and invited to be involved in school activities and committees.

\_\_\_ 2. The teachers are involved in professional development and spiritual growth opportunities.

\_\_\_ 3. Student activities and planned lessons allow for differing ways of engaging in the learning process.

Evidence of celebration within school life; positive moral tone among students and staff; minutes of meetings, newsletters, bulletins, professional development plans, volunteer sign-up materials; interviews; observations.

### **3.04 Academic Development**

**The school community recognizes Student Achievements. This recognition corresponds to the learner's ability in relationship to the accomplishment.**

\_\_\_ 1. Students are recognized for their successes and growth.

\_\_\_ 2. Students are provided with opportunities to participate in activities beyond the school curriculum.

Student work displayed; awards or award system information / materials / photos, etc.; interviews; bulletins, newsletters, news releases.

### **3.05 Positive and Effective Classroom Management**

**Professional instructional staff provides an environment for learning throughout the school that encourages active engagement in learning, self-motivation, and positive social interaction.**

- \_\_\_\_\_ 1. The climate of the classroom reflects the school's mission and goals and provides an environment in which learning and mutually supportive relationships can flourish.
- \_\_\_\_\_ 2. Classroom management at all levels is age appropriate and effectively implemented.
- \_\_\_\_\_ 3. Classroom management system includes positive recognition.
- \_\_\_\_\_ 4. Processes are in place for students to reconcile differences.

Handbook; discipline system materials, peer mediation system; observations, interviews.

### **3.06 Length of School Year and Instructional Day**

**The administrator maintains a school calendar which provides for a school year of at least 180 days, with classes in session at least 175 days or the equivalent in hours. The normal instructional day is at least six clock hours exclusive of lunchtime. (Note: There can be no less than 175 days in the event of acts of nature which might close a school on one or more of the designated 180 days.)**

- \_\_\_\_\_ 1. There is a 180 school day calendar that may include parent/teacher/student conference days, inclement weather days and a provision for extraordinary emergencies.
- \_\_\_\_\_ 2. There are at minimum ten teacher in-service days.
- \_\_\_\_\_ 3. The school day for grades K to eight is designed to meet the minimum of six hours of instruction per day (free standing middle schools, 6.5 hours) exclusive of lunch.

School calendar; class schedules, inservice notes.

### **3.07 Conflict Resolution**

**Administrator of the school communicates and uses a process for resolving disagreements, conflicts and grievances that is communicated to all personnel.**

- \_\_\_\_\_ 1. The parish/school has a procedure for personnel grievance that follows Archdiocesan guidelines, is published, and communicated to staff.
- \_\_\_\_\_ 2. The parish/school has a written procedure in place for resolution of local parental grievances that follows Archdiocesan guidelines.

Handbooks (student/parent/faculty), parish personnel policies, interviews.

### **3.08 Safe and Secure Environments**

**Administrator of the school ensures that policies and procedures for addressing emergency/crisis situations are written, published and communicated, and regularly conducts drills and reviews policies/procedures with the school community.**

- \_\_\_\_\_ 1. The dates for periodic drills for fire, health, safety, and civil emergency are recorded and kept on file.
- \_\_\_\_\_ 2. The school complies with all local and state codes for health and safety within and around the facility.
- \_\_\_\_\_ 3. School crisis management/emergency plans are published and reviewed regularly.

Drill log (fire/tornado/severe weather), crisis management plan, faculty in-service notes, training records.

### **3.09 Immunization Records**

**Administrator of the school enforces state immunization requirements and oversees the process to obtain and maintain records of state-required immunizations on the students.**

- \_\_\_\_\_ 1. Student health/immunization records are kept on file for all students.
- \_\_\_\_\_ 2. There is a person responsible for maintenance of these records.

Health / immunization records of students.

### **3.10 Student/Family Handbooks**

**Administrator of the school provides a current, comprehensive school handbook that defines policies and procedures to the students and their families.**

- \_\_\_\_\_ 1. The School Handbook is current and comprehensive, describing the programs, policies, and procedures that guide the school.
- \_\_\_\_\_ 2. The Family / Student Handbook is consistent with the requirements of Archdiocese Policy and Regulation 5101.
- \_\_\_\_\_ 3. The Handbook is reviewed regularly, revised and updated as needed.
- \_\_\_\_\_ 4. Parents acknowledge receipt of handbook annually.

Handbooks, handbook receipts.

**3.11 Protection of the Legal Rights of Personnel, Students, and Families**

**Administrator is knowledgeable of and enforces policies and procedures to protect the legal rights of personnel, students, and families.**

- \_\_\_\_1. The contents of the Faculty/Staff handbook are thorough and consistent with Archdiocesan Policy and Regulation 4116.3
- \_\_\_\_2. The school is non-discriminatory in its policies and practices for the hiring of personnel and the admission of the students and this policy is published in Handbooks.
- \_\_\_\_3. Family and student information is kept in accordance with applicable federal and state laws and Archdiocesan policies.

Confidential student files, parental custodial documents / court orders, access log for confidential files.
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## STANDARD 4: Leadership and Governance

**Principle/Standard: An effective school community operates under the guidance of a governing/consultative body and the leadership and management of an administrator. The members of this body and the administrator fulfill their roles and responsibilities in a manner that supports the foundational statements of the school community.**

### **4.01 Governance**

**The school community has a governing/consultative body working cooperatively with the administrator in order to provide leadership for the vision and management of the mission and core values.**

- \_\_\_\_\_ 1. A committee/ board guides the School.
- \_\_\_\_\_ 2. The School's committee / board operates within archdiocesan norms, and is accountable to the Parish council(s) and/or the appropriate corporate entity, within a clearly delineated structure.
- \_\_\_\_\_ 3. The committee/board has the responsibility to promote the educational mission of the Church and school.

Calendar of meetings, bylaws, list of responsibilities of members / subcommittees, minutes, interviews with members.
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### **4.02 Governance in Operations and Development**

**The school community establishes written roles, responsibilities, and duties for members of the governing/consultative body and provides opportunities for orientation, ongoing development and training of its members.**

- \_\_\_\_\_ 1. The function and decision-making protocol of the committee/board, including the purpose of any subcommittees, are clearly stated in its By-Laws.
- \_\_\_\_\_ 2. Roles, responsibilities, relationships and authority of each committee or sub-committee as it relates to the school are clearly stated in the By-Laws.
- \_\_\_\_\_ 3. Roles and responsibilities of officers and/or members of the committee are clear.
- \_\_\_\_\_ 4. The committee/board incorporates in their agenda time for prayer, formation, and inservice.
- \_\_\_\_\_ 5. Minutes of meetings, committee/board activities, etc., are communicated to families and to the parish/governing body.

