



North Central Association Commission on Accreditation and School Improvement (NCA CASI) and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

Standards Assessment Report

Father Lopez High School

3918 LPGA Blvd Daytona Beach, Florida 32124

Prepared for the AdvancED Quality Assurance Review

Report Status : Submitted

Report Open Date : February 19, 2009

Report Due Date : January 28, 2010

Report Submitted Date : January 24, 2010

Report Accepted Date : Not Accepted Yet

Standards Assessment Report

Contents

Introduction & Purpose of the Report	3
Demographics	5
Standard 1. Vision and Purpose	6
Standard 2. Governance and Leadership	12
Standard 3. Teaching and Learning	18
Standard 4. Documenting and Using Results	25
Standard 5. Resource and Support Systems	31
Standard 6. Stakeholder Communications and Relationships	41
Standard 7. Commitment to Continuous Improvement	46
Conclusion	51
Standards Assessment Report Summary	53

DRAFT

Introduction & Purpose of the Report

Introduction

Purpose of the Report

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

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

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

Structure of the Report

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

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

The Indicators evidence allows school personnel to think about the practices and/or processes being implemented and identify evidence that will support its responses to the Indicators rubric and focus questions. This section helps school stakeholders engage in a discussion about how it knows it is adhering to the standards. The section asks, "What practices/processes are being implemented, and are they effective?" or said another way, "How do we know we are doing what we say we are doing?"

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

practices/processes implemented?"

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

Together, the Indicators rubric, Indicators evidence, focus questions, and overall assessment provide a comprehensive view of how schools address each of the standards.

DRAFT

Demographics

Public/Non-public:	Non-public
School Type:	High School
Charter School:	
Enrollment:	324
Gender at School:	Co-Ed
Grade(s):	9,10,11,12
Location Type:	Urban
Religious Denomination:	Christian - Catholic

DRAFT

Standard 1. Vision and Purpose

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

Policies/Procedures manuals/handbooks demonstrating stakeholder involvement in development of mission

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

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

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Meetings incorporate elements of vision, mission

Newsletters include vision, mission

Signage includes vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Operational

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

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

Highly Functional

Evidence Provided:

Annual Report

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

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

Highly Functional

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

Lesson plans demonstrate alignment with vision, mission

School Improvement Plan demonstrates alignment of vision, mission with teaching and learning

School improvement planning demonstrates alignment with vision, mission

Staff and Parent Handbooks demonstrate alignment of vision, mission with teaching and learning

Student report cards demonstrate alignment with vision, mission

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

Operational

Evidence Provided:

Other: Parent surveys demonstrate review

Focus Questions:

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

The School Improvement Leadership Team (SILT) started the work on our vision by going through the initial worksheets in Breakthrough School Improvement (BSI). We examined research-based practices for effective schools and organizational conditions of improving schools.

We then sent the NSSE Survey of Beliefs to our community. The response rate was low, with benefactors, teachers, and parents the highest percentage of respondents. We then did Activity #2.2 from BSI with members of our Board of Trustees, our Instructional Improvement Committee, and our entire faculty and staff. This activity allowed us to determine our shared beliefs.

Once we had a draft vision statement, we again surveyed the community to find out what our stakeholders thought of what we had created. After analyzing the results of the survey, we finalized our vision statement.

Throughout the visioning process, we kept our stakeholders involved in several ways. First, we surveyed them to get their opinions on beliefs and our draft vision statement. Second, we published articles in our weekly e-mail newsletter detailing our process in visioning and defining terms that may have been unfamiliar.

We now have our vision statement posted in every classroom. It appears in all published materials, such as the school calendar, student handbook, course description handbook (curriculum guide), and welcome packets for new families. It is printed on all school ID tags, in the parent newsletter, the school website, and teacher websites. It also appears in our alumni communications. Seventy-five percent (75%) of the student population has indicated

that it has seen the vision statement in printed form. Ninety-six point five percent (96.5%) of parents agree that they are aware of the vision statement.

The members of the Board of Trustees receive the vision statement at the first board meeting each year and it is given to all new members in their orientation packets. All committee chairs are asked to refer to the vision statement when working on their strategic planning for each school year.

We are committed to furthering our vision, which is evident in many ways. Professional staff members are required to keep up their certification; 100% of teachers in fields where certification is available hold that certification; 3 teachers hold Masters Degrees in either Theology or Religious Education; 13% of teachers hold dual certification; best practices and research on education are sent out by our Assistant Principal for Instruction for discussion in departmental meetings; mission/vision is communicated through retreats, Diocesan catechist certification, and faculty meetings.

According to a student focus group, students believe that our vision is reflected in the everyday actions of people on campus, even if they are not directly aware of the vision statement; it is simply who we are as a community. Students are influenced by the vision in all of their classes, especially Theology and campus ministry activities such as homeless awareness lock-in, food fast, leadership retreat, days of reflection, Peace Jam, and community service requirements. Clubs such as SADD and the National Honor Society reflect the very essence of our vision. The freshman class mentor meets with each student to touch base and build relationships. Parents receive numerous communications which help build a better understanding of the vision. They receive weekly parent email newsletters as well as class level, sports, and community service updates. The school uses RenWeb for parent and student communication of grades and homework. We have copious printed materials which include the vision statement as well as an updated website.

Within the larger community, a concerted effort is made to communicate an understanding of our vision. Father Lopez hosts feeder school retreats (13 during the 08-09 school year). Our student ambassadors visit schools (13 events during the 08-09 school year). We host events on our campus such as the eastern deanery youth rally and the 6th grade feeder school day. Every student goes out into the larger community to perform service. Students have attended execution protests. Lopez weekends are held at local parishes. We have numerous parent volunteers. We host a Community Service Fair for our students, bringing organizations to our campus in an effort to build community relationships. Our sports teams and coaches bring outside students to campus for various camps.

Our vision statement is posted in all classrooms and in all offices on our campus. Every effort is being made to familiarize our student population with the vision and its goals. We begin morning and afternoon announcements with statements from the vision. Periodically we use parts of it in our prayer. We are beginning to make use of Wave TV, our on-campus news program, to get the word out about how we live our vision.

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

The initial development of Father Lopez Catholic High School's profile came from stakeholders as part of the School Improvement Plan from 2005. It is now updated and maintained by our Assistant Principal for Instruction.

This profile describes our students and their performance, school effectiveness, and the school and community contexts. The profile also helps to identify areas where we need to focus our school improvement efforts.

Each month, the Assistant Principal for Instruction reviews the school profile and makes revisions as needed. Data

is gathered for our school profile using reports and generated by our administration and grading software (RenWeb) as well as frequent surveys to stakeholders and results from national standardized tests. In addition, we use updated local demographic information and information from feeder schools to understand our school community. The data from this profile is continually evaluated and is shared with our stakeholders. This is done in a variety of ways such as using the statistics in all printed materials, on the school website and through the Parent E-mail Newsletter. This profile is used to drive our commitment to increased student achievement and help in our long range planning.

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

Father Lopez is a Catholic high school, thus we operate through the lens of the gospel message proclaimed by Jesus Christ and our catholic identity. The position of 'Director of Mission Effectiveness' was added to the administrative team in August of 2008. The responsibility of this office is to ensure that the school stays true to its Mission and Vision statements which reflect our catholic identity. To this end, faculty meeting agendas often include education on an element of Catholicism, i.e., a presentation on understanding the liturgical calendar. We also take time to experience prayer in different forms. We invite speakers who reflect our mission work and have sent three faculty members to do educational mission work in the Dominican Republic. It is our belief that if faculty members are focused on and live the vision of the school, it will continue to be reflected in all we do.

Each academic department uses the vision statement in planning for the year. Some departments directly link their planning to specific portions of the vision statement, while others use the over-arching ideals voiced in the vision to guide their planning and prayer. Each department has its own vision statement that is tied to the school's vision. These departmental vision statements are intended to give more specific application of our school-wide vision. Departmental vision statements are published in our curriculum guide.

