Contents

The Florida Catholic Conference Accreditation Program

The purpose of the Florida Catholic Conference Accreditation Program is to provide early education programs and elementary schools with a systematic process of school improvement through the application of educational standards and criteria. The accreditation standards of the Florida Catholic Conference promote excellence in the total educational program and are appropriate to the mission of Catholic schools. The opportunity for continuous peer review and assistance at various stages ensures on-going school improvement that reflects best practices academically, while validating the unique purpose of teaching and living out the message of Jesus Christ according to the Catholic tradition.

Purpose of the Continuous Improvement Process for Accreditation

Each school in the Florida Catholic Conference Accreditation Program hosts an accreditation visitation once every seven years. In order to prepare for that visitation, the school undertakes an intensive and thorough evaluation with its stakeholders the year prior to the visitation. This assessment of mission and Catholic identity, governance and leadership, academic excellence, and operational vitality will give the school community a clear picture of the current state of the school, as well as direction for the future.

Steps in the Process

1. Review this document and distribute to all staff members
2. Meet with Diocesan and/or FCC Accreditation personnel - Orientation
3. Use the website for all work: https://eas-ed2.accreditrac.com
4. Form school committees
   a. Form the steering committee
   b. Form the domain and EEP committees
5. Review the standards, benchmarks, rubrics, and guidelines
6. Collect evidence (including survey results and student achievement data)
7. Determine levels of compliance
8. Determine strengths and opportunities for growth
9. Create an action plan
10. Submit the work and prepare for the onsite visit

Step 1: Review this document

The school governing body and leadership team should review this document as preparation for the orientation and after the orientation to prepare a school faculty and staff orientation. This document should be given to all faculty and staff members. This is the guide and reference for the entire accreditation self-study process.

Step 2: Participate in an orientation session

Prior to beginning the process, school administrators should review this document and meet with diocesan and/or FCC accreditation personnel. The expectations, steps, and use of the website will be explained.

Follow the guidelines in this document and work with the diocesan schools office and/or the FCC accreditation office throughout the process. Group work sessions/meetings or individual school meetings/conferences may be set up as needed.

Step 3: Use the website for all work

Login on the private website: www.eas-ed2.accreditrac.com If the principal is new to the school, please contact the FCC Accreditation Office for more information.

Update the principal and school profiles. Make sure to indicate the correct **school type** on the school profile. Assign users by clicking add new user in the Users Module. This allows other staff members access to the school's page. ***Each committee should do their work directly on the website, making changes, as necessary, throughout the process.***

This document, the Domain Benchmark Guidelines, the FCC Benchmarks with Specific Evidence, and various other materials are available in the Resources Module.

Step 4: Form school committees

Meet with **entire school staff** to review the Continuous Improvement Process for Accreditation. Depending on the size of the school, committees should be formed. For very small schools, the entire staff can serve as one committee for the process. Otherwise, schools should form the steering committee, domain committees, and EEP committee. Domain committees and EEP committee should meet and work simultaneously. (See suggested timelines on pages 14 and 15 of this document.) The principal cannot chair any committee.

Step 4A: Steering Committee

Suggested Membership
- Co-Chairs (could be domain committee chairs, as well)
- Chairpersons of Domain Committees and Early Education Program Committee

Role
- Communicate
    - Facilitate continual communication about the process with all stakeholders
    - Facilitate communication between domain committees, steering committee, and school staff to develop ownership of the entire process and final documents
    - Check in with diocesan and/or FCC accreditation personnel as needed
- Train school staff in the process or arrange for training/orientation
- Set calendar for the process (committee meeting dates, survey dates, deadlines, etc.)
- Promote consensus building – all committee members should listen to each other, review evidence, and make decisions as a team

The Process
- Initially meet to discuss the process and set the calendar, then meet as needed throughout the self-study to facilitate the process and ensure that the committees are on the same page and making progress
- Administer the Catholic Identity Surveys to staff, parents, and students. Survey details and access information is available from the diocesan schools office and the FCC accreditation office. Each committee analyzes the results for their domain.
- Create the Action Plan after the work of the domain committees is complete
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