School committee roster, list of subcommittees, by-laws, minutes, evidence of attendance at Archdiocesan in-services for committees, board/committee by-laws.
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#### **4.03 Governance as its Primary Responsibility**

**Members of the governing/consultative body are responsible for the formulation of policies, which gives direction and purpose to the mission of the school community. Once the appropriate authority enacts the policies, the administrator and/or administrative team oversees the implementation of the policies.**

The committee/board is knowledgeable of its role regarding:

- \_\_\_\_\_ 1. Planning for the future of the school and for improvements in a long-range plan.
- \_\_\_\_\_ 2. Financial aspects including the school budget, fundraising, third-source funding.
- \_\_\_\_\_ 3. Institutional advancement, development, and marketing of the school.
- \_\_\_\_\_ 4. Evaluation of the Mission, Philosophy, and programs of the School.
- \_\_\_\_\_ 5. Collaboration in hiring the Administrator.
- \_\_\_\_\_ 6. Method and plans for the review, development and evaluation of policy.

Minutes, handbooks, by-laws.

#### **4.04 Incorporation**

**The school is incorporated or is part of a legal corporation.**

- \_\_\_\_\_ 1. The school / parish / governing structure can provide paperwork demonstrating incorporation.

Copy of incorporation papers easily accessible.

#### **4.05 Leadership**

**An Administrator and/or administrative team provides leadership in the school community by building and maintaining a vision, direction, and focus for student learning and teacher instruction.**

- \_\_\_\_\_ 1. The School employs an Administrator or Administrative Team that has sufficient time to fulfill the duties and responsibilities of the office.
- \_\_\_\_\_ 2. The Administrator or Administrative Team have a job description, and work within that job description.
- \_\_\_\_\_ 3. The Administrator or Administrative Team demonstrates support for the School's Mission and Philosophy.

Job description(s), evidence of annual review of foundation statements, interviews.

**4.06 Instructional Leader**

**Administrator ensures that the written curriculum is enacted, supported, implemented and assessed.**

- \_\_\_\_\_ 1. The school implements a current written plan for curriculum development in all content areas.
- \_\_\_\_\_ 2. The Administrator involves appropriate stakeholders in the development of curriculum and selection of program materials.

Long range plan, curriculum planning form, interviews, minutes of meetings, memos.

**4.07 School Improvement Process**

**Administrator provides for a school improvement process that includes participation of faculty, staff, parents, and representatives from governing/consultative body.**

- \_\_\_\_\_ 1. The school has a plan that invites the participation of appropriate groups of stakeholders to help shape the future of the school.
- \_\_\_\_\_ 2. The Long Range Plan is shared with, and reviewed by, appropriate groups / committees.

Long range plan; survey; minutes; interviews.

**4.08 Consultation, Cooperation and Collaboration**

**Administrator involves the appropriate individuals in the various stages of the decision making process that affect either an aspect of or the entire school community.**

- \_\_\_\_\_ 1. The Board / Committee guiding the school has a clear and written process for decision-making.
- \_\_\_\_\_ 2. Stakeholders in the school have the means, through several channels (written, verbal) to give input or feedback to the Board / Committee and to the Administrator.
- \_\_\_\_\_ 3. There is appropriate and established lines of communication with other interested groups within the parish / school community, when decisions are made.

Meeting minutes; evidence of broader publication or dissemination of minutes; newsletters, bulletins, other communications; interviews.

#### **4.09 Management**

**Administrator allocates and aligns the human, instructional financial and physical resources in support of the foundational statements and expectations for student learning.**

- \_\_\_\_\_ 1. The administrator collaborates with other parish and / or community leaders, to maximize the allocation of resources.
- \_\_\_\_\_ 2. The school Budget is appropriately detailed, realistic, and developed annually to meet current and projected needs.
- \_\_\_\_\_ 3. The content of the written curriculum realistically reflects the resources the school has at hand, or is able to obtain.
- \_\_\_\_\_ 4. Student assessment is linked to the school’s philosophy for curriculum and instruction.
- \_\_\_\_\_ 5. Staffing levels reflect the enrollment and program needs of the school.

Teacher job descriptions and classroom assignments; budget; observation; classroom support materials; interviews.
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#### **4.10 Evaluation**

**Administrator ensures that a periodic analysis of instructional and organizational effectiveness, which includes the collection and analysis of data regarding student performance, is conducted as a basis for improving the school.**

- \_\_\_\_\_ 1. Evaluation of student performance includes a full range of assessments that may include textbook program tests, teacher-developed assessment, student self-assessment, daily work and practice, observation.
- \_\_\_\_\_ 2. Evaluation of school performance includes a range of sources that may include national achievement tests, and attitude / perception surveys of parents, students, staff.
- \_\_\_\_\_ 3. Student achievement data is analyzed to identify discrepancies between current performance and desired outcomes, and to plan for improvement.
- \_\_\_\_\_ 4. All curricular areas / programs are evaluated over a seven-year period.
- \_\_\_\_\_ 5. Local factors / characteristics that affect learning (environment, culture, family, etc.) are identified by staff in assessing the learning needs of students.

Standardized test scores available for the appropriate levels, minutes from staff meetings, interviews with teachers. Note that samples of attitude/perception surveys are in the Curriculum Resources of the SPA Manual, and in the DPI State Curricular Guidelines.
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**4.11 Leadership in the school**

**The appropriate authority ensures that there is an onsite administrator who is responsible for the day-to-day administrative leadership and management of the school.**

- \_\_\_\_\_ 1. The Administrator demonstrates effective leadership of the School, in all areas listed in the Job Description.
- \_\_\_\_\_ 2. The Administrator is provided with sufficient time to perform the duties of the office.
- \_\_\_\_\_ 3. The Administrator supports the Catholic identity of the School in recruitment, supervision, and evaluation of qualified staff to serve as role models of faith.
- \_\_\_\_\_ 4. The Athletic Director / Chairperson works directly with and is responsible to the parish Pastor or school Administrator, for policy, program, and purchasing matters.
- \_\_\_\_\_ 5. The Administrator is responsible for his or her own Professional Development Plan.

Principal Job description, contract, principal annual review.
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**4.12 Responsibility of Administration/Governance**

**The appropriate authority ensures that there is an adequate number of professional and paraprofessional staff as it relates to the enrollment of the school.**

- \_\_\_\_\_ 1. The Administrator provides all teachers with the support and supervision to meet state and Archdiocesan requirements for their PDP.
- \_\_\_\_\_ 2. New staff members are oriented to the policies, practices, and procedures of the school.
- \_\_\_\_\_ 3. The Administrator collaborates with the committee/ board responsible for finances in studying enrollment trends, setting tuition and salaries, and determining the number of employees needed, including, when necessary, reduction in force.
- \_\_\_\_\_ 4. The Administrator oversees appropriate certification of new employees, including background check, proof of citizenship, licensing, and Safeguarding All God’s Family Training.
- \_\_\_\_\_ 5. The Administrator oversees appropriate certification of all school volunteers, including Safeguarding All God’s Family training, and (where applicable) coaches’ certification for athletics.

PDPs, Staff Handbook, personnel records, volunteer records, interviews.
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**Administrator implements admissions policies and procedures in accordance with legal, ethical and professional acceptable standards, including a statement of non-discrimination.**

- \_\_\_\_\_ 1. The school publishes a statement of non-discrimination in admission of students and for hiring of staff.
- \_\_\_\_\_ 2. The school has clearly written standards for admission of new students, including, if appropriate: preference standards, waiting-list policies, and expectations for families.
- \_\_\_\_\_ 3. There is a person or committee responsible for recruitment of new students, including responsibility for recruitment and registration materials, website content, advertising, communications.