Our faculty members continually attend training in areas such as Catholic school law, "Reaching Hard to Reach Students," and College Board Advanced Placement institutes and workshops. Each faculty member has participated in numerous hours of professional development; funding for which (including Title II funds) is over \$10,000 this year.

We have begun to implement classroom walkthroughs to insure that we have data upon which to base classroom improvements. Our course description guidelines are in print as well as available online. Our Instructional Improvement Committee evaluates the standards that are currently in place and offers insight and suggestions for improvement.

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

Every year, the community is surveyed to find out if they know what the vision is, and to see if they agree with what it means for the future of the school. Results so far indicate that the vision is still effective and meaningful for the community. We will begin the visioning process from BSI again in 2010, and will re-write the vision if needed, based upon the results of the new process. The expectations for student learning were written with the vision in mind. Any changes to the vision will necessitate a look at the expectations to make sure that the two documents remain aligned.

In addition to working with the actual vision statement, the Father Lopez Administrative team meets regularly to ensure that the school is functioning in accordance with the mission and vision. The school's Board of Trustees establishes short-term and long-range goals that are based upon the vision. The Instructional Improvement Committee was established to evaluate academics and make adjustments that ensure compliance with the direction

stated in the vision. We have instituted Classroom Walkthroughs and use the data to evaluate areas of strength and weakness in order to sustain our academic rigor. We have created a School Improvement Plan based on all of the data that has been gathered through surveys and assessments, and analyze whether the data indicates that we are living our mission and vision. A Campus Ministry Advisory Board, which includes various stakeholders, was created in the fall of 2009. This board used the vision to help map out the activities Campus Ministry will undertake for the year and evaluate those completed.

Overall Assessment:

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

DRAFT

Standard 2. Governance and Leadership

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

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

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

Operational

Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

Governing authority affirms understanding of their role in the operation of the school/district

Organizational chart

Procedural policies: emergencies, contact information, calling tree, discipline, due process, logistics, placement and transfer

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Students and staff affirm their understanding of discipline policies and due process

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

Operational

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Roles and responsibilities of governing board, advisory councils, and ad hoc committees are clearly outlined

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

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

Highly Functional

Evidence Provided:

Documentation of adherence to ethical business practices

Documentation of State and Federal Compliances and Assurances, including NCLB/Title I, EEO, Title IX

Documentation with all regulations that apply to accreditation by NCA CASI, SACS CASI, or AdvancED

Staff are knowledgeable about curriculum standards

Staff demonstrates use of curriculum standards in the teaching and learning process

Staff responsible for the implementation of state and/or federal programs are knowledgeable about compliance

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

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

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

Highly Functional

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

Artifacts displayed throughout the school/district demonstrate inclusion of all stakeholder communities

Professional learning plan includes all stakeholders

Stakeholders affirm a sense of belonging and engagement

2.6 Provides teachers and students opportunities to lead:

Highly Functional

Evidence Provided:

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

Policies for staff/student leadership opportunities outside the school/district environment

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

Students are involved in student governance

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

Highly Functional

Evidence Provided:

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

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

Highly Functional

Evidence Provided:

Policy demonstrates roles, responsibilities, and compensation for staff responsible for co-curricular and extra-curricular organizations, events, and activities

Record of extra-curricular events and activities: calendars, rosters, chaperones

Staff and students affirm involvement in extra-curricular events and activities

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

Stakeholders affirm that leadership hears and acts upon their suggestions and recommendations

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

Operational

Evidence Provided:

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Walk-about demonstrate review of instructional practices

Focus Questions:

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

Most policies and procedures are put in place by the Diocese of Orlando and the state of Florida. For example, included in diocesan policies and state requirements are the length of the school year, safety regulations, including all fire and hurricane procedures, major personnel or staffing issues, and required curriculum. Diocesan and state officials communicate through the school administration and this information is eventually disseminated to the appropriate parties. Within the school itself, new policies and procedures are developed by various committees, such as the Instructional Improvement Committee, and introduced at administration, department or general faculty meetings. Committees and departments study the rationale and impact of new or suggested policies.

Policies and procedures are published in the student/parent handbook as well as in the faculty handbook. All

faculty, staff, students, and parents are asked to read and acknowledge, by their signatures, that the aforementioned policies and procedures have been read and understood. Changes are communicated to the appropriate parties by e-mail, via the parent newsletter, through the parent alert system (telephone), or by public announcement. Policies and procedures are periodically reviewed to determine continued effectiveness in advancing the mission of the school. In a collaborative effort, the principal consults with many different stakeholders but does retain the right and responsibility to render decisions serving the greater good of the community.

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

The administrative team meets weekly. This meeting includes the principal, assistant principals, and the directors of mission effectiveness, institutional advancement, and athletics. The Instructional Improvement Committee and the subject area departments meet monthly to discuss student performance data and ways to enhance student learning.

Teachers are observed on a regular basis by both the principal and assistant principals. Additionally, the administration has adopted the classroom walk through (CWT) system to generate data about instructional practices. Walk throughs may be conducted by administrative personnel and by trained volunteer faculty members. The information generated by CWT's is discussed in the Instructional Improvement Committee and presented to the entire faculty.

Surveys regarding school effectiveness are regularly completed by students, parents and faculty members. Results of standardized tests (SAT, ACT, PSAT, PLAN, Entrance Exam, Placement Tests, AP Exams, ACRE Assessment) are analyzed in department meetings and action plans are created/revised based upon the discussion. The school profile is updated with the most recent data available, and analysis is included.

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

The community is invited to participate in the school's leadership through membership on the Board of Trustees. The Principal's Advisory Council will be formed this year to allow stakeholder participation in the decision-making process.

All faculty and staff are invited to participate in the Instructional Improvement Committee. The faculty and school board are consulted, whenever practical and appropriate, before decisions affecting the school are made.

The director of mission effectiveness conducts a yearly leadership retreat for students who have been identified by their peers and the faculty as having leadership potential. The day-long workshop not only helps students cultivate leadership skills, it also empowers them to take a greater leadership role in our school community. The Student Government Association (SGA) is a great way for students to participate in decision-making. Our SGA has a good rapport with the administration, and has been successful in effecting change in the life of the school. With our administrators' open door policies, both faculty and students are able to speak their minds, make suggestions, and expect results. Students may also demonstrate their leadership through peer support at retreats, captaining athletic teams, the Ambassador Club, and by providing guided leadership in the many clubs and organizations open to the student body like the Art Club, the Drama Club, M.I.C.A., Model United Nations, the National Honor Society, S.A.D.D., World Languages Club, and the French and Spanish Honor Societies.

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

The faculty and administration have an obligation to acknowledge the dignity of each student and to nurture the development of the whole person. As a Christ-centered community of learners, we strive to make a Catholic education available to all students, students who may require a slower pace or students who are accelerated so that all may experience success. Our Advanced Placement, Dual Enrollment, and Honors courses allow accelerated students to move at a faster pace and learn at a deeper level. Our elective courses allow all students to explore new ideas. Our success programs in English and mathematics give extra support to those students in need. Our athletic programs allow students to grow physically and learn to work as a team. Participation in our athletic and extra-curricular programs is high, and students know that at Father Lopez, they will have an opportunity to be involved.

Trusting in their expertise, the Lopez faculty is given significant latitude in their classroom management and methodology. Innovative ideas and practices are welcomed by the administration as long as they are kept within the mission of the school. New horizons in technological advancement have been provided to the faculty and are being put to great use to keep our students in tune with the rapidly changing technological world while retaining focus on the mission of the school.