The Documentation is Completed Online
- Complete the Steering Committee Report (including the Brief history of the school, demographics, response to the third year review, and student progress based on the last action plan)
    - o The template is in the Resources Module
    - o The completed report is uploaded to the School Forms Section in the Annual Report Module
- Upload the Action Plan in the Evidence Manager

For the Visitation
- Ensure evidence is ready for the visit
- Review the Visitation handbook and prepare for the site review

Step 4B: Domain A Mission and Catholic Identity Committee

Suggested Membership
Teachers, DRE, Pastor

The Process
- Review The National Catholic Standards, Benchmarks, Rubrics, and Evidence for Defining Characteristics, Mission and Catholic Identity; determine member responsibilities
- Use the FCC Benchmarks with Specific Evidence document to collect available evidence
- Analyze the results from the Catholic Identity Survey: Staff, Parents, and Students Part 7 all questions; Staff and Parents Part 8, Questions 1-13; Students Part 8, Questions 1-10
- As a committee, through consensus and reviewing the available evidence, rate the school's compliance with all benchmarks in standards 1 through 4 (see pages 11-14)
- Collaboratively update and/or create new statements (Philosophy, Vision, Mission, Belief Statements, and/or Graduate at Graduation, according to diocesan policy)
- Determine the areas of strength and the opportunities for growth (include the top three and the rationale on the Domain Report)

The Documentation is Completed Online
- Complete the pages for the Benchmarks in Standards 1 through 4
    - o Upload the evidence used to determine the level of compliance
    - o Mark the level of compliance
    - o Complete the comment box (use this for rationale and/or any information/ explanation that would be helpful for the visitation team); sample on page 15
- Complete the Domain A Report
    - o The template is in the Resources Module
    - o The completed report is uploaded to the School Forms Section in the Annual Report Module
- Upload any updated/new statements on the front page of Standard 1
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

For the Visitation
- Ensure each benchmark has the electronic evidence used to determine the level of compliance. If any paper evidence was used, have files set up in the visitation team workroom.
- Read visitation handbook to prepare for onsite visit

Step 4B: Domain B: Governance and Leadership Committee

Suggested Membership
Principal or Assistant Principal, Pastor, Teacher

The Process
- Review The National Catholic Standards, Benchmarks, Rubrics, and Evidence for Governance and Leadership
- Use the FCC Benchmarks with Specific Evidence document to collect available evidence
- As a committee, through consensus, rate the school's compliance with all benchmarks in standards 5 and 6 (see pages 11-14)
- Analyze the results from the Catholic Identity Survey: Staff and Parents Part 8, Questions 14-20
- Determine the areas of strength and the opportunities for growth (include the top three and the rationale on the Domain Report)

The Documentation is Completed Online
- Complete the pages for the Benchmarks in Standards 5 and 6
  - o Upload the evidence used to determine the level of compliance
  - o Mark the level of compliance
  - o Complete the comment box (use this for rationale and/or any information/ explanation that would be helpful for the visitation team); sample on page 15
- Complete the Domain B Report
  - o The template is in the Resources Module
  - o The completed report is uploaded to the School Forms Section in the Annual Report Module
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

For the Visitation
- Ensure each benchmark has the electronic evidence used to determine the level of compliance. If any paper evidence was used, have files set up in the visitation team workroom.
- Read visitation handbook to prepare for onsite visit

Step 4B: Domain C: Academic Excellence Committee

Suggested Membership
Teachers, School Counselor

The Process
- Review The National Catholic Standards, Benchmarks, Rubrics, and Evidence for Academic Excellence
- Use the FCC Benchmarks with Specific Evidence document to collect available evidence
- As a committee, through consensus, rate the school's compliance with all benchmarks in standards 7, 8, and 9 (see pages 11-14)
- Review student performance data analysis or analyze it; could include, but not limited to: standardized test data, placement or assessment data, classroom grades, academic awards, promotion and retention data, attendance data, disciple referrals, student observation results
- Analyze the results from the Catholic Identity Survey: Staff and Parents Part 8, Questions 21-34; and Students Part 8, Questions 11-13