School Handbook, Staff Handbook, advertisement/media publications, recruitment / registration materials, newsletters/flyers, interviews.
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**STANDARD 5: Resources**  
**Human (5.01-5.19), Financial (5.20-5.29), Physical (5.30-5.33)**

**Principle/Standard: An effective school has a qualified staff supported by the financial and physical resources necessary to advance the foundational statements of the school. A professional and competent staff is provided in sufficient numbers to support student learning. Professional development and support services are aligned with quality planning needed to accomplish the school improvement plans of the school.**

**Human Resources Section 5.01-5.19**

**5.01 Administrator**

**Administrator has earned at least 18 semester hours of credit in educational administration and supervision as part of a graduate degree or in addition to a graduate degree.**

- \_\_\_\_\_ 1. The school principal has state certification in administration, or is pursuing a plan of study for certification approved by the Archdiocesan Human Resources Department.

Administrator's personnel file.

**5.02 Assistant Administrator(s)**

**Other administrative and supervisory personnel having responsibilities for instructional services have earned at least 18 semester hours of credit related to their assigned field as part of a graduate degree or in addition to a graduate degree.**

- \_\_\_\_\_ 1. (Where applicable) The assistant principal, other administrative and supervisory personnel have certification appropriate for their positions, or are pursuing an approved plan of study.

Appropriate personnel files.

**5.03 Compensation of Administrator**

**The administrative head of a school is justly/additionally compensated for his/her responsibilities and duties as administrator.**

- \_\_\_\_\_ 1. The administrative head of the school is under contract to the parish or governing body, and receives appropriate salary, benefits, and compensation.

Principal's contract / benefits sheet, salary scale.

**5.04 Qualifications/Degree/Instructional Staff**

**Instructional personnel have earned a bachelor’s degree that includes 12 semester hours of credit in teacher education as part of or in addition to the degree, or is actively working toward meeting this requirement within three years.**

**(If applicable)**

**5.05 Qualification/Major/Instructional Staff at the Secondary Level**

**Instructional personnel have a college major (at least 24 semester hours) or certificate in their assigned field for the major portion of the school day. (Note: Professional personnel that meet the qualifications for certification or licensing by the state in which employed are considered in compliance with this quality indicator/ benchmark.)**

**(If applicable)**

**5.06 Qualification/Minor/Instructional Staff at the Secondary Level**

**Instructional Personnel may teach for less than a major portion of the school day a subject in which they have earned at least 12 semester hours of credit.**

- \_\_\_\_\_ 1. All instructional staff are licensed and certified, or are pursuing an approved program for certification that is monitored annually by the Administrator.

Personnel files of staff.

**5.07 Qualifications of Specialized Personnel**

**Counselors, media specialists, and non-teaching professional personnel have earned a degree in their assigned field.**

- \_\_\_\_\_ 1. Any school staff who are not in teaching positions have an appropriate degree or specialized training to correctly fulfill their roles and responsibilities, or are pursuing the training or degree required within an approved and supervised plan.

Personnel files.

**5.08 Professional Development**

**Professional personnel have a professional development plan, which is designated by the jurisdiction.**

- \_\_\_\_\_ 1. All School staff members have on file an individual Professional Development Plan, monitored by the Administrator.

PDPs of staff, Professional Evaluation form / rubric showing evaluation of PDP, memos.

(If applicable)

**5.09 Paraprofessionals**

**Paraprofessionals are qualified to perform in the specific area of their responsibility and are under the supervision of the professional personnel.**

\_\_\_\_ 1. Paraprofessional staff members have written job descriptions and are under direction supervision of the principal and/or staff member, as assigned.

Job descriptions, personnel records.

**5.10 Substitute Teachers**

**There are written policies relating to the qualifications, selection, training, and assignment of substitute teachers.**

\_\_\_\_ 1. The school has specific standards for the selection and hiring of substitute teachers, including a set salary for short-and long-term assignments.

Interviews, policy for substitutes.

**5.11 Staff development**

**Administrator ensures that there are staff development activities for all personnel in line with the comprehensive plan for school improvement and supportive of the foundational statements.**

\_\_\_\_ 1. The school provides for ongoing professional and spiritual growth opportunities for all staff members related to the school's philosophy and goals.

\_\_\_\_ 2. The faculty meets regularly to share information and to plan.

\_\_\_\_ 3. Staff members are actively encouraged to contribute to their own professional growth through attendance at outside workshops, classes, and seminars.

\_\_\_\_ 4. Personnel are recognized for outstanding contributions in the field of education.

Evidence of Archdiocesan, district, individual staff development, interviews, memos, flyers.

**5.12 Professional Planning**

**Each instructional staff member’s daily/weekly schedule includes planning time that is unencumbered by instructional or supervisory responsibilities.**

- \_\_\_\_\_ 1. All instructional staff members will have a written lesson plan.
- \_\_\_\_\_ 2. Instructional staff members will have adequate planning time to support educational instructional goals.
- \_\_\_\_\_ 3. The weekly class schedule for each grade follows state and Archdiocesan guidelines for the correct number of instructional minutes.

Classroom and/or school-wide class schedules, sample of lesson plans.

**5.13 Criminal Background Checks**

**Administrator oversees the process by which appropriate criminal history background checks on all individuals who are offered seasonal and full time employment at the school are conducted. (Remember volunteers)**

- \_\_\_\_\_ 1. Background checks for criminal history are made for all employees at the time of employment and every 5 years after that.
- \_\_\_\_\_ 2. Background checks are made for all volunteers that work with children on a regular basis as part of the Safeguarding program.

Documentation log for criminal history checks.

**5.14 Non-discriminatory Hiring Practices (see also 4.13)**

**Administrator and Governing/consultative bodies follow non-discriminatory practices in regard to hiring.**

- \_\_\_\_\_ 1. The school has a written non-discriminatory policy for both student admission and hiring of staff.

Handbooks.

**5.15 Process for Monitoring Performance**

**Administrator has an annual evaluation process for all instructional and support personnel.**

- \_\_\_\_\_ 1. The Administrator provides all teachers with a written evaluation of their performance, using the Archdiocesan guidelines, as part of a comprehensive supervisory/evaluation process.

Personnel files, evaluation instruments / samples, interviews.

**5.16 Personnel Records**

**Administrator maintains accurate, confidential, and complete personnel records as required by law and policies of the jurisdiction, if applicable.**

- \_\_\_\_\_ 1. The Administrator maintains personnel records for all school staff that include the items listed in Archdiocese policy 4112.23.

Staff personnel files.

**5.17 Special Jurisdictional Training**

**Administrators and teachers fulfill the requirements and/or certification in the area of theology/religion as designated by the jurisdiction with which the school is affiliated.**

- \_\_\_\_\_ 1. The principal and teachers are fulfilling the requirements of the Recognition Program for Religious Certification.
- \_\_\_\_\_ 2. All teachers of Religion have or are pursuing Advanced certification level.

Religious certification folders up to date; evidence of Safeguarding certification.