Overall Assessment:

Highly Functional: The school has leaders who are advocates for the school's vision and improvement efforts. The leaders provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for school improvement among stakeholders with clearly defined expectations for each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. The school's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the school functions. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 3. Teaching and Learning

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:

Individualized Development Plans

Lesson plans that indicate learning objectives

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Special program promotion, completion requirements

Staff can articulate curriculum sequencing and grouping

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

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

Operational

Evidence Provided:

Course syllabi outlining criteria for student involvement

Master schedule

Students affirm their involvement in their own learning

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

Operational

Evidence Provided:

Assessment data

Grade reports

Staff meet to analyze data and align instruction

Staff meet to review current research

Surveys

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

Highly Functional

Evidence Provided:

Agendas, minutes of staff/grade level/department/program meetings

Lesson plans

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Staff meet to share best practices

Student display of project-based learning opportunities

Variety of instructional design and delivery strategies

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

Operational

Evidence Provided:

Curriculum includes attention to diversity

Graduation requirements

Master schedule

Policies that reflect attention to issues of equity

Promotion, graduation criteria

Staff are knowledgeable about state and national curriculum standards

Staff are representative of the school and community demographics

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Operational

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies demonstrate that substitute teachers are responsible for delivery instruction

Staff affirm that their instructional time is protected

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

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Policies and guidelines granting dual-credit, transfer of credit

Other: Expectations provided to feeder school teachers

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

Operational

Evidence Provided:

Community-based programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Staff affirm that there are multiple opportunities for students to get support

Students affirm that they have opportunities to get support for their school experience

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

Operational

Evidence Provided:

Curriculum reflects attention to issues of school climate

Database of student behavioral incidents

Parents/community indicate that the school/district focuses on positive school/district climate

Policies for student behavior, remediation, due process, appeals

Stakeholder Compact: adult and student expectations

Stakeholder satisfaction survey data

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

Operational

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Labor agreement that outlines media services responsibilities

Media services staff demonstrate the use media resources to support student achievement

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

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

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for technology - software, hardware, and infrastructure

Facilities map indicating technology services/lab

Staffing chart demonstrating allocation of appropriate technology staff

Students and staff affirm that technology is embedded within the teaching and learning process

Focus Questions:

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

The Father Lopez Catholic High School curriculum, instructional strategies and assessment are aligned and articulated using a variety of approaches. With regard to the academic curriculum, Father Lopez adheres to the Father Lopez Expectations for Student Learning, subscribes to the Florida Sunshine State Standards and, under the auspices of the Diocese of Orlando, has begun the process of curriculum mapping that correlates curriculum, instruction, and assessment from one grade to another. The theology curriculum is prescribed by the United States Catholic Conference of Bishops and the Diocese of Orlando; theology standards are in place and curriculum mapping is in progress. Beyond the standards, curriculum is coordinated via monthly department meetings that regularly address vertical and horizontal articulation, as well as course content and assessment issues. Previously, quarterly objectives and plans were submitted for administrative review and record keeping. With the advent of curriculum mapping, those objectives are now being entered into the mapping software. Lesson plans are submitted weekly, allowing the administration to monitor instructional strategies. Articulation with “feeder” middle schools exists through principal meetings and shared professional development opportunities. Father Lopez will benefit from increased articulation efforts.

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

The teachers at Father Lopez Catholic High School utilize research-based instructional strategies and best practices in the classroom based on the Sunshine Standards. The Diocese of Orlando and the administration and instructional leaders at Father Lopez encourage and provide opportunities for professional growth through conferences, workshops and in-services, many focused on research-based strategies. Many research-based practices are utilized in the classroom: English teachers utilize the 6-Traits of Writing, math teachers use cooperative learning and manipulatives, some government students participate in the We The People competitive program, foreign language teachers use the communicative method, science teachers regularly conduct hands-on laboratory experiments, and art students are given multiple opportunities to exhibit their creations both at school and in the community. Across the curriculum, teachers are using teaching methods like authentic learning activities and reflective self-assessment. Many teachers are members of state and national professional organizations which provide professional development, support, and news on research-based teaching strategies.

School leaders offer teachers paid opportunities for professional growth and self-improvement, building an ever-growing faculty of best-practice instructors. Some examples of those opportunities include Advanced Placement workshops and the FETC Conference. In-house workshops where teachers teach teachers cover a variety of topics such as technology integration, Turn-it-in.com, Adobe, PhotoStory, Easiteach software, and Vision software. School leaders and teachers confirm the practice of research-based instruction through walkthroughs and classroom observations. Classroom walkthroughs, a method of gathering data about what is happening in our classrooms, occur periodically, and the information is recorded and reviewed in order to evaluate strengths and

weaknesses in instruction. Additionally, teachers post their unit and lesson plans on CLI's Instructional Planner, an internet-based platform for creating lesson plans and curriculum maps. The platform also asks teachers to consider which of Marzano's high yield strategies were utilized during the course of a lesson. Administrators monitor plans, classroom walkthrough data, and instruction (via teacher evaluations) to determine how often research-based practices are being used.

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

Father Lopez Catholic High School, as an entity under the direction of the Diocese of Orlando, follows and benefits from all the procedures established by the diocesan Office of Schools. All teachers are required to possess or to be working toward a Florida professional teaching certificate. Of the 18 full-time non-theology teachers on staff, 100% have a professional teacher's certificate and teach in field; three theology teachers hold catechist certification through the Diocese. 58% of faculty members possess advanced degrees, of those two are pursuing additional advanced degrees. The Diocese hosts a minimum of three in-service days for professional development for all school faculties. The Diocese has an orientation program for newly hired teachers as well as a program for teachers new to the profession, which includes four diocesan directed workshops to go over procedures and to discuss best-practice strategies. In addition to the diocesan level of involvement, the school itself provides a number of programs for teacher professional development. These include 28 to 36 hours of in-service workshops and seminars each year that are conducted on campus for learning technology practices for the classroom and for implementing curriculum. A mentoring program is in place so new faculty members have a "buddy" to help them get acclimated to the rules and procedures particular to Father Lopez.

Necessary feedback for instructional improvements is provided through formal and informal evaluations, classroom walkthroughs, and follow-up conferences. The administration strongly encourages all teachers to attend in-field conferences off campus and allots time and funds for registrations and expenses. The school has a standing committee called the Instructional Improvement Committee, which meets monthly to develop and implement a series of instructional improvement activities, and every department meets frequently to discuss and act on specific curriculum issues as well as to develop departmental strategies for improving achievement levels for all students. For example, the math, science, social studies, foreign language, and English departments have used standardized assessment results to formulate extensive plans to help students improve in specific areas such as reading comprehension, writing, and computation/problem-solving skills.

To help teachers plan and teach effectively, a comprehensive system requires all teachers to submit unit and weekly lesson plans for each course. Curriculum mapping has been implemented throughout the Diocese and Father Lopez has begun mapping the curriculum. Ultimately, the entire curriculum will be mapped. Each teacher receives an updated faculty handbook, the student handbook and calendar, current textbooks and educator's editions, and a variety of other resources to help teach each course effectively according to all school and Diocesan policies. Each teacher has access to the latest technology including projectors, DVD, video and audio, tablets, and a laptop computer for grading and communicating through email and RenWeb with students and parents. These procedures make a more efficient learning atmosphere possible. Finally, each teacher is scheduled for two planning periods per day (on average) in order to prepare for their instruction.

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

Every classroom at Father Lopez Catholic High School is equipped with an LCD projector, a tablet to control the teacher laptop wirelessly, a DVD/VCR player, a document camera, and a sound system enabling teachers to

enhance their lessons and to allow for different learning styles. Teachers are given a laptop at the beginning of the school year. The technology coordinator is available for assistance with the use of the equipment in the classrooms and to download programs onto teacher laptops.

All teachers and students are given e-mail accounts, and a copy of all e-mail sent to students is sent to the student's parent/guardian as well. RenWeb provides parents and student with grades and homework assignments for all classes. All students and parents are given access codes at the beginning of the school year. Many teachers utilize turnitin.com to help encourage honesty when writing essays and research papers.

The media center is open to students before school (7:00 a.m.) and after school (until 5:30 p.m.), during lunch, and during study hall. The media center is staffed by either the Media Specialist or an assistant who can help students locate information at all times during the day. Students have access to printed material and desktop and laptop computers. The school subscribes to several online databases to provide additional resources for our students.

Through the school's available technology, courses are customized to meet students' individual needs. Students may also avail themselves of on-line classes taught by on-campus staff and through the Florida Virtual School.