- Determine the areas of strength and the opportunities for growth (include the top three and the rationale on the Domain Report)

The Documentation is Completed Online
- Complete the pages for the Benchmarks in Standards 7 through 9
  - Upload the evidence used to determine the level of compliance
  - Mark the level of compliance
  - Complete the comment box (use this for rationale and/or any information/ explanation that would be helpful for the visitation team); sample on page 15
- Complete the Domain C Report
  - The template is in the Resources Module
  - The completed report is uploaded to the School Forms Section in the Annual Report Module
- Upload the analysis of student performance data on the front page of Standard 7
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

For the Visitation
- Ensure each benchmark has the electronic evidence used to determine the level of compliance. If any paper evidence was used, have files set up in the visitation team workroom.
- Read visitation handbook to prepare for onsite visit

Step 4B: Domain D: Operational Vitality Committee
Suggested Membership
Principal or Assistant Principal, Bookkeeper, Business Manager, Teachers

The Process
- Review The National Catholic Standards, Benchmarks, Rubrics, and Evidence for Operational Vitality
- Use the FCC Benchmarks with Specific Evidence document to collect available evidence
- As a committee, through consensus, rate the school's compliance with all benchmarks in standards 10 through 14 (see pages 11-14)
- Analyze the results from the Staff and Parent Surveys Part 8, Questions 35-42
- Determine the areas of strength and the opportunities for growth (include the top three and the rationale on the Domain Report)

The Documentation is Completed Online
- Complete the pages for the Benchmarks in Standards 10 through 14
  - Upload the evidence used to determine the level of compliance
  - Mark the level of compliance
  - Complete the comment box (use this for rationale and/or any information/ explanation that would be helpful for the visitation team); sample on page 15
- Complete the Domain D Report
  - The template is in the Resources Module
  - The completed report is uploaded to the School Forms Section in the Annual Report Module
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

For the Visitation
- Ensure each benchmark has the electronic evidence used to determine the level of compliance. If any paper evidence was used, have files set up in the visitation team workroom.
- Read visitation handbook to prepare for onsite visit

Step 4B: Early Education Program Committee

Prekindergarten and Childcare

The early education program staff, along with the leadership team, should complete the School EEP Standards and the FCC Health and Safety Checklist

The Process
- Review the benchmarks and the checklist
- Use the FCC EEP Standards, Benchmarks, and Indicators document to collect evidence
- As a committee, through consensus rate each benchmark as met or not met (the school cannot mark it as in process, only the visitation team can use this level)
- Determine the areas of strength and the opportunities for growth (include the top three and the rationale on the committee report)

The Documentation is Completed Online
- Complete all of the Benchmarks in School EEP Standards
  - Upload the evidence used to determine compliance
  - Mark compliance as met or not met
  - Complete the comment box (use this for rationale and/or any information/ explanation that would be helpful for the visitation team); sample on page 20
- Complete the EEP Report
  - The template is in the Resources Module
  - The completed report is uploaded to the School Forms Section in the Annual Report Module
- Ensure that all work on the website is complete and submit for diocesan review at least 2 months prior to the visit

For the Visitation
- Ensure each benchmark has the electronic evidence used to determine the level of compliance. If any paper evidence was used, have files set up in the visitation team workroom.
- Read visitation handbook to prepare for onsite visit

Step 5: Review the standards, benchmarks, rubrics, and guidelines

All faculty and staff members should read through the entire National Standards and Benchmarks for Effective Elementary and Secondary Schools document (hard copy or from the www.catholicschoolstandards.org website). Then each domain committee should review the rubrics for their assigned benchmarks, using the FCC Benchmarks with Specific Evidence document. This document gives more detail to what evidence is needed to support a specific level of compliance. The committee members should also use the Domain Benchmark Guidelines document. The Guidelines document has more detail regarding the background of the benchmark, how to move between levels of compliance, and what questions a committee member should be asking. These documents are available in the Resources Module.

Step 6: Collect evidence

Using the FCC Benchmarks with Specific Evidence document, domain committee members should collect the necessary evidence to determine the level of compliance. During committee meetings, discuss what evidence is needed and where to find it. Evidence should be uploaded for each benchmark. It can be uploaded at the benchmark level or in the Evidence Manager.

