

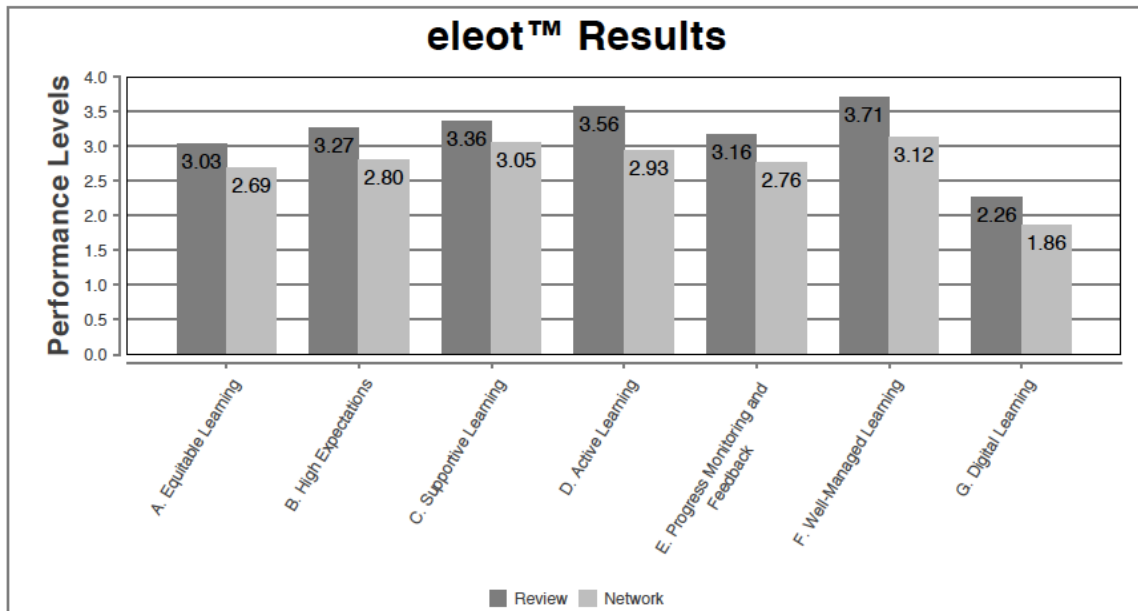
The Review Team Visit

- 39 Classroom Observations
- Interviews were held with students in grades PK4-7, teachers, parents, and community members. Forty-three individuals participated in the interviews.

Stakeholder Interviewed	Number
Board Members	1
Pastors	1
Administrators	1
Instructional Staff	13
Support Staff	5
Students	12
Parents/Community/Business Leaders	10
Total	43

- Documents/artifacts binders were comprehensive and well organized.
- Documentation provided a realistic picture of practices and policies being implemented within the school.

Classroom Observation Results



The school received higher scores than that of the AdvancED Network (AEN) averages in all seven environments. The highest environment rating occurred in the Well-Managed Environment (3.71).

Classroom Observation Results Continued

Active Learning:

- Students had many opportunities to participate in small group activities, as well as to engage in discussions with teachers.
- Engagement was seen at all grade levels and subject areas.
- Students used the Promethean Boards, computers, and manipulative materials.
- Students responded well to teacher initiated questions.
- Application of knowledge was seen throughout all observations.
- Students were required to compare, contrast, and classify information in practical situations.

Supportive Learning:

- Positive learning experiences and positive attitudes about learning were "evident" to "strongly evident" in all grade levels and across all subject areas.
- Students willingly participated in activities and showed excitement when asked to work at the Promethean Boards, answer questions or read aloud.
- Students were willing to try new tasks and asked questions.

Other Areas of Learning:

- Students know and strive to meet the high expectations established in the classrooms as indicated by ratings being "evident" to "very evident."
- Learning activities were rigorous and challenging at all grade levels and across all subject areas.
- The school is focused on continuous quality improvement in all areas of operation.
- The school maintains a strong, family-orientated, Catholic culture. All stakeholder groups espoused the value of having a small school with a welcoming, loving environment that maintains high expectations for instruction/learning.
- The use of differentiated learning opportunities and activities was stronger at the lower grade levels.
- All students have equal access to classroom discussions, activities, resources, technology, and support. Teachers called on students randomly ensuring all students had their turn to participate.
- Rules and consequences were consistently applied.

Support previous improvements:

- The eleot ratings support the recent decision of the faculty to increase daily math for grades 5-7 by 15 minutes to better meet the needs of the middle school students.
- The school-wide use of the Depth of Knowledge questioning techniques and the emphasis on Bloom's Taxonomy supports the number of activities that required application of higher order thinking skills.
- The high ratings in the Well-Managed Environment and in the consistent use of rules and consequences attest to the implementation of the school's PBIS program.