Overall Assessment:

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

Standard 4. Documenting and Using Results

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

All stakeholders are knowledgeable about learning expectations and targets for student performance

Assessment system that records multiple assessments

Assessment system that safeguards validity, confidentiality, identification

Database that records graduation, completion, GPA, placement, retention rates

Policies that outline targets for behavioral standards: attendance, discipline

Policies that outline targets for student performance and are aligned to state/national standards

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

Student/Staff Handbook that outlines grading scales, syllabus criteria, and appeal process

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

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate utilization of data systems

Calendar of assessment activities

Data graphs, charts display student performance expectations

Examples of student work are prominently displayed

Policies outline administration of multiple assessments and their purpose

Record of multiple assessments administered, including program-specific required assessments

Staff meet regularly to discuss student work

Staff utilize assessment data for the purpose of instructional and program planning

Students affirm knowledge about their learning expectations

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

Highly Functional

Evidence Provided:

Agendas, minutes from staff meetings indicate use of data to drive instructional planning discussions

Criteria for feedback on performance

Staff affirm their understanding of how data are used to evaluate their effectiveness

Staff are knowledgeable about how to use student performance data for the purpose of instructional planning

Staff demonstrate the use of data when planning instruction, through vertical and horizontal articulation

Student performance data reports, charts, graphs indicate system-wide use of data for instructional planning

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

Operational

Evidence Provided:

Data from multiple surveys indicate wide scale use of data to analyze instructional and organizational effectiveness

Database that records graduation, post-graduate engagement

Staff utilize perception data from surveys to guide program planning

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

Highly Functional

Evidence Provided:

Agendas, minutes from meetings where student performance and school effectiveness were highlighted

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

Stakeholders affirm their involvement in meetings in which the topic of student performance and organizational effectiveness were highlighted

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

Highly Functional

Evidence Provided:

Agenda, minutes of meetings in which comparative data were highlighted

Reports that outline comparable data analysis - across schools, districts, states, nationally

Staff affirm their involvement in meetings in which comparative data were highlighted

4.7 Demonstrates verifiable growth in student performance:

Emerging

Evidence Provided:

Data reports disaggregate student performance growth

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

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

Highly Functional

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

Staff affirm their comfort with the level of data accuracy and security

Focus Questions:

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

Father Lopez faculty members use a variety of methods to identify and adapt to changes in student performance. Daily changes in performance are monitored through formative assessments and are tracked and conveyed to parents and students using the RenWeb program, which houses grades, lesson plans, homework, financial, and disciplinary information for each student. In terms of change over a longer period of time, students in grades 9 through 11 all take the PSAT test on campus, and then results are discussed with teachers and departmental action plans are formulated to target areas in need of improvement based on grade level, gender, and subject matter.

Counselors speak to students individually to discuss the implications of their personal test scores. Additionally, we have instituted a placement test for new students in order to create a personalized class schedule that is likely to serve the student's needs. Students are otherwise encouraged to take the SAT (reasoning), ACT (college readiness), and AP (curricular) exams, and the ACRE (Assessment of Catholic Religious Education) is given to all 11th grade students on campus. The ACRE provides information on student knowledge of the school's Catholic religious education program, as well as student beliefs about how important it is to live according to Catholic moral teachings. The school-wide results of all assessments are compared to previous years' results, as well as national, state, and county scores. Action plans are formulated to target identified areas of weakness.

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

Students and parents have 24/7 access to RenWeb, an online grade book and parent information portal. This program can be used by parents, teachers, and administrators to identify areas of concern in any given course.

Data on student performance is communicated on a regular basis in a variety of formats: test scores, demographics, and results of stakeholder surveys and focus groups are published in weekly parent emails, frequently-updated links on the school's website, and assorted promotional materials, as well as internal email communications with the faculty. Individual students' progress is monitored closely by individual teachers in each class; teachers notify parents of low grades through RenWeb, and parents are encouraged to initiate or respond to concerns regarding academic or behavioral performance.

Parent conferences may be initiated through the Guidance department or by individual parents. The Guidance department will always initiate full conferences (with all of a student's teachers) if a student ends a quarter with a D or an F grade in any class. For freshman students, conferences are initiated with parents during the fourth week of school if there are indicators of below-average achievement, as indicated by test or quiz scores or formative

assessment results.

Each year in the spring, upon selection of courses for the following year, every student will meet with a counselor to discuss progress and complete the Individual Progression Plan. During this meeting, test scores are discussed, along with strategies for doing better in school and on college entrance tests.

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

Data collected by administrators and trained volunteer teachers in weekly classroom walkthroughs is aggregated to identify patterns in instructional methods. In conjunction with the personal goals of instructors and our expectations for student learning, walkthrough data helps to determine the direction and focus of future professional development for the entire faculty.

An Instructional Improvement Committee, made up of volunteer members of the staff, conducts walkthroughs of classes, analyzes collected data, makes suggestions, and proposes solutions for issues of efficacy and functioning in the school. Issues discussed include bell-schedule adjustments, calendar planning, course offerings, discipline policies, use of faculty development time, and procedures for daily operation of the school.

Additional courses are offered as student needs shift, as determined by student performance data. Departmental and school-wide action plans are developed to address identified areas of weakness.

Members of the faculty, staff, the student body, parents, and other stakeholders are surveyed annually. Surveys include issues of academic, administrative, and school effectiveness. Results from these surveys are presented to all stakeholders to increase the focus on perceived areas in need of improvement. They are also used in the creation of action plans for improvement.

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

Teachers are provided with an abundance of data, and given direction as to how it should impact daily instruction. As new assessment results become available, department heads are provided with a breakdown of the data based on grade, gender, and skill. With this data, departments modify action plans to clearly target specific areas in which there is a need for improvement. All departments are involved in this process.

Departmental retake policies, which permit teachers to assess student learning while allowing students to demonstrate mastery of skills, have been instituted.

New course offerings have been made available as the need for greater differentiation between course levels becomes apparent.

In compliance with diocesan policy, the school is mapping its curriculum in order to foster greater continuity across multiple instructors and over time. Additionally, mapping will provide valuable information regarding the pacing of instruction and gaps between teaching and learning. The mapping process will allow teachers to ensure that assessments used in classes are in close alignment with stated course objectives and diocesan and state curricular standards, when applicable. All courses are to use the curriculum mapping/instructional planning software exclusively by February, 2010. Training on the analysis of data is planned for future faculty development sessions. Math department teachers often provide guidance in methods of data analysis.

Several teachers and administrators have attended SACS-CASI conferences, with sessions focusing on the school

improvement process. These faculty members have also served on Quality Assurance Review teams at other schools, allowing for conversation about observed best practices and methods of data use and analysis.

Overall Assessment:

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

DRAFT

Standard 5. Resource and Support Systems

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

Appropriate space is provided for special need support programs

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Schedules

Staff Handbook

Staff schedules and assignments

Student Handbook

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

Highly Functional

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Staff can affirm that they are teaching in their major area of study

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Personnel policies that stipulate PD requirements

Professional development plan

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

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

Operational

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

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

Highly Functional

Evidence Provided:

Annual budget

Facilities plan

Facilities protection documentation: insurance, amortization

Fiscal policies: use of all funding, including donations, reserves, discretionary

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

School-level budgets

Space is adequate and appropriate to support student learning

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

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

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

Highly Functional

Evidence Provided:

All facilities on school/district property are maintained

Calendar of safety drills: fire, tornado, emergency crisis

Facilities maintenance reports and plans

Policies and processes regarding safety

Policies and processes related to student/staff injury

Policies regarding dispensing prescription medications

School/District environment is clean and safe

Stakeholder survey data supporting safety

Support staff are knowledgeable about safety policies

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

Highly Functional

Evidence Provided:

Crisis intervention plan

Emergency procedures

Secure record system

Staff and students are knowledgeable about emergency procedures

Staff Handbook

Student Handbook

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

Operational

Evidence Provided:

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Orientation to Career Preparation programs

Staffing of Counseling and Guidance programs

Students are knowledgeable about career planning programs

5.10 Provides appropriate support for students with special needs:

Operational

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

Master schedule demonstrating support for special needs

Focus Questions:

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

Teachers are recruited through advertisement on the school, diocesan, and employment organization websites. Positions are also advertised in the Diocesan, Orlando, and Daytona newspapers. The service of a national search organization, Carney, Sandoe, & Associates, has also been used, though none of their candidates have been hired. In addition to these, the recommendation of educators regarding teachers who are looking for placement has often resulted in outstanding hires. Prospective teachers submit a resume and are interviewed by the Principal and Assistant Principal for Instruction. References are called and a background check is conducted. The final decision on hiring is made by the Principal.