Pictures are rarely good evidence on their own merit. (A static picture of children in front of laptops does not tell us that the children are becoming expert users of technology.) If pictures are submitted as evidence, they must include details and explanations. Better evidence would be lesson and unit plans, emails, newsletters, meeting minutes, calendars, programs, flyers, etc.

Step 7: Determine levels of compliance

Once the committee has collected evidence, members can begin to determine the school's level of compliance for each benchmark. There must be evidence for each phrase in the narrative of the level of compliance in the rubric. Use the FCC Benchmarks with Specific Evidence document as a guide to ensure the school has all of the evidence needed. Committee members will struggle with gaining consensus on levels of compliance. Using the Guidelines document should help.

The domain committees mark the level of compliance on the website. Explanations or any information that would be helpful to the visitation team should be written in the comment box for each benchmark. All comment boxes do not need to have information, but the committee should use these boxes to tell the school's story.

Step 8: Determine strengths and opportunities for growth

Once evidence has been collected and levels of compliance are determined, the domain committees will notice the obvious strengths and opportunities for improvement. The top three strengths should be noted on the Domain Committee Report. Give a short explanation as to why these are the top three strengths. Do the same for the three most important opportunities for growth.

Step 9: Write the action plan

The steering committee reviews the work and results of the domain committees, making special note of the strengths and opportunities for growth. Using a collaborative process, determine the goals and receive approval from the diocesan schools office. The action plan should have three to five goals overall. The goal statements should be easily understood. The action plan, as a whole, should give the school direction for the next six years.

Use the action plan template for each goal to include:
- Goal Statement: includes specific audience, measurable change, and time frame
- Evidence: list of evidence/artifacts that will be used to document and evaluate the success of the goal (not the individual steps)
- Strategies/Steps to achieve the goal, each step includes
  - Timeline (when the step starts and ends)
  - Person responsible (who will make sure the step happens)
  - Resources (anything needed outside the normal budget and school items)

Step 10: Submit work and prepare for onsite visit

All of the online work should be completed at least two months prior to the onsite visit. When the work is ready for review, the steering committee clicks the submit button. This tells the superintendent and the FCC accreditation office that the school has completed the work and is ready to have it reviewed. The superintendent or the FCC staff can return this to the school level at any time for edits and revisions.

The leadership team should contact the superintendent (or designee) to discuss the CIPA work to ensure that everything is ready for the accreditation visit. The accreditation visitation handbook contains the details and steps to take to prepare for the onsite visitation.

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Suggestions and Samples

Suggested Timeline

Month 1
- Orientation (School with FCC/Diocese; School Staff);
- Form Committees;
- Administer Surveys

Month 2
- Domain Committee members become familiar with benchmarks, FCC rubrics, and guidelines; discuss evidence needed; begin to collect evidence for assigned benchmarks
- Administer Surveys, if not during Month 1

Month 3
- Domain Committees meet to review and upload evidence; members continue to collect evidence
- Mission and Catholic Identity Committee reviews statements, revising as needed;

Month 4
- Domain Committees meet to review and upload evidence; members continue to collect evidence; determine level of compliance based on collected evidence

Month 5
- Domain Committees meet to review evidence and determine levels of compliance, upload evidence, and write comments; complete the Strengths and Opportunities for Growth portions of the report

Month 6
- Domain Committees complete the online work
- Steering Committee determines the Action Plan goals for accreditation purposes

Month 7
- Steering Committee finishes the Action Plan and submits to the Diocese for review

Month 8
- All committees review all CIPA work

Month 9
- Steering Committee reviews all CIPA work and submits the website to the Diocese

Months 10-12
- Prepare for the visitation

How to Evaluate and Assess Compliance with Benchmarks

It is important to read the narrative in each level of the rubric. We suggest that reviewers start with level 1. Determine the compliance with and the evidence of the statements compared to actual school practice. Then move to level 2, etc. To select any level the school must meet all parts of the description for that level. Use the comment box for any explanation.