**5.18 Employee Handbook**

**Administrator provides to all personnel a written, updated employee handbook which includes policies and procedures that affect school employees.**

- \_\_\_\_\_ 1. There is a Staff or Employee Handbook, updated regularly, which includes policies and procedures as listed in the 4000 series of the Archdiocese Policy Manual.
- \_\_\_\_\_ 2. The School provides each staff member with published policies and procedures for terminating, non-renewing, and reducing the number of teachers.
- \_\_\_\_\_ 3. The School provides staff with policies regarding written grievance, appeals, and appropriate hearings.

Staff Handbook, forms.

**5.19 Position Descriptions**

**Administrator provides written position descriptions for the administrative staff, faculty, and staff members.**

- \_\_\_\_\_ 1. The principal, professional teaching staff, paraprofessional and support staff have written job descriptions.

Job description copies.
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**Financial Resources Section 5.20-5.29**

**5.20 Budget**

**Administrator and the governing/consultative body prepare and approve an annual budgetary process and budget that supports the foundational statements on which the quality educational program is built, and the action plan for school improvement.**

- \_\_\_\_\_ 1. The school budget is coordinated in collaboration of the School Committee/Board, Parish Finance Committee, Parish council, Principal, Pastor/Designate, and other appropriate parish staff.
- \_\_\_\_\_ 2. The school budget is reasonably detailed, realistic and developed annually to meet current and projected needs.
- \_\_\_\_\_ 3. The principal / administrative staff keep accurate records of areas of the budget that are directly in the administration’s domain.
- \_\_\_\_\_ 4. Periodic financial reports regarding the status of the school budget are presented to the Education Board/Committee.
- \_\_\_\_\_ 5. The parish/school has procedures and policies that allow every student in the parish to financially have access to a Catholic education.
- \_\_\_\_\_ 6. The school has implemented Archdiocesan standards for tuition and fees, third-source funding, parental responsibility, and parish subsidy.
- \_\_\_\_\_ 7. The parish/governing body and the school are engaged in sound financial planning for the future.

School budget, minutes of financial planning-related committee meetings, interviews.
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**5.21 Financial Accountability**

**Administrator and the governing/consultative body maintain and oversee financial records, transactions, and statements through a recognized accounting system, and provide financial accountability to stakeholders by publishing an annual financial report.**

- \_\_\_\_\_ 1. The budget is the collaboration of the Education Board/Committee, Parish Finance Committee, the Parish Council, the Principal, the Pastor, and other appropriate parish staff.
- \_\_\_\_\_ 2. The budget is formulated using the Archdiocesan Chart of Accounts.

Finance records, budget, annual published reports from parish to families,

**5.22 Tuition/Fee Schedule**

**Administrator and the governing/consultative body develop and approve a tuition and fee schedule and communicate this information/document to families and stakeholders.**

- \_\_\_\_\_ 1. The School publishes an annual tuition and fee schedule, with clearly stated procedures for payment.
- \_\_\_\_\_ 2. Any other parental obligations in addition to tuition and fees (e.g., fundraising, service hours, Mass attendance, etc.) are published annually.

Contract / Tuition & Fees Schedule, policies for payment, forms used.

**5.23 Salary Structure/Scale**

**Administrator and the governing/consultative body prepare and approve a written salary structure/scale for determining faculty and staff compensation, and communicate this document/information to the employees.**

- \_\_\_\_\_ 1. The parish/school has a printed salary scale and statement of employment benefits which is distributed annually to the faculty and staff.

Salary Scale, benefits form.

**5.24 Funds Raised in the Name of the School**

**Administrator and the governing/consultative body ensure that all funds, which are raised in the name of the school, are used for their designated intent.**

\_\_\_\_ 1. The School has implemented the Archdiocesan policy on tuition and fees, parental responsibility and parish subsidy.

Records of fundraising related to the School; home and School Association budget; evidence of oversight / auditing of fundraising accounts, newsletters / flyer listing how funds are used.

**5.25 Insurance Coverage**

Administrator ensures adequate comprehensive insurance coverage is provided which includes liability coverage of the school, faculty and staff, volunteers, and students.

\_\_\_\_ 1. The parish / school provides adequate insurance to staff as required by law and by Archdiocesan policy.

Local insurance coverage policy, insurance materials.

**Physical Resources Section 5.30-5.33**

**5.30 Compliance/Local, State, and Federal Rules**

**The school site and facilities are in compliance with all applicable local, state, and federal standards, rates, and regulations.**

\_\_\_\_ 1. The building conforms to local and State of Wisconsin building codes for schools.

\_\_\_\_ 2. The records of inspection by fire, health, insurance, or other examiners are kept on file.

\_\_\_\_ 3. All recommendations for health and safety codes have been met.

Inspection records, any added data showing compliance.

### **5.31 Adequacy of Physical Resources**

**The school site, facilities, and equipment accommodate the instructional and co-curricular programs of the school.**

- \_\_\_\_\_ 1. The physical plant and school grounds facilitate an educational program consistent with the school's purposes and needs of the students.
- \_\_\_\_\_ 2. The principal has the means to schedule the use of school and parish facilities that allows efficient school function.
- \_\_\_\_\_ 3. The building, grounds, furnishings, and equipment are adequate for conducting the school program.
- \_\_\_\_\_ 4. There is adequate and appropriate space for display purposes.
- \_\_\_\_\_ 5. There is a system in place to report to the appropriate authority any repair needs or defects in and around the school.

School schedules, team observations, interviews.

### **5.32 Maintenance of Physical Resources**

**The school site, facilities, and equipment are maintained to provide an environment that is healthy and safe for all occupants.**

- \_\_\_\_\_ 1. There is a plan and personnel in place for systematic cleaning and upkeep of the school.
- \_\_\_\_\_ 2. The school environment is clean, neat, and attractive.
- \_\_\_\_\_ 3. Buildings, grounds, and equipment are regularly inspected to ensure the physical well being of occupants with respect to daily maintenance, sanitation, lighting, heating, ventilation, acoustics, etc.

Team observations; long range plan; interviews.

### **5.33 Improvement of Physical Resources**

**Plans for maintaining and improving the school site, facilities, and equipment are developed and implemented.**

- \_\_\_\_\_ 1. The long range plan of the School includes all needed improvements and upgrades to buildings, grounds, furnishings, and equipment.

Long range plan; interviews, other evidence that planning includes the physical plant / facility.

## **STANDARD 6: Learning and Teaching Curriculum, Assessment, Strategies**

**Standard/Principle:** An effective learning environment is the hallmark of a religious and independent school in so far as it provides a guaranteed and viable curriculum, an assessment program that reports the proficiency and achievement of the learner, and research-based instructional strategies which foster active meaningful engagement in learning. The professional instructional staff, under the guidance of the administrator, develops this learning environment which is based on standards for content, disposition, and process so as to encourage the learner's development of critical and creative thinking skills, problem solving ability, and performance skills.

### **6.01 The curriculum document reflects the foundational statements of the school and/or jurisdiction.**

- \_\_\_\_\_ 1. The school has a written philosophy for each curricular area that reflects Catholic values and beliefs, and local/archdiocesan educational goals and standards.