Principal and President positions are advertised on the local, state and national level on professional websites, including the National Catholic Education Association (NCEA) job site. The Diocese of Orlando handles these postings with the assistance of the Board of Trustees. Favorable candidates are referred to the Board of Trustees which extends an invitation for a visit and extensive interview. The Board of Trustees forms a committee which makes a recommendation for hire that is subsequently approved by the diocesan Office of Schools.

Procedures for hiring athletic personnel and coaches are overseen by the Athletic Director and the Principal. Positions are advertised in the local newspaper and on the Florida High School Athletic Association (FHSAA) web site, asking for a letter of interest, resume, and references. The field is narrowed based on the responses. Phone interviews are conducted followed by personal interviews with the Athletic Director and Principal. Once references are checked, the field is narrowed down to 3 or 4 candidates if there are that many to choose from, and the Principal and Athletic Director make the decision on the best candidate based on knowledge, experience, enthusiasm, work ethic, and whether or not the candidate seems to fit our needs and program needs.

Vacant office and maintenance staff positions are advertised in the local newspaper and through word of mouth.

Once hired, teachers are assigned a staff mentor or buddy to help them through their first year. New employees are required to attend a one day in-service at the Diocese of Orlando to become acquainted with the philosophy, business procedures, acceptable use procedures regarding technology, and the benefits package (insurance, etc.) of the diocese. New teachers also attend an introductory meeting with the Assistant Principals where the school's mission, vision, and procedures are introduced. During pre-planning, the new hires join the returning faculty for the remainder of pre-planning and the training that all staff is required to attend.

In regards to development of staff, each Wednesday is an early dismissal for the students so that the faculty and administration can attend staff development meetings. Various topics presented at these meetings include faith formation, educational strategies, school policies and procedures, planning, and information about what the students were learning in Your Voice Matters (student group discussion forum, 2008-09). This time is also used for departmental team meetings, where research into best practices can be disseminated and discussed. Action plans for school areas of improvement are also created, monitored, and revised at these times.

Three times a year, the teaching staff participates in diocesan level in-service. In September there is a diocesan wide in-service in Orlando where all instructional and administrative employees gather to attend sessions that enhance some aspect of teaching such as technology, assessment, curriculum mapping, etc. In February and March all instructional and administrative faculty attend a one day faith formation in-service to meet the diocesan

requirement that all teachers in the Diocese of Orlando must work toward a Master Catechist certificate.

Teachers are strongly encouraged to attend workshops and summer institutes to enhance their teaching and professionalism. Money is made available for professional development to encourage teachers to attend subject area and educational workshops during the year and over the summer. From Title II funds we receive \$6200 for teacher development and the FLCHS budget contains \$4000 for teacher development. Our teachers are welcomed and encouraged to attend workshops and trainings offered by the Volusia County School system. Master in-service points are earned for all of these continuing education opportunities. Non-teaching staff members are also encouraged to attend trainings that will enhance service to our community: customer service training, technology trainings related to our software programs, and HVAC systems trainings are just a few examples.

Evaluation of teachers is conducted by the Principal and Assistant Principal for Instruction using the Florida Performance Measurement System (FPMS), when required, along with locally developed tools. In addition, members of the administration and the Instructional Improvement Committee conduct classroom walkthroughs (CWT) which involve tallying the specific teaching and learning strategies evident in our classrooms. This data is fed into a computer program which graphs the quantity and frequency of various teaching and learning styles. The instrument is for use as a school improvement and a teacher reflection tool.

Retention of qualified teachers is a priority. Teachers serve on various committees in order to have input on policy. The administrators have an open door policy by which teachers may address any concerns they may have. There is no formal grievance policy or suggestion box. There is no tenure or continuing contract policy in the Diocese of Orlando. Teachers are asked to sign a letter of intent in February if they wish to be offered a contract for the following school year. Teachers who are not going to be asked to return are notified by the principal before the end of the school year.

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

Father Lopez Catholic High School is required by the Diocese of Orlando to submit a preliminary budget for the following fiscal year by the end of January. The principal, business manager, and finance committee of the Board of Trustees are involved in the preparation of the budget. In 2010-2011, the President will also be involved in the process. Individuals, including faculty and staff, are consulted with regard to the budget in their respective areas. Salaries, benefits, insurance premiums and utilities are the greatest expenses and tuition and fees are the greatest sources of revenue. Once the expenses and enrollment are projected, tuition and fee schedules can be projected. Day to day income and expenditures are handled by the business manager and monitored by the Principal, the chair of the Board of Trustees finance committee, and an independently hired accountant. A complete audit of finances is performed annually. In order to maintain tuition at a reasonable rate, making a Father Lopez education available to as many students as possible in accordance with our mission and vision, other sources of revenue need to be realized through the development office. A variety of projects and events are organized by the development office with the help of numerous volunteers. Expansion of buildings and facilities is often handled through special campaigns in accord with the policies of the diocese. Father Lopez has access to endowment funds in excess of 2 million dollars. The interest from the fund allowed Father Lopez to provide tuition assistance dollars in excess of \$400,000. In the current school year (09-10) 42% of our students receive tuition assistance. The Diocese of Orlando has determined that all high schools, including Father Lopez, will move to a President/Principal governance structure. The hope is that the President will take over all money-making duties, allowing the Principal to serve as an instructional leader, and allowing the President to focus on keeping the school viable into the future.

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

Father Lopez opened a new campus in August of 2008; therefore most policies had to be re-written to coordinate with the new surroundings. The campus is situated around a large courtyard area. All areas except the playing fields are enclosed with a continuous fence. There are two entrances onto the campus that are gated. The main gate (by the road) is open during operational hours. All other gates prevent entrance into the protected area of the campus by restricting access through the main office. All visitors must obtain a visitor's pass. Visitors wait in the office and may be escorted around campus by a member of the staff or administration as needed. All doors throughout the facility are secured through a monitored and inventoried key system.

Students are not permitted to be in the parking lot during instructional hours and all students leaving school must have parental permission and sign out in the main office. The campus has 36 live feed security cameras which record a 60 day period covering all areas and buildings. Every exterior door is part of the alarm system. Each classroom is equipped with an emergency call button linked to the office in case help is needed. Administrators supervise lunch shifts, and parking lot duties are covered by assigned faculty members. Students are not permitted beyond the multi-purpose room or picnic table area during lunch. Our students may not leave campus for lunch.

Father Lopez has implemented a comprehensive safety plan which includes evacuation procedures for on and off campus for different levels of threat (code yellow, code red, etc.) as well as fire drill procedures. Drills are conducted 9 times per year. All teachers have a red folder with instructions and attendance sheets. Teachers are instructed to carry their red folders with them when they evacuate students, and they must take roll which will be collected by a safety response team member.

Teachers are assigned to be present in the hallways and outside their doors during passing time. All staff members are encouraged to report any safety concerns regarding procedures or the physical plant. Any work orders for maintenance issues are reported to the Assistant Principal for Operations, who oversees and directs the custodial staff. The Assistant Principal for Operations conducts continuous safety inspections of the facility. Twice a year, a liability/risk assessment inspection is conducted by Gallagher Basset, the school's insurance company. All major systems and equipment (bleachers, HVAC, plumbing, etc.) are inspected continuously. There is a Preventative Maintenance Plan which outlines daily, weekly, quarterly and annual inspections of the physical plant in order to ensure safety. There is a full-time custodial staff (three employees) in addition to an outsourced custodial service. All of the custodial staff is security cleared and finger-printed. All employees in any capacity who come into contact with students are security cleared and fingerprinted as are all parents who want to chaperone or be on campus in any official capacity.