Benchmark: 3.3
Every student participates in Christian service programs to promote the lived reality of action in service of social justice.

Level 4 Exceeds Benchmark	Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice, locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings.	Flyers, calendar, pictures of a variety of service opportunities for all students throughout the year. Examples of student reflection noting the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.
Level 3 Fully Meets Benchmark	Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service.	Flyers, calendar, pictures of service opportunities for all students showing the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.
Level 2 Partially Meets Benchmark	Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.	Flyers, calendar, pictures of service opportunities for some students showing the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.
Level 1 Does Not Meet Benchmark	The school is not involved in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice. When service is undertaken, no intentional connection is made with Gospel values and Catholic faith teaching.	

To indicate "fully meets benchmark" for 3.3 the personnel should consider the following.

1. Every student participates in Christian service programs to promote the lived reality of action in service of social justice. This means that the school has a defined Christian service program. Part of the program includes active service. Students can articulate the connection between the service and social justice. (see list of evidence)
2. Gospel values and Catholic faith teachings are offered as rationale for engaging in service. This means that the teachers are tying the service program and active work into the classroom instruction. The service program is a part of the religion classes. (see list of evidence)

Benchmark: 6.5

The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.

Level 4 Exceeds Benchmark	The leader/leadership team plans and budgets for the development of a standards-based curriculum with a focus on a collaborative process emphasizing school-based vertical integration. Planning for engaging, researched-based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. The assessment plan delineates the necessity of generating school-wide data measuring change, growth and achievement in accordance with academic goals and objectives. This assessment data is utilized as a school-wide data to plan for continued and sustained academic excellence and growth.	Curriculum map / standards tracked for each subject, minutes from vertical meetings, lesson plans, observations, school assessment plan, analysis of assessment data, adult survey data for 8.16
Level 3 Fully Meets Benchmark	The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.	Curriculum map / standards tracked for each subject, lesson plans, analysis of assessment data, classroom observations, adult survey data for 8.16
Level 2 Partially Meets Benchmark	The leader/leadership team directs the development of a curriculum-based on standards but with little oversight for the instructional strategies employed and/or for assessment procedures that will ensure continuous improvement of curriculum and instruction, utilizing school-wide data. OR The leader/leadership team adopts a prepackaged curriculum but does not work with the faculty to adjust the curriculum on the basis of ongoing assessment to address the needs of the students. There is limited school-wide data that is useful for faculty and staff or able to be used by the school community to plan for continued and sustained academic excellence and growth.	Curriculum map / standards tracked for each subject or lesson plans or analysis of assessment data, adult survey data for 8.16
Level 1 Does Not Meet Benchmark	The leader/leadership team does not direct or encourage others to direct the development of curriculum and instructional strategies within the school community. A school---wide assessment procedure is not developed or implemented. Continuous improvement of curriculum and instruction are not included in the vision for excellence. There is no plan for continued and sustained academic excellence and growth.	

To indicate "fully meets benchmark" for 6.5 the personnel should consider the following.

1. The leader/leadership team directs the development and continuous improvement of curriculum and instruction. This means that the school is using a curriculum and not simply following textbooks. The curriculum is tracked and vertically aligned by the school faculty and leadership team. Observations are completed for each faculty member regarding the use of the curriculum and preferred instructional strategies.

2. The leader/leadership team utilizes school-wide data to plan for continued and sustained academic excellence and growth. This means that there is a formal plan in place detailing what school-wide data is used and how it is used. Student progress is monitored and analyzed as individuals and as groups. This data is used to make professional development decisions for faculty.

   (see evidence list)

Benchmark: 7.6
Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and accommodating students with special needs as fully as possible.