Curriculum Guides for each subject, showing Philosophy for that subject/program.
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### **6.02 Guaranteed and Viable Curriculum**

**A written curriculum document for each subject area serves as the basis for the development of assessments, lesson plans, and instructional strategies, so that learning opportunities support the learner's spiritual, intellectual, social, emotional, physical, and personal development. (Note: Guaranteed curriculum refers to the exit expectations developed by the Archdiocese; Viable refers to what is actually taught to meet the needs of the students.)**

- \_\_\_\_\_ 1. Archdiocesan curriculum documents are the basis for local curriculum.
- \_\_\_\_\_ 2. Archdiocesan academic standards and exit expectations clearly identify what all students should know and be able to do, across the curriculum.
- \_\_\_\_\_ 3. Instructional strategies and assessment are in place for meaningful and appropriate support of the written curriculum.

Curriculum, evidence of assessment, sample lesson plans, meeting minutes, evidence of inservice, interviews, team observations.
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### **6.03 Curriculum Documents**

**Curriculum documents are qualitative and sequential with a demonstrated correlation between grade levels and course topics.**

- \_\_\_\_\_ 1. Documents that verify alignment of instructional strategies and assessments are in use by teachers in all content areas.
- \_\_\_\_\_ 2. There is a process in place for the annual analysis of content coverage and documentation of modifications made to address gaps/overlaps.

Curriculum planning form, annual standards checklists, meeting minutes, memos, other documentation of staff efforts to align standards and actual performance.
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### **6.04 Implementation of Curriculum Documents**

**Professional instructional staff demonstrates that the written curriculum documents are the basis for assessment, lesson plans, and the instructional strategies.**

- \_\_\_\_\_ 1. Teachers use instructional and assessment approaches appropriate for standards-based grading.
- \_\_\_\_\_ 2. The school has adopted the Archdiocesan standards-based report card or a standards-based instrument approved by the Office for Schools.
- \_\_\_\_\_ 3. Assessment of student performance is aligned to verify progress as defined by the standards proficiency key on the report card.

Sample lesson plans, examples of work that demonstrate alignment with standards, examples of variety of assessment used in classes.
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### **6.05 Subjects/Courses of the Curriculum**

**Curriculum documents are developed for at least the following subject areas: language arts (reading, writing, speaking, and listening); mathematics; science; social studies; fine arts (music and the visual arts); health and safety; physical education; technology; and world languages. (Note: In religious denomination schools, religion and theology courses are developed based upon their dogmas, doctrines, and/or traditions. The applications of these teachings are integrated into the entire curriculum.)**

- \_\_\_\_\_ 1. The school implements a current written plan for curriculum development in all content areas (SPA Manual p.71, or other curriculum planning grid).

Continued

- \_\_\_\_\_ 2. The curriculum guide in each subject area includes all of the following:
- \_\_\_\_\_ A philosophy written by the local staff that includes beliefs, learning, educational and Gospel values for each curricular area.
  - \_\_\_\_\_ General content area goals.
  - \_\_\_\_\_ Grade level performance or exit expectations, including specialty areas, based on state and national standards.
- \_\_\_\_\_ 3. The school provides an instructional program meeting the required time and supporting an integrated emphasis on instruction in the following content areas.
- |                      |                             |                   |
|----------------------|-----------------------------|-------------------|
| _____ Religion       | _____ Reading/Language Arts | _____ Mathematics |
| _____ Social Studies | _____ Science               | _____ Art         |
| _____ Music          | _____ Physical Education    | _____ Health      |
- \_\_\_\_\_ 4. Students are given opportunities to develop critical thinking skills, especially concerning moral issues and conscience formation reflective of Catholic Social Teachings.
- \_\_\_\_\_ 5. Students are encouraged to participate in service-learning activities in the school/home that reflect the religious values taught.
- \_\_\_\_\_ 6. All those involved in school/parish catechetical formation work together whenever possible to educate the whole child.

Curriculum; examples of religious projects, lessons, events; instructional minutes verification form; class schedules, team observations, interviews.

**6.06 Research Based Instructional Strategies**  
**Professional teaching staff utilizes a variety of instructional strategies in order to meet all student’s learning needs.**

- \_\_\_\_\_ 1. A variety of instructional strategies are used so all students have the opportunity to meet expectations in relation to standards.
- \_\_\_\_\_ 2. The school program is organized to provide support for differing academic needs.
- \_\_\_\_\_ 3. The school provides supplemental educational experiences for students, including community resources in support of the written instructional program.

Sample lesson plans, minutes of meetings, documentation / samples showing lessons / assessments meeting individual needs, inservice documentation, Supportive Consultant, team observations, interviews, professional development plans.

### **6.07 Evaluation of Curriculum Document**

**The administrator, in cooperation with the professional instructional staff, establishes a process and cycle for the ongoing evaluation and development of the curriculum document, which is based on current educational research and best educational practices.**

- \_\_\_\_\_ 1. Strengths and weaknesses of each curricular area are assessed using various instruments.
- \_\_\_\_\_ 2. All curricular areas have been evaluated over a seven-year period.

Curriculum overview chart, assessment examples, meeting agendas/minutes, evidence of inservice, long-range plan, surveys, and standardized test results, interviews.

### **6.08 Review of Instructional Resources and Materials**

**The administrator, in cooperation with the professional instructional staff, has a process and cycle to review the instructional resources and materials which are correlated with the various subject areas in the curriculum document.**

- \_\_\_\_\_ 1. Developmentally appropriate materials, technology, and current resources support instruction.
- \_\_\_\_\_ 2. The School's long range plan includes any needed resources and materials needed to improve the school's programs.

Samples of resources, enrichment materials, supplies, equipment (or location); long range plan, budget evidence, meeting minutes, team observations, interviews.

### **6.09 Technology and Instructional Media Plan**

**Administrator oversees the development of a technology and instructional media plan for the school.**

- \_\_\_\_\_ 1. The school has an Archdiocese approved 3-year technology plan.
- \_\_\_\_\_ 2. The technology plan is being implemented as written.
- \_\_\_\_\_ 3. Use of technology across the curriculum is linked to the school's technology plan.
- \_\_\_\_\_ 4. The Administrator is involved in the creation and implementation of the Technology plan.

Technology Plan; team observations, Tech committee minutes, interviews, samples / evidence of technology use, evidence that all staff uses technology at all grade levels, evidence of staff development.

### **6.10 Learner Proficiency and Achievement**

**The administrator, in cooperation with the professional instructional staff, develops a reporting system which gives the student and his/her parent/guardian a comprehensive description of the learner's content mastery and application, and personal and social skills.**

- \_\_\_\_\_ 1. Student progress and achievement is reported in both written evaluation forms and parent conferences.
- \_\_\_\_\_ 2. Standardized test data is used as a component in the evaluation and development of the school's programs.
- \_\_\_\_\_ 3. Longitudinal data reflects a consistent pattern of satisfactory student achievement when compared to the national student norms, or shows local progress.
- \_\_\_\_\_ 4. The school communicates learning expectations to students, parents, and the community.
- \_\_\_\_\_ 5. The school engages families by communicating regularly classroom and school information, and recognition of student progress.