In regards to student health, each teacher receives a confidential list at the beginning of the year listing individual students who have medical conditions of which the teacher must be aware. Three times a week, the athletic equipment and facilities are sprayed with NACM to kill germs (staph, MRSA). The school has 4 automated emergency defibrillators located in the large buildings that the students occupy the most frequently (education building, media center, gym, multi-purpose building) and the staff has been instructed in their use. This instruction is refreshed each year at a faculty meeting. There are 4 current staff members who are certified in CPR and all staff members have had at least minimal training. In the future, CPR training will be offered on campus.

Father Lopez has and maintains a very safe and orderly environment. Students feel free to notify the administrators and teachers if they hear of any trouble brewing. One of our strengths here is the environment free from physical and verbal threats. The entire student body and staff view the Diocesan film on safety procedures regarding sexual harassment and the requirements for the reporting of sexual or physical abuse each year. In addition, each student and parent must read the student handbook/calendar outlining all school policies and safety procedures. After reading, the student and parent sign an affidavit certifying that they have read and agree to be bound by the handbook. This signature is kept on file in the main office. To continue improving, the school will initiate a Crime Stoppers program for the 2010-11 school year.

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

To ensure that each incoming student is placed in the appropriate academic courses that meet his/her needs and goals, the entrance exam (HSPT - High School Placement Test) is administered on the first Saturday in December. It is also made available one day every month during the school year. The results from this test determine whether or not Father Lopez will be able to serve the child adequately, in addition to helping to make initial placements.

In addition, for correct placement in different levels of Spanish, Algebra, science, and English, locally developed placement tests are administered. These diagnostic exams aid in the selection of courses that will meet each student's needs. After a student takes the entrance exam he/she is given a registration packet and financial aid application. Families are then invited to make an appointment to come in for scheduling. Each year, the Principal, Assistant Principal for Instruction, and the Coordinator of Guidance and College Placement set aside several nights for the scheduling of new students. Families that cannot come during these times can make an appointment for an optimal time during the day to visit and select their courses. Toward the end of their freshman year, 9th graders re-take the High School Placement Test so that the school can assess student improvement over the course of the freshman year. This data also helps to determine the effectiveness of our special programs for struggling students.

Incoming students who need additional support in language arts are deferred from taking a foreign language for one to two years and take Applied Communications as an elective. This course helps students improve their language skills while assisting them in their assigned work in English I. Incoming students who need additional support in mathematics are enrolled in a separate intensive section of Algebra I which is designed to make Algebra more understandable so that these students will experience greater success in Geometry and Algebra II.

Families with students who have special needs are encouraged to speak to the Assistant Principal for Instruction to determine our ability to serve their child. Father Lopez does not test for medical, behavioral, or cognitive conditions that would require special accommodations. It is up to the parent to provide this information if they want it taken into consideration for scheduling and teaching purposes. If the teachers are asked to make academic accommodations for a student, parents must provide the written recommendations of a medical doctor or psychologist. Teachers of students with special needs are made aware of the student's condition and accommodations and do all that is possible to meet the student's needs, however, students who come to us with IEP's or 504 plans are entirely mainstreamed and must meet all requirements expected of other students. IEP's and 504 plans are not honored *per se*, though some accommodations can be made when possible. There is no ESE specialist on staff at Father Lopez, and students with severe learning problems may be best served in a school where exceptional education is available. The decision about the appropriateness of Father Lopez for a student with special needs can only be made by the parent, with the information provided by the school. For students with physical disabilities, our school has an elevator in the one building that has a second floor. Each classroom is equipped with a desk that can accommodate a wheel chair and each classroom has an emergency response button to call the office if needed.

Each year our freshmen, sophomores, and juniors take the PSAT on National Testing Day in October. These tests are used as an ongoing assessment. An evening meeting is held at which the PSAT scores are explained to parents. At this meeting there is also a session on college financial aid planning. In addition to the PSAT, our sophomores also take the PLAN (preliminary ACT practice) which has a career inventory to help channel our students into possible career paths based on the aptitude the student has shown in different areas.

Each and every student has a meeting each year with either the Assistant Principal for Instruction or the

Coordinator of Guidance and College Placement to review his/her test scores and report card grades. At this meeting the professionals discuss college and career plans, provide guidance on what colleges are looking for in applicants, and complete each student's IPP (Individual Progression Plan). This plan includes a four year list of all required classes and electives that the student must have to graduate on schedule and space to record extra-curricular activities and accomplishments. At this meeting, the student's strengths and areas of weakness are discussed and the need for adjustments to their schedule and course selections is identified.

Junior year is the time for students to start college planning. To accommodate this planning, our Coordinator of Guidance and College Placement meets with every junior and her/his parent(s) to explain the college application process. These individually scheduled appointments allow parents and students to get the one-on-one attention that is needed when working through the challenge of college applications. All college applications are reviewed and checked by the Coordinator of Guidance and College Placement before they are sent off. This ensures that each student's application is done correctly and completely. The Guidance Office has a volunteer who helps to look up scholarship information for students. Many scholarship opportunities are publicized in the school's weekly Parent Email Newsletter. Juniors also attend FOCUS 11, a vocation awareness day sponsored by the Diocese.

At the beginning of the year, there are 4 separate evening meetings, one for each class level, at which the class moderators and administration meet with the parents and formulate plans for the class for that year. This is an opportunity to invite parent volunteers to participate in the work of the school. This meeting forges a team of parents and moderators that guide the class forward through the year.

To aid in welcoming new students and making them feel at home, our school has an Ambassador Club whose members are selected to be the official emissaries of Father Lopez Catholic High School. These students visit the area feeder schools to share the good news about our school. We have feeder school days on which the 7th and 8th grade students from the area middle schools come for the day to experience our school. We also host a feeder school football night and a feeder school dance. In addition, we host 7th and 8th grade retreats on our campus. An open house is held each November for prospective students to come and learn about our school from students who already attend. In addition, summer camps are held at Father Lopez, attracting students who are interested in our various sports programs.

Prior to the first day of classes, the students are invited to come to school to get their uniforms, books, schedules, and lockers. Our faculty and student ambassadors are on campus to answer any questions and help them find their way around. In addition to their books, all students and their parents receive a school calendar/handbook to acquaint them with the school policies and the technology acceptable use policy. Students are introduced to our clubs at a Club and Community Service Expo held the day after school starts. Our incoming freshmen are encouraged to run for class officer positions.

The Guidance Office provides a hard copy and an online copy of a document that outlines what a student and parent should expect during each year of high school. This includes courses required, how to calculate a cumulative GPA, how to build a high school resume, the importance of joining clubs, organizations and teams, athletic eligibility requirements, the importance of completing community service hours, when to schedule SAT and ACT tests, what they will need for college applications, and a suggested schedule of what to do when applying to colleges. The Guidance Office also has a student center equipped with computer access to the Internet and college and career planning resources. The Coordinator of Guidance and College Placement assists students with applying for Florida Bright Futures scholarships and working with other on-line college and career planning activities. Each Father Lopez student also has access to My Student Edge, a personalized on-line site which assists in high school and college planning.

Overall Assessment:

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

DRAFT

Standard 6. Stakeholder Communications and Relationships

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Operational

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Parents and community members regularly volunteer time in school/district

Policies regarding credit for service learning

Staff affirm that stakeholders are involved in many aspects of school/district

Stakeholder survey data

Stakeholders affirm that they are involved in many aspects of school/district

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

Highly Functional

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

School Improvement Committee: agendas, minutes, membership

Stakeholders affirm they have variety of opportunities to be formally involved in life of school/district

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

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

Operational

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Operational

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parent Handbook

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

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

Highly Functional

Evidence Provided:

Parent - Teacher Conferences

Report cards

Focus Questions:

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

The principal is very approachable. Board members, teachers, parents, students, and alumni feel free to discuss issues with him. Teachers are extremely responsive to students' needs as well as parental concerns.

The Board of Trustees is charged with governance and policy-setting. Monthly meetings of the board are normally open to the public so that stakeholders can be informed. It is desired that no more than one half of the trustees be parents, allowing community members to get involved. The principal attends board meetings and brings perception survey data to the group. The board has several committees, all of which are involved in the creation of the school's strategic plan. Committee members are not necessarily board members.