Level 4 Exceeds Benchmark	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student and fully accommodating students with special needs. An intervention specialist provides services to students with special needs, ensuring required support services are provided. Gifted students participate in course work or programs designed to challenge, motivate, and inspire these students to meet their potential. Teacher coaches assist teachers in designing and delivering instruction to meet the needs of all students.	Lesson plans for all subjects and grade levels noting differentiation and accommodations, intervention specialist job description and schedule, gifted program description and schedule, instructional coach schedule/ plan and documents. adult survey data for 8.25, student survey data for 8.17 and 8.18, observations during visitation,
Level 3 Fully Meets Benchmark	Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible. Units and lesson plans give evidence of differentiation.	Lesson plans for all subjects and grade levels noting differentiation and accommodations, adult survey data for 8.25, student survey data for 8.17 and 8.18, observations during visitation, conversations with stakeholders
Level 2 Partially Meets Benchmark	Classroom instruction engages and motivates some students and sometimes addresses the diverse needs and capabilities of students. Students with special needs do not have their needs fully met. Whole group instruction is the dominant methodology. There is some variation in classroom instruction and attempts are made on the part of some teachers to differentiate instruction. There are no school-wide programs that provide a systematic means of meeting the needs of all students.	Lesson plans for all subjects and grade levels noting differentiation and accommodations, adult survey data for 8.25, student survey data for 8.17 and 8.18, observations during visitation, conversations with stakeholders
Level 1 Does Not Meet Benchmark	Whole group instruction is the norm. For the most part students are given the same assignments and expected to complete them within a similar time frame. Accommodations for students with special needs are not available.	

To indicate "fully meets benchmark" for 7.6 the personnel should consider the following.

1. Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.. This is specifically addressing every classroom. This means each teacher is instructing in a way that engages all students. There must be evidence of accommodations and meeting the needs of all learners, as much as possible. (see the list of evidence)

2. Units and lesson plans give evidence of differentiation. Differentiation would have to be a part of each plan (either unit or daily).

Benchmark: 13.2

The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups.

Level 4 Exceeds Benchmark	The enrollment management plan is an integrated part of the school's comprehensive overall operational planning. The governing body takes an active role in the measurement process and educates themselves on best practices and techniques. Data related to enrollment and retention patterns is supplemented by external factor analysis (demographic, economic and competitive analysis). The measurement process dives deeper, seeking the root causes that underlie shifts in enrollment and explain retention numbers, and these underlying factors are used to drive decision making.	Enrollment management plan, strategic plan, analysis of enrollment and the plan, local demographic data and analysis, professional development, adult survey data from 8.42, student survey data from 8.28
Level 3 Fully Meets Benchmark	The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups. The measurement and analysis actually takes place, according to plan, and the information is used to direct decision-making related to tuition, marketing, communications and other aspects of school operations that are linked to overall enrollment.	Enrollment management plan, annual analysis of enrollment, tuition/marketing planning based on results, adult survey data from 8.42, student survey data from 8.28
Level 2 Partially Meets Benchmark	The school has an informal enrollment management plan, with some level of measurement and analysis executed on an irregular or ad-hoc basis. The information gained has some limited impact on other school operations.	Enrollment management plan, analysis of enrollment, adult survey data from 8.42, student survey data from 8.28
Level 1 Does Not Meet Benchmark	The school does not have an enrollment management plan, or there is no process of regular measurement and analysis of student enrollment and retention patterns, or enrollment metrics are not used to inform decision making.	

To indicate "fully meets benchmark" for 13.2 the personnel should consider the following.

1. The school must have a formal enrollment and retention plan.
2. Data, including local demographics, must be collected and analyzed.
3. Evidence of decisions made based on the data analysis.

This is how each benchmark rubric must be analyzed. Use the guideline PDFs on the Resources tab of our website when determining the school's level of compliance. These are entitled Domain A Mission and Catholic Identity Benchmark Guidelines, Domain B Governance and Leadership Benchmark Guidelines, Domain C Academic Excellence Benchmark Guidelines, and Domain D Operational Vitality Benchmark Guidelines.

Sample Benchmark Comments

Use the Comments Box for any explanation that might be helpful for the visiting team to know

3.1 Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.

Comments: We struggled to come to consensus on this benchmark, ultimately deciding that as a school we partially meet the benchmark. As we looked at the evidence, we agreed that our students are not fully engaged in preparing the prayer or liturgy opportunities. In some classrooms students are given the opportunity to read through the mass prayers and readings, select a theme, write the call to prayer, intercessions, and communion reflection. In most cases, students are simply assigned roles and given time to practice. The students do understand the importance of prayer and often ask to pray for a specific intention.