Report card copies, midterm report copies, newsletter articles documenting reports or information about student progress and reporting, surveys, Title One reports, longitudinal data documentation as used for tracking school progress.

### **6.11 Assessment Process**

**Professional instructional staff provides a systematic and clearly understood process of learner assessment, which includes a norm referenced/standardized test.**

- \_\_\_\_\_ 1. The school's overall approach to assessment recognizes diverse learning needs and styles (e.g. MI theory, brain-based learning, gifted/remedial/differentiated instruction).
- \_\_\_\_\_ 2. Teachers use a variety of assessment processes that allow students to demonstrate proficiency according to their learning style.
- \_\_\_\_\_ 3. The students show sustained improvement directly resulting from the variety of types of assessments in use.

Documentation of standardized testing; minutes / memos / etc. documenting information sharing about assessments; examples of tests used; evidence of inservice.

### **6.12 Data Decision Making**

**The administrator, in cooperation with the professional instructional staff, regularly evaluates the results of the learner assessment process to improve curriculum/assessment/instruction.**

- \_\_\_\_\_ 1. Data on student achievement is gathered, analyzed and discrepancies between practice and desired outcomes are identified.
- \_\_\_\_\_ 2. Data results lead to adaptations that address discrepancies between practice and desired outcomes.

Evidence of analysis and implementation in curriculum, instruction, and assessment; interviews; locally generated data.

### **6.13 Learner Cumulative File**

**The administrator, in cooperation with the professional instructional staff and paraprofessional staff, establishes and maintains a file (paper or electronic) which contains curricular documentation and other information required by law and the operation of a quality educational program.**

- \_\_\_\_\_ 1. The school follows Archdiocesan policy series 5125: Student Records.

Evaluation of student files for compliance (personal, academic, behavioral, special needs), policies for teacher review/maintenance of files, process for confidentiality of files, interviews, counselor reports.

**STANDARD 7: Materials and Resources for Learning  
Instructional Media and Technology**

**Principle/Standard: An effective learning environment in a religious and independent school is enhanced with materials and resources for the learner which includes instructional media and technology.**

**7.01 Learner Materials and Resources**

**Administrator ensures that adequate materials and resources are in place to support the curriculum and assessment program.**

- \_\_\_\_\_ 1. The school provides appropriate quantity and quality of educational materials.
- \_\_\_\_\_ 2. The school provides appropriate educational experiences for students, including community resources and volunteer service, in support of the curriculum.
- \_\_\_\_\_ 3. The School maintains an inventory of audio-visual materials and equipment that is updated regularly.

Inventory of materials, list of resources used, evidence of community partnerships, evidence of field trips, volunteer activities, use of community resources.
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**7.02 Evaluation of Materials and Resources**

**Administrator establishes a policy and procedure for the evaluation of materials and resources in the media center, which includes the acquisition of new items, review of current collection, and disposal of outdated materials.**

- \_\_\_\_\_ 1. The staff is involved in identification and selection of resources that support the program.
- \_\_\_\_\_ 2. The School has a process for updating materials and equipment, and disposing of outdated materials and equipment.

Interviews with staff; team observations of storage areas and classrooms, documentation of purchases made.
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### **7.03 Instructional Media and Technology**

**Administrator provides for the appropriate distribution of a comprehensive collection of print, multi-media, and instructional technological resources.**

- \_\_\_\_\_ 1. Media resources are cataloged and made readily available to staff.
- \_\_\_\_\_ 2. The quantity and quality of instructional and technology resources is sufficient to support the curriculum.
- \_\_\_\_\_ 3. Technology resources are appropriately available to all students and staff.

Team observations, interviews with staff; review of AV inventory list.

### **7.04 Personnel**

**Personnel involved in the monitoring and distribution of instructional media and technology cooperate and collaborate with other professional staff to ensure best use of resources and provide training for students and professional staff.**

- \_\_\_\_\_ 1. Initial and/or refresher training is provided for all staff and students in the use of media and technology resources.
- \_\_\_\_\_ 2. The teaching staff, at all grade levels, is using appropriate media and technology, or is supported in pursuing the training needed to appropriately use media and technology.

Evidence of inservice, memos; team observations; interviews.

### **7.05 Budget to Support Materials and Resources**

**Administrator includes line item funds for materials and resources for the learner as well as for instructional media and technology in the school-wide budget.**

- \_\_\_\_\_ 1.A. Funds are provided for professional magazines, journals, books, and organizational membership.
- \_\_\_\_\_ 2. Classroom materials are adequately funded by the school and/or school-related groups.
- \_\_\_\_\_ 3. Appropriate funds are provided for instructional media that correlate with the curriculum.
- \_\_\_\_\_ 4. The budget includes sufficient funding in support of up-to-date technology, within an approved Technology Plan.

Budgets: areas pertaining to materials/technology, technology plan, interviews, team observations.

### **7.06 Accessibility of Materials and Resources**

**Students and school personnel have access to instructional media and technology.**

- \_\_\_\_\_ 1. Instructional media such as library books, audio and video recordings, digital information systems, and equipment, are organized for access by students and staff.
- \_\_\_\_\_ 2. Shared resources and equipment are sufficient for the needs of those sharing them.

Inventory list / location of resources, access process, interviews with staff, team observation.
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### **7.07 Access to Technological Programs**

**Administrator ensures the development and implementation of an acceptable use policy, which provides guidelines for safe and appropriate access, use, and filtering of the Internet.**

- \_\_\_\_\_ 1. The Archdiocesan Acceptable Use Policy is in full use, and is understood by the users of technology.
- \_\_\_\_\_ 2. Adequate filtering of the Internet (meets E-Rate Funding requirements) is operational.
- \_\_\_\_\_ 3. Staff provides appropriate supervision of students using the Internet.

Samples of Acceptable Use contracts signed; Technology Plan; team observations and interviews.
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## **STANDARD 8- Student Services**

**Principle / Standard: All members of the school community support the intellectual, social, emotional, physical, and spiritual growth and development of the learner. Student services are provided for all learners with the understanding that each learner is given opportunities to develop his/her abilities and talents.**

### **8.01 Comprehensive Student Services Program**

**Administrator provides a comprehensive program for student services. The school follows a written statement that is reflective of a philosophy of reconciliation, healing and personal growth.**

- \_\_\_\_\_ 1. The school has written policies and procedures that ensure that student special needs are being addressed.
- \_\_\_\_\_ 2. The student management system is based on building age-appropriate student responsibility and self-discipline, promoting parental involvement, and allowing students to redeem themselves through corrective actions
- \_\_\_\_\_ 3. Those implementing the policies and procedures have clearly defined roles and responsibilities, so that policies are applied evenly.
- \_\_\_\_\_ 4. Programs for student services have clear objectives.
- \_\_\_\_\_ 5. There is evidence that the programs for student service are being carried out effectively.

Handbooks for staff, families, students; interviews with Supportive Consultant, teachers, counselor, social worker; confidential files; student files.