Ratings - Projected

Opportunities for improvement:

1. Math instruction improvement recommendations:
 - a. Use of rubrics/exemplars
 - b. Use of additional/alternative instruction – Differentiated instruction
 - c. Use of supplementary materials
 - d. Use of exemplars
 - e. Implementation of question techniques using higher order thinking skills
 - f. Use of additional time to revise/improve work
2. Forty percent of the upper grade levels received a rating of "somewhat evident" on differentiated learning opportunities.
3. There is a need for more opportunity to learn about own and/or other's backgrounds/cultures/differences.
4. The school stated in the Self-Assessment that there is a need for additional training to fully implement the tools and programs in technology that the school recently purchased.
5. Develop a formal mentoring, coaching, and induction program to accommodate changes in your teaching staff.
 - a. "A formalized mentoring, coaching, and induction program allows for the full integration of all employees whether they be new to the school or to the grade level/subject area."
 - b. "However, it is not only new personnel who need to feel supported and to have a "go-to person" for advice on teaching techniques/strategies. Veteran teachers also need reassurance and support. Peer-to-peer coaching allows teachers to share among themselves their teaching strategies in order to perfect best practices. Mentoring and developing peer relationships and cross grade level partnerships are ways of supporting the individuals and groups implementing improvement initiatives.
6. Formalize professional development to coincide with data from formal and informal teacher observations and current educational research. - more professional development is needed as a whole school on effective use of present technology, using standardized testing data to determine gaps within the curriculum, and identifying techniques to assist with student needs.
7. Train professional and support staff on the interpretation and use of test data. - With the abundance of testing data available to the instructional staff, they need to understand the relationship among all this information and to know how to apply the information to best meet the needs of the student and to track instructional improvements.

Improvement Priorities

1. Address campus safety concerns expressed in stakeholder surveys and interviews.
 - Safety concerns were expressed about drop off areas and the security risk of outside restrooms.
 - Even with all the improvements, the campus is still too accessible.
 - Until a fence is placed around the entire campus and interior permission to enter all exterior doors is required, the students will still be at risk.
2. Develop a strategic technology plan which would address classroom use, professional development, and future purchases. – lowest rating
 - Develop a strategic technology plan which would address classroom use, professional development, and future purchases.
 - Strengthen technology use based on the recent upgrades that were made to the school's network. The school also needs to provide additional training to fully implement the tools and programs that the school has purchased.
 - An updated technology plan will guide future technology purchases/ upgrades and increase technology application in teaching and learning.
3. Review and evaluate support services being provided to meet the academic, physical, emotional, and social needs of the student population.
 - Expand existing counseling services and interventions to support newly created targeted programs designed to meet individual needs (grief support, self-esteem, anxiety, personal relationships and family relationships).
 - Expectations are for students to participate in group discussions/guidance classes and to develop coping skills through these activities.
 - The school wants students to receive interventions to support learning before being sent out for evaluations.
 - The counselor will be providing training to the teachers on identifying techniques to assist with student needs. It will also be the responsibility of the counselor to follow-up implementation and effectiveness of interventions and to develop student support filing protocol.
 - The Review Team recommends counseling services on campus full time.

School Improvement Plan

(see attached)

Powerful Practices

1. Test data provides verifiable information on how students are performing in the curriculum. The data is being used to identify needs of students. Programs and improvements in professional practices have been implemented to ensure student success.
2. The school is proactive in engaging all stakeholder groups. Parental and community involvement is encouraged in a variety of volunteer opportunities. "Parent and community members are very active in promoting support of the school."
3. The size of the school allows for all students to have personal and meaningful relationships with the faculty, staff, and other students.
 - a. The intimate size also allows faculty and staff to serve as advocates for all students and facilitates a deeper understanding and insight into each student's personality and learning styles.
 - b. The students feel a deep connection with the faculty and staff.
 - c. In the interview session, students could identify a specific person that they felt is an advocate for them when they are in need.
 - d. Interview sessions revealed that a meaningful long term relationship not only exists between the students and the teachers, but also extends to the family and community.
 - e. Interviewees described the school as being a *generational school*. Many of the present teachers have ties as former students.
4. All stakeholder groups were actively involved in the revision of the vision, mission, and motto of the school which focuses on student success.
5. The effectual relationship between the pastor and the principal has allowed the principal the autonomy to manage the operation of the school effectively.
6. The faculty and staff members are dedicated to fostering a welcoming atmosphere for their students and family members. There is a strong sense of community among all stakeholder groups and a commitment to school improvement by all members of the school community.
 - a. Open door policy
 - b. Small, friendly atmosphere
 - c. Welcoming, loving environment

Commendations

1. We received perfect scores in the following areas:
 - a. “The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.”
 - b. “The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.”
2. Highlights are (direct quotes indicated):
 - a. “The school maintains a strong, family-orientated, Catholic culture.”
 - b. “The school has a welcoming, loving environment that maintains high expectations for instruction and learning.”
 - c. “Students feel a deep connection with the faculty and staff.”
 - d. “The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.”
 - e. “Learning activities were rigorous and challenging at all grade levels and across all subject areas.”
 - f. The school received higher scores than that of the AdvancED Network (AEN) averages in all seven learning environments on their observation tool. The highest environment rating occurred in the Well-Managed Classroom Area.
 - g. “There exists a positive, mutually supportive relationship between the pastor and the principal. The pastor takes an active role in all aspects of the school.”

The school relies heavily on stakeholder involvement and acknowledged in its Accreditation Report that it is honored to have such a high level of involvement from its school community, parents, and family members.

Conclusion

	External Review IEQ Score	AdvancED Network Average
Overall Score	308.97	278.94
Teaching and Learning Impact	309.52	268.48
Leadership Capacity	336.36	293.71
Resource Utilization	264.29	286.27

The purpose of the school clearly focuses on developing students to be open-minded leaders and life-long learners. Emphasis is placed on honesty, positive behavior, and service. The school is providing a Catholic, faith-based and academically challenging education for its students.