Sample Domain Report

Domain: A – Mission and Catholic Identity

Team Members (Name, Position):
Mrs. Rafael – First Grade Teacher
Mr. Michaels – Third Grade Teacher
Mrs. Angel – Middle School Religion Teacher

Brief narrative of the process this committee used:
Our committee met every other week for two months reviewing the benchmarks, evidence, and survey results. Each month we reported back to the full staff regarding our findings. As a full staff we agreed on our rating for each benchmark, the areas of strength, and opportunities for growth.

Areas of strength:
- Our mission statement is prominently displayed around campus, on the website, and in all publications.
- Our students know and can demonstrate the mission statement. It is used at all faculty meetings.
- Our students are service oriented. They look for ways to help others and bring ideas for service to the faculty.

Opportunities for growth:
In general, Standard 2 is an area we must improve. In particular, our top three opportunities for growth are:
- 2.5 – as a faculty we do not have a clear understanding of Catholic intellectual tradition and therefore it is not integrated into any subject areas (survey results, staff discussion, lesson plans)
- 2.7 – integrating the Church's social teachings is not prominent in our school. It is only covered in a couple of religion classes (lesson plans)
- 2.4 – we do not have specifically written standards for academic excellence and intellectual formation (staff discussion, ACRE test results, Iowa test results)

Sample Executive Summary

History of the School: Holy Example Catholic School was established in August 1975 by the Sisters of St. Joseph under the guidance of Fr. Gerard the pastor of Holy Example Catholic Church. It started with three classrooms for kindergarten, grade one, and grade two in the parish hall while construction of the new school building was under way. Each year another grade was added. In 1977 the classrooms moved into the new building and the preschool opened. In 1982 the first eighth grade graduated from Holy Example Catholic School and the preschool added a three year old program. By 1990, the staff was mostly comprised of lay people, including the principal. In 1995 a multipurpose building was added to campus. It houses the media center, gymnasium, and additional meeting space.

Demographics: Holy Example Catholic School currently has one classroom of each grade from PreK 3 through grade 8. We have students on the FTC, McKay, and Gardiner scholarships. 75% of the students are Catholic and parishioners of Holy Example Catholic Church. 40% of the students are low income according to the free and reduced lunch guidelines. 70% of the students are Caucasian, 20% are Hispanic, the remaining 10% are Black or Asian. Our teachers are all certified in field. Many have been in the school for eight years or more. Two are first year teachers. 70% of the staff are Holy Example Catholic Church parishioners. Three staff members are not Catholic. 50% of the teachers have their master's degrees.

Response to Third Year Review: The third year review team made the following recommendations:

Mission and Catholic Identity: review the mission statement on a regular basis, consider making it a Catholic mission statement

> The school created a survey to use to review the mission statement and seek input. It was decided to change the mission statement. A bulletin board was used to collect words. During the staff retreat a new mission statement was drafted. Parents and students reviewed it and suggested edits. The new mission statement is on all documents, in all classrooms, and on the website.

Academic Excellence: consider using the STREAM observation tool for peer observations

> The teachers use the STREAM observation tool to do two peer observations each quarter.

Operational Vitality: the school should use local demographics as part of the enrollment management plan and the school should review the schedules with the associate superintendent

> We were able to obtain local birthrates and have incorporated this information into our enrollment plan. The schedules have been adjusted to meet the diocesan criteria.

Student Progress: One of the goals in our previous action plan focused on student writing. Since the last visit, we have developed a school-wide writing rubric with specifics for each grade level. Teachers indicate the integration of writing in their lesson plans. A beginning of the year, mid-year, and end of year writing assessment is given to each student. The examples and analysis of this is included in our evidence for standard seven.

Accreditation Action Plan Template

Date

Domain(s):
Benchmark(s):
Goal: (Written in easily understood language. It should include the audience and a time frame. It should be measureable. It can be more than one sentence long.)

Steps to meet the goal	**Timeframe** for implementation of the step	**Person(s) responsible** for the implementation of the step	**Resources** need to implement the step
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.