### **8.02 Resource Services for Faculty and Staff**

**The Administrator, in consultation with the appropriate personnel, designs a plan or process to assist staff in understanding the nature of the student at various stages of development.**

- \_\_\_\_\_ 1. Appropriate resources for information / referral are available to staff.
- \_\_\_\_\_ 2. The administration supports the policies, procedures and faculty, in fostering individual student development.

Handbooks, interviews with students and staff, team observations, policies for mentoring / orientation of new staff and for identification of students with needs, availability of Supportive Consultant, memos, evidence of inservice, community resources used.

### **8.03 Students with Learning Challenges**

**The administrator, in cooperation with the professional instructional staff, develops a plan for diagnostic and prescriptive services to meet the various learning challenges of students.**

\_\_\_\_ 1. The school implements a plan designed to identify and provide for a student with special needs.

Handbooks, forms used, interview with Supportive Consultant, confidential files, interviews.

### **8.04 Students with Advanced Abilities**

**The administrator, in cooperation with the professional instructional staff, develops a plan to address the needs of learners with advanced abilities.**

\_\_\_\_ 1. The school has policies and has implemented a plan designed to identify and provide for the student with advanced abilities.

Handbooks, interviews, team observations, documentation / samples of lessons or classwork.

### **8.05 Referral Program for Students**

**Students who have special needs are referred to appropriate agencies for assistance.**

\_\_\_\_ 1. A process is followed whereby specialists are consulted regarding special needs of any kind (e.g. supportive consultant, guidance counselor, remedial specialist, LEA, local IEP's, health care professionals, etc.).

Staff Handbook, interviews, confidential files, Supportive Consultant interview.

### **8.06 Student Services Records**

**Administrator oversees the establishment and maintenance of a secure and accurate student services record system.**

\_\_\_\_ 1. The confidential file for each referred student contains written documentation of meetings, intervention measures, and program modifications.

Supportive Consultant interviews, confidential files.

**8.07 Physical Health of Students**

**Administrator provides a plan for the immediate care of students in case of injury or illness.**

- \_\_\_\_\_ 1. The school has established policies and procedures for illness, injuries, and related child custody contact arrangements.
- \_\_\_\_\_ 2. The school has established policies and procedures for administration of medications to students and uses the appropriate forms.
- \_\_\_\_\_ 3. The school has established policies and procedures for blood-borne pathogens, including regular training.

Handbooks, forms used, interview with office staff, Bloodborne Pathogen training logs/reports, evidence of CPR / Defib or First Aid staff training.

**8.08 Reporting Abuse and Neglect**

**Administrator ensures that specific procedures for reporting child abuse and neglect are in accordance with state law.**

- \_\_\_\_\_ 1. The school maintains records and procedures related to child abuse and neglect reporting, including appropriate community resources.

Handbooks, interviews, forms used.

**8.09 Cafeteria Program**

**Administrator ensures a cafeteria program that offers nutritional meals during the school day.**

- \_\_\_\_\_ 1. The school has a written health and wellness policy.
- \_\_\_\_\_ 2. The school works with families and food services to provide healthy lunches and nutritious snacks.
- \_\_\_\_\_ 3. The cafeteria or designated lunch area is clean and safe.

Handbooks, team observations of the facility, Health Dept. reports on file.

### **8.10 Co-Curricular Activities**

**The school provides a variety of age appropriate co-curricular activities, which are in harmony with its foundational statements.**

- \_\_\_\_\_ 1. Girls and boys have equal opportunity and access to co-curricular activities.
- \_\_\_\_\_ 2. The requirements, selection procedures and conditions for participation are fair and just to all students.
- \_\_\_\_\_ 3. Parents and other adults who serve as moderators and coaches are accountable to the appropriate administrator.
- \_\_\_\_\_ 4. Coaches are properly trained by viewing the core video, taking sport specific clinics, taking basic first aid procedures, signing the sportsmanship pledge, and meeting the requirements of the “Safeguarding All God’s Family” program.
- \_\_\_\_\_ 5. Other activity directors and all volunteers working around the children meet the requirements of the “Safeguarding All God’s Family” program
- \_\_\_\_\_ 6. All interscholastic athletics programs, and co-curricular / extracurricular programs for students adhere to Archdiocesan policies and regulations. (Athletics, # 6145-6145.28)
- \_\_\_\_\_ 7. The school encourages appropriate parental involvement in all co-curricular activities.

Family/Student Handbook, Athletic forms / policy statements, interview with Athletics representatives, Safeguarding All God’s Family compliance documentation.
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**STANDARD 9: School Improvement Program  
Strategies and Tools for Improving the School**

**Principle/Standard:** The members of the school community plan to ensure the continuous effectiveness of the school and its programs for students.

**9.01 School Improvement Plan**

**The administrator, in conjunction with the members of the school community, develops a written School Improvement Plan.**

- \_\_\_\_\_ 1. The school has developed a Long Range School Improvement Plan.
- \_\_\_\_\_ 2. All stakeholders are actively involved in the development of the Long Range Plan.

Long Range Plan; meeting minutes or other documentation of involvement; interviews with students, staff, committees.
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**9.02 Quality of Plan**

**The administrator, in conjunction with the members of the school community, ensure that the school improvement plan is in conformity with standards and quality indicators developed by WRISA.**

- \_\_\_\_\_ 1. The history / development of the Long Range Plan is documented.
- \_\_\_\_\_ 2. The Long Range Plan includes goals for each year, including future goals that may encompass the entire span of the 7-year Accreditation cycle.
- \_\_\_\_\_ 3. All ten of the Standards for Accreditation are included in the Long Range Plan to assure continuous improvement and success in all areas of the School's function.

Long Range Plan; any documentation of the processes used to create the plan.
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### **9.03 Communication of Plan**

**The administrator, in conjunction with the governing/consultative body, has a process for communicating the School Improvement Plan to the various stakeholders of the school community.**

- \_\_\_\_\_ 1. The principal makes an annual report to the School Committee /.Board regarding progress made on the Long Range Plan.
- \_\_\_\_\_ 2. The principal communicates the achievement of the goals contained within the Long Range Plan to the school / parish community.
- \_\_\_\_\_ 3. School families are aware that the school has a Long Range Plan.

Newsletters, website, interviews with parents, staff.

### **9.04 Evaluation and Development of Plan**

**The administrator, in conjunction with the governing/consultative body and faculty/staff, has a process for regularly evaluating the effectiveness of their School Improvement Plan and opportunities for further development.**

- \_\_\_\_\_ 1. The school collaborates with the other ministries/organizations of the parish community involved in appropriate planning that may impact the Long Range Plan and individual goals of the Plan.
- \_\_\_\_\_ 2. The Administrator annually reviews and updates the Long Range Plan.
- \_\_\_\_\_ 3. There is a formal means by which interested parties can give input and/or feedback to the committee/board that may be added to or may impact the Long Range Plan.
- \_\_\_\_\_ 4. (if applicable) If enrollment trends indicate a possible “change in status” internally/ externally, the school/parish is developing a plan to address this issue; this is added to the Long Range Plan.
- \_\_\_\_\_ 5. Implementation statements, or reasons why goals cannot be implemented, are clearly documented for each of the goals in the Long Range Plan, over the time of the Accreditation cycle.