In the future, the school president will be primarily responsible for community outreach, allowing the principal to focus on the day to day operation of the school.

To better involve the school community in school improvement efforts, the principal is planning a Principal's Advisory Council with interested parents from the diverse communities served by the school.

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

Father Lopez Catholic High School is a college preparatory co-ed high school. There are rigorous graduation requirements, with special honors programs called Summa Cum Laude and Magna Cum Laude. We offer many Advanced Placement, Dual Enrollment College Classes and Honors Classes.

Teachers at Father Lopez are enriched through the school's professional development plan which includes workshops, teacher in-services and weekly faculty meetings. The principal has budgeted \$4000 for professional development, and we are able to take advantage of Title II funds in the amount of \$6000 and EETT funds in the amount of \$6000. Teachers focus on research-based instructional strategies that will improve student learning. Father Lopez invites expert guest speakers and students go on field trips to enhance their classroom experiences. The academic program is continually monitored and reviewed by the Assistant Principal for Instruction, the Principal, and the Instructional Improvement Committee (IIC). The IIC is a group of teachers who are interested in improving academics at the school through teacher leadership and additional professional development. The

Director of Mission Effectiveness instills faith and service to God as an integral part of the school program. She accomplishes this through retreats, masses, community service projects and classroom experiences.

The Guidance Counselor works with students throughout their four years. Students meet with an advisor at least once a year to discuss academic, athletic, and social progress via the Individual Progression Plan. The Guidance Counselor guides students through all college application processes, keeps track of student admissions, AP scores, SAT/ACT scores, class ranking NCAA applications and arranges for college visits. She also writes letters of recommendation and keeps up with current trends in college admissions.

Each year, many of the teachers serve as class moderators. Each grade level has a moderator and an advisor to assist with class activities. The teachers also chaperone the homecoming dance and Prom dances. These experiences allow students to get to know their teachers, developing positive relationships.

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

Our most effective method of communication is still in-person contact between parents, students and teachers. Teachers are available and willing to meet at convenient times. We use the RenWeb system to communicate information about each student's performance. Parents and students can also view schedules, grades, homework assignments and upcoming projects through the program. Discipline reports, attendance, school directories, and newsletters are readily available.

There are many written materials available for all to read. These include the school vision statement, the school profile, expectations for student learning, and the strategic plan for the school. There is a school handbook and planner that students and parents must read and acknowledge via signature. Parents and students must also read and sign a contract for AP/DE class responsibilities. The administration sends weekly e-mail newsletters to parents. These e-mails provide important information including survey data analysis, student performance data analysis, helpful information about using our parent information portal, recaps of events, invitations to participate in school activities, and details of upcoming events.

New 9th grade students must take placement exams to help ensure student success. The results of these tests are communicated to parents and future teachers in an effort to improve student support.

The principal provides new students with information on the application process, financial assistance, and scholarships. We hold several open houses to showcase the school to potential new students. Back to School Night and New Family Orientation give parents and students opportunities to learn the school's expectations. The Athletic Director provides the athletic mission statement, the fair play code, information on athletic sponsorships, and the "Ten Commandments of Good Sportsmanship" to all parents, athletes and coaches. The school website keeps the entire community apprised of current activities. The quarterly Tidemark publication also keeps the community and alumni informed of Fr. Lopez activities.

We are continually updating our alumni database. In the past few years, we have made strong inroads and connections with alumni. We are currently using Twitter and Facebook to keep stakeholders involved up to the minute. Alumni events and sports results are in the local papers, the News Journal and the Hometown News. Local parishes host "Lopez Sundays" and the priests inform the parishioners on the status of the school.

Board of Trustees meetings are open to the public and we have a student government liaison at the meetings. The liaison allows students to bring their concerns straight to the board. Our drama productions, athletic events, and participation in local art shows showcase student talent. Class and student achievement are announced at Homecoming and during the Graduation ceremony.

Overall Assessment:

Operational: The school has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups. The preponderance of the evidence supports an overall assessment of "operational" and is substantiated in the responses to the Indicators Rubric.

DRAFT

Standard 7. Commitment to Continuous Improvement

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

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

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

Indicators Evidence: For each Indicator, click the (Add Evidence) link to provide examples of evidence that support the rubric response.

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiative to support continuous improvement

Staff affirm their involvement in a specific program that supports continuous improvement

Staff affirm their involvement in continuous improvement committees

7.2 Engages stakeholders in the processes of continuous improvement:

Operational

Evidence Provided:

Calendar, agendas, minutes, sign-in sheets demonstrating stakeholder involvement in school improvement

School Improvement plan indicating membership of committees

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

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

Highly Functional

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

Data: student performance, stakeholder opinion are used in development of school improvement plan

School improvement plan demonstrates alignment with vision, purpose

Staff affirm their understanding of the impact of programs that support student learning

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

Vision, purpose posted in school/district facility

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

Highly Functional

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

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

Operational

Evidence Provided:

Annual Report

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

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

Operational

Evidence Provided:

Graduation and retention rates

Information/Data system

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

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

Father Lopez Catholic High School uses the Breakthrough School Improvement (BSI) process from NSSE in guiding continuous improvement efforts. The BSI process has allowed the school for the first time to focus on research-based data-driven improvement efforts. Through the BSI process, Father Lopez has examined the beliefs we share with our stakeholders and created a clear and focused vision for the future along with a set of action statements that will guide our actions as we move forward. Each year, the community is surveyed to determine whether or not the vision continues to suit the school. The BSI process also prompted Father Lopez to create a set of expectations for student learning. Examples of best practices in creating expectations were examined, and the community of stakeholders was given an opportunity to comment on the appropriateness and completeness of the expectations and their associated indicators. These expectations have served as the basis for the creation of the school's priorities for improvement and action plan, which allow us to examine our students' current performance, identify gaps, research interventions, and monitor the results of improvement efforts. The most useful part of the BSI process has been the creation of a rich and detailed profile of the Father Lopez community, its characteristics, and our students' performance. The data, now arranged for analysis, is reviewed by all academic departments as we strive to improve learning for all of our students.

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

Using the Breakthrough process, we identified student learning areas that are important in implementing our school's vision for student learning. We rated these areas on a five point scale. Through extensive examination of our vision statement we determined the specific learning areas of Theology, problem solving, math, writing and science. At first glance Theology and Problem Solving were rated the highest.

We continued the Breakthrough process using the same five point scale. Looking at the top three learning areas - Theology, Problem Solving and Math - we rated the degree of alignment of our school's expectations of student learning with externally established expectations and accountability requirements. To determine target areas for improvement, we reviewed six criteria: performance, accountability, urgency, equity, feasibility and funding. These criteria helped prioritize our chosen school improvement target areas and confirmed our hypothesis that the three areas of need were indeed Theology, Problem Solving and mathematics.

The next step process in the process was to identify gaps between current and expected student performance. We used our data from national testing to identify said gaps. Every department then worked on action plans that will guide efforts to improve student learning.

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

A school-wide professional development plan was written to ensure that professional development is appropriate, intensive and sustained. In said document, it states that Father Lopez Catholic High School must provide professional development opportunities to address specific needs identified for action plan implementation, for diocesan requirements and for improvements suggested by stakeholders such as the Board of Trustees, teachers and parents. Stakeholder suggestions are identified via perception data. Professional development is also provided for individual professional development needs based on classroom walkthrough data and the teachers' Individual Professional Development Plans. Moreover, state certification is monitored to assure that required training is provided, including indoctrination for beginning teachers. Resources, in the form of time or its budgetary equivalent, are provided on a yearly basis. Father Lopez has a separate budget for professional development, and Title II funds are available through Volusia county public schools to supplement this budget. Father Lopez Catholic High School's commitment to professional development is strong.