Evidence (that will be collected to demonstrate that the goal has been met):

Sample Goals and Action Plans

Accreditation Action Plan for Holy Example Catholic School
Date: September 2020

Domain(s): Mission and Catholic Identity
Benchmark(s): 2.5 Faculty use the lenses of Scripture and Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
Goal 1: Holy Example Catholic School faculty will use Catholic intellectual tradition to help students think critically about the world around them. Eighth graders will demonstrate an improved understanding of Catholic intellectual tradition and seventh graders will demonstrate an improved ability to debate by the spring of 2020

Steps to meet the goal	Timeframe for implementation	Person responsible for the implementation	Resources need to implement
1. In their PLCs and at monthly staff meetings, the faculty will participate in a book study of Examining the Catholic Intellectual Tradition (CIT)	1. January 2021-June 2021	1. Mrs. Rafael	1. Home & School Assoc. will purchase the books
2. The faculty will review the curriculum to find specific areas where CIT is or could be implemented in each subject area	2. August 2021-June 2022	2. Mr. Michaels	2. Curriculum
3. PLCs will develop lesson plans incorporating instruction on CIT, related debate and service learning into all subject areas	3. January 2022-December 2022	3. Mrs. Rafael	3. Curriculum, Duquesne Univ., funds from HSA
4. Middle school students will take a pre-test on CIT	4. January 2023	4. Mrs. Angel	4. pre-test
5. Teachers will implement the CIT lesson plans in all subject areas	5. January 2023-December 2023	5. Principal	5. lesson plans, filed trip for service learning
6. Students will be able to explain on their own level how all learning has a goal to draw them closer to God.	6. January 2024	6. Mr. Michaels	6.
7. Middle school students will participate in learning communities to discuss the main tenets of CIT.	7. January 2024-January 2025	7. Mrs. Rafael	7.
8. Seventh graders will host an afternoon debate of the CIT topics.	8. January 2025	8. Mrs. Angel	8. $500 from the budget
9. Middle school students will take a post-test on CIT.	9. March 2025	9. Mrs. Angel	9. post-test
10. PLCs will analyze the pre-test and post-test results, as well as other classroom data to determine any next steps.	10. May 2025	10. Principal	10.
Evidence Eighth grade scores on a pre-test and post-test; reflections from seventh grade debate			

Accreditation Action Plan for Holy Example Catholic School
Date: September 2020

Domain(s): Operational Vitality	
Benchmark(s): 12.1 The school's facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.	
Goal 2: Holy Example Catholic will update our facilities management and technology plans so that we have an integrated set of planning documents that will enable the school to better use our resources. Through implementation of a new integrated plan, there will be a cost savings of 2% by 2023 and the ability to add $20,000 to upgrade technology in 2022.	

Steps to meet the goal	**Timeframe** for implementation	**Person responsible** for the implementation	**Resources** need to implement
1. A committee will be formed to implement this goal. The membership will be determined by the Pastor and the Principal.	1. January 2021	1. Principal	1. Diocesan Schools Office
2. Any written plans related to facilities management and technology will be reviewed alongside the annual budget for 2014-2021 and the next projected three year budgets.	2. February 2021-June 2021	2. Committee Chairperson	2. Sample plans
3. A facilities and technology usage study will be implemented	3. March 2021-December 2021	3. Committee Chairperson	3. Sample usage studies
4. Surveys will be given to parents, staff and students	4. September 2021	4. Principal	4. Survey Monkey Account
5. New revenue sources will be explored and all related contracts will be reviewed	5. June 2021-September 2021	5. Committee Chairperson	5. school stakeholders
6. An integrated facilities and technology management plan will be developed and shared with stakeholders at various stages	6. October 2021-May 2022	6. Committee Chairperson	6.
7. Implementation of the new plan will be reviewed by the committee each month, including the budget to actual numbers	7. May 2022-May 2023	7. Principal and Pastor	7.
8. Revisions will be made to the plan, as necessary	8. May 2022-May 2023	8. Committee Chairperson	8.

Evidence Written facilities and technology plans; annual financial report; Integrated facilities and technology management plan	