Long Range Plan showing updates, comments, etc.; surveys, meeting minutes/ agendas, interviews.

## STANDARD 10: Archdiocese of Milwaukee Catholic Identity Standards

**Principal / Standard: the Archdiocese of Milwaukee Schools comply with Standards of Catholic Faith and Identity in addition to the standards of the Wisconsin Religious and Independent Schools Accreditation (WRISA). The areas of the additional standards are: Catholic Faith, Administration, Staff and Volunteers, Students, and Archdiocese Accreditation Process. NOTE: some of the quality indicators listed may be identical to the above standards of WRISA.**

### **Catholic Faith Standards 10.01-10.03**

**10.01 The School's Catholic Identity is visible throughout the facilities. It is evident in the display of religious symbols, and in the daily practices, interactions, instruction, and attitudes of students and staff.**

- \_\_\_\_\_ 1. Catholic symbols can be found in all rooms and areas used for educating students.
- \_\_\_\_\_ 2. Staff and students pray together daily.
- \_\_\_\_\_ 3. Regular liturgies and seasonal prayer services / activities are part of school life.

Team observations of religious symbols, items, etc., in all rooms, hallways, other areas of the school; liturgy planning forms, interviews.
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**10.02 Resources to enhance the teaching of Religion are evident in use, catalogued, available to all, and are also made available for lifelong faith formation.**

- \_\_\_\_\_ 1. Age- and grade-appropriate religious materials, and grade-level Religion textbooks, are in use for instruction of students.
- \_\_\_\_\_ 2. A faith-based Family Life curriculum and materials are in use.
- \_\_\_\_\_ 3. Religious program materials are included in the School's Materials Catalog, updated regularly, and they are available to staff, families, and parish.
- \_\_\_\_\_ 4. All teaching staff members are certified, or working appropriately on certification, in Religious Studies.
- \_\_\_\_\_ 5. Staff is provided with opportunities for Religious certification inservice.

Examples or location of religious DVDs, videos, etc., on the list of A-V materials; posters, banners, displays in the classroom / hallways; collaborative relationship with lifelong faith formation as witnessed in interviews; evidence of joint sacramental programs; Family Life materials. Certification folders for all staff.
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**10.03 Catholic Social Teaching permeates the curriculum and instructional program of the school. Activities reflect Catholic social teachings, and support awareness and appreciation of other cultures.**

- \_\_\_\_\_ 1. The written curriculum shows elements of Catholic social teachings.
- \_\_\_\_\_ 2. The students participate annually in activities that promote social justice and caring.

Documentation: school curriculum, textbooks, observational evidence of projects that raise awareness of Catholic social teachings, field trip information, interviews.

**Administrator Standards 10.04-10.06**

**10.04 The school principal has state certification or is pursuing an Archdiocese-approved plan of study, and is on the approved timeline.**

- \_\_\_\_\_ 1. The School is in full compliance with Standard 10.4.

Copy of license(s), or copy of updated approved plan of study on file with Archdiocesan HR office.

**10.05 The pastor, parish director, parish administrator, or his /her designee, provides the principal with a periodic written performance evaluation as per Archdiocese policy.**

- \_\_\_\_\_ 1. The School is in full compliance with Standard 10.05.

Documentation: Copy(copies) of signed annual performance evaluation(s).

**10.06 School administration and governance comply with and are supportive of all of the following:**

- \_\_\_\_\_ 1. Archdiocesan policies and regulations, as published and updated.
- \_\_\_\_\_ 2. Deadlines as posted, for all Archdiocese Schools Office administrative and annual reports.
- \_\_\_\_\_ 3. Annual update of all data on the Archdiocese of Milwaukee Extranet.

Copies of annual reports available for review, Administrator interview.

**Standards for Catholic School Staff and Volunteers 10.07-10.11**

**10.07 All teachers are state-certified or pursuing an Archdiocese-approved plan of study on an approved timeline, monitored by the principal annually. Plan for certification, if applicable, is in the employee’s personnel file.**

- \_\_\_\_\_ 1. Teachers are currently licensed and certified, or are on a monitored Plan of Study.
- \_\_\_\_\_ 2. The Administrator annually reviews files for licensing and for study plans.

Teacher files; updated copies of official study plans, as applicable.

**10.08 Administrators, teachers, and pupil service personnel are fulfilling professional development requirements appropriate to either pre – PI34 or PI34 licensing, set by the Wisconsin Dept. of Public Instruction.**

- \_\_\_\_\_ 1. All teaching staff have a Professional Development Plan, updated annually, that includes what is necessary to maintain or attain appropriate license and certification.

Copies of Professional Development Plans; documentation/portfolio items supporting plans.

**10.09 All parish and school staff, all employees, and all volunteers having regular contact with children, fulfill the requirements of the “Safeguarding All God’s Family” program.**

- \_\_\_\_\_ 1. The School has a plan for assuring Safeguarding training as shown in Standard 10.09, and maintains the appropriate documentation of certification.

Documentation: for each person, 1) criminal background check, 2) code-of-ethics signoff form, 3) proof of attendance at abuse prevention training.

**10.10 The school has a salary scale and a statement of employee benefits in compliance with Archdiocesan policies.**

- \_\_\_\_\_ 1. The School is in full compliance with Standard 10.10.

Copy of salary scale and benefits sheet, statement of current compliance level.

**10.11 The school follows published timelines, policies, and procedures for staff termination, non-renewal, and reduction-in-force.**

- \_\_\_\_\_ 1. The Staff Handbook has current policies and procedures for reduction, non-renewal, or termination of staff, reflecting Archdiocese Policies, Regulations, and Forms: 4119, 4119 a-b, 4119.2.

Staff / Employee Handbook; copies of signed Handbook receipts, forms in current use.

**Standards for Catholic School Students 10.12-10.13**

**10.12 The school follows Archdiocesan policies and procedures for probation, suspension, and expulsion that are published in the school handbooks for parents, students, and staff.**

- \_\_\_\_\_ 1. The Staff, Family, and Student Handbooks include a comprehensive system for discipline of students that includes consequences leading up to probation, suspension, expulsion, and avenue of appeal (Archdiocese Manual # 5144, 5144 a-h.).
- \_\_\_\_\_ 2. The School has a system for discipline of students that is effective.

Handbooks, team observations, interviews.

**10.13 All co-curricular and extra-curricular programs are in full compliance with applicable Archdiocesan policies and regulations.**

- \_\_\_\_\_ 1. The School is in compliance with Archdiocesan policies and regulations: 6145-6145.28.

Family / Student Handbook, Athletic documents and forms, other forms used for extracurricular / co-curricular participation.

**Archdiocese of Milwaukee Accreditation Compliance Standard 10.14**

**10.14 The school is fully compliant in the timeline and requirements of the Archdiocese School Accreditation process.**

- \_\_\_\_\_ 1. The School complies fully with all aspects of the Archdiocese of Milwaukee annual and cyclical Accreditation processes and maintains up-to-date documentation.

(This) Internal Assessment document; Long Range Plan; meeting minutes/agendas, interviews with Administrator, staff, committees/boards.