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

The instructional leadership of Father Lopez implements the improvement plan by various means. First of all, the administration communicates specific expectations with regard to teacher actions in implementing the improvement plan. The administration sets specific guidelines with regard to lesson planning, evaluation tools and classroom practices. These expectations are further supported by department-generated expectations such as course syllabi, classroom policies, department goals, individual teacher goals, and department visions aligned with the school vision and mission. In addition, the improvement plan is put into practice in each classroom evidenced by department meeting notes and teacher lesson plans.

Through collection of student achievement data, curriculum mapping, regular classroom walkthroughs, formal teacher evaluations, and stakeholder surveys, the instructional leadership of Father Lopez, including Department Chairs and the Instructional Improvement Committee, are able to monitor the implementation of the school improvement plan effectively.

In order to ensure that our school improvement goals have been achieved, the instructional leadership evaluates the data gained in the monitoring phases, compares results with goals and makes interventions as needed.

When the measure of our success in the implementation of our improvement plan is determined through the evaluation process, the next step is to communicate the result to the stakeholders. At Father Lopez communication about our school improvement is achieved through various publications, including the Annual Report, our monthly newsletter, the Tidemark, and our weekly parent e-news. Additionally, the school website is a constant and reliable source of school improvement information that is available to all stakeholders and community members.

Overall Assessment:

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

Conclusion

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

Focus Questions

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

As we look at the responses, we see that our use of data for decision-making cuts across the standards. From instructional improvements to student scheduling, from mission effectiveness to parent communications, we have become a school that relies on a variety of data sources to inform our work.

Our vision evident in all seven standards. We are a community that created a shared vision for the future of our school at a time when we were making a move to a new campus. The fresh start has focused our attention on who we want to be. Our vision, lived out in our actions, guides every move we make.

Our efforts at communication with our stakeholders are evident in all standards. We are committed to communicating our successes and our challenges to the community, and we strive to find new ways to do this more effectively.

Finally, we have a great commitment for the school improvement process from our stakeholders. From students to Trustees, every person on our campus has bought into the idea that we will only be great if we never stop trying to improve.

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

Our greatest strength as a school is the individual attention we can give to our students. Whether in the classroom or in the Guidance office, we find ways to make sure that every student feels cared for and important.

Our commitment to continuous improvement is another of our strengths. The administration is intent on making Father Lopez the best school it can be, and it has the full support of the diocese, the Board of Trustees, the faculty and staff, our students, our parents, and other stakeholders in the community. The availability of professional development funds, funds for school improvement training for faculty members and administrators, and the willingness to provide release time for those working on improvement plans all speak to the school's desire to grow.

We are responsive to our community and willing to change in order to better serve our families. School personnel actively look at and reflect upon the data we accrue, and create concrete actions for improvement.

Awareness of the school's vision, and evidence of its being lived in our actions every day, can also be considered one of our strengths. Opportunities abound as we continue to seek ways to make our vision into reality.

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

As a school, we believe that we make many and varied attempts to communicate with our parents. Some parents, however, feel that we do not do enough. As people become more comfortable with new educational technologies that improve communication, and become more aware of their own responsibilities for finding the available information, this is likely to change. Our challenge will always be to find new and innovative ways to keep lines of communication open with our stakeholders.

As with any school, time is precious and hard to find. Building time into each week for continuous improvement work is a challenge we will address for the 2010-2011 school year by scheduling common planning time for each department. Additionally, the diocesan initiative to move to a President/Principal model of governance will free up the principal to be a more effective instructional leader, while putting financial concerns in the hands of the President and the Board of Trustees.

As a new and technologically advanced school, we are experiencing technology growing pains. Our servers, wireless network, content filter, and student/teacher laptops have not worked as expected, causing teachers to resort to methods of instruction that do not include technology. An independent company has audited our technology system and our needs, and another company is assisting with the upgrades we need to put in place. A technology plan is in place to guide our efforts at improvement in this area.

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

We will continue the Breakthrough School Improvement program, since it has helped our school to create a culture of continuous improvement that did not exist previously. By using BSI, we have gained more insight into who we are as a school, through the creation of our profile; where we wish to be in the future, through the creation of our vision; how we are doing at leading students to higher achievement, through the focus on data analysis; and how we can do better, through the creation of data-driven action plans. The BSI process, different from previous accreditation processes, allows us to keep focused on the goal of continuous and sustained school improvement. It has given us a step-by-step guide to making our school everything that we want, and that our stakeholders demand it to be.

Specifically, we will re-visit our mission and vision every year or so, to make sure that it still reflects our community needs. We will continue to analyze data in new ways, looking for trends that will help us to determine areas where our students are not performing to expectations. We will continue to survey our community in order to gauge stakeholder opinions. We will create concrete action plans, and monitor their implementation, so that good ideas for improvement will not be allowed to slip away. We will be responsive to the community we serve, a Christ-centered community, where learning for ALL students is the priority.

Standards Assessment Report Summary

Standards & Indicators	Not Evident	Emerging	Operational	Highly Functional
1. Vision and Purpose				
1.1 Establishes a vision for the school in collaboration with its stakeholders				✓
1.2 Communicates the vision and purpose to build stakeholder understanding and support				✓
1.3 Identifies goals to advance the vision			✓	
1.4 Develops and continuously maintains a profile of the school, its students, and the community				✓
1.5 Ensures that the school's vision and purpose guide the teaching and learning process				✓
1.6 Reviews its vision and purpose systematically and revises them when appropriate			✓	
2. Governance and Leadership				
2.1 Establishes policies and procedures that provide for the effective operation of the school			✓	
2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			✓	
2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations				✓
2.4 Employs a system that provides for analysis and review of student performance and school effectiveness				✓
2.5 Fosters a learning community				✓
2.6 Provides teachers and students opportunities to lead				✓
2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership				✓
2.8 Controls curricular and extracurricular activities that are sponsored by the school				✓
2.9 Responds to community expectations and stakeholder satisfaction				✓
2.10 Implements an evaluation system that provides for the professional growth of all personnel			✓	
3. Teaching and Learning				
3.1 Develops and implements curriculum based on clearly defined expectations for student learning				✓
3.2 Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning			✓	
3.3 Gathers, analyzes, and uses data and research in making curricular and instructional choices			✓	
3.4 Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice				✓
3.5 Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			✓	
3.6 Allocates and protects instructional time to support student learning			✓	
3.7 Provides for articulation and alignment between and among all levels of schools			✓	
3.8 Implements interventions to help students meet expectations for student learning			✓	
3.9 Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning			✓	
3.10 Provides comprehensive information and media services that support the curricular and instructional programs			✓	
3.11 Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program				✓
4. Documenting and Using Results				
4.1 Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			✓	
4.2 Develops and implements a comprehensive assessment system for assessing progress toward meeting the expectations for student learning			✓	
4.3 Uses student assessment data for making decisions for continuous improvement of teaching and learning processes				✓
4.4 Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance			✓	
4.5 Communicates the results of student performance and school effectiveness to all stakeholders				✓

4.6 Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness				✓
4.7 Demonstrates verifiable growth in student performance		✓		
4.8 Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				✓
5. Resource and Support Systems				
5.1 Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities				✓
5.2 Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)				✓
5.3 Ensures that all staff participate in a continuous program of professional development				✓
5.4 Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			✓	
5.5 Budgets sufficient resources to support its educational programs and to implement its plans for improvement				✓
5.6 Monitors all financial transactions through a recognized, regularly audited accounting system				✓
5.7 Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				✓
5.8 Possesses a written security and crisis management plan with appropriate training for stakeholders				✓
5.9 Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning			✓	
5.10 Provides appropriate support for students with special needs			✓	
6. Stakeholder Communications and Relationships				
6.1 Fosters collaboration with community stakeholders to support student learning			✓	
6.2 Has formal channels to listen to and communicate with stakeholders				✓
6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school			✓	
6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders			✓	
6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders				✓
7. Commitment to Continuous Improvement				
7.1 Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			✓	
7.2 Engages stakeholders in the processes of continuous improvement			✓	
7.3 Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning				✓
7.4 Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals				✓
7.5 Monitors and communicates the results of improvement efforts to stakeholders			✓	
7.6 Evaluates and documents the effectiveness and impact of its continuous process of improvement			✓	