

Florida Catholic Conference Accreditation Program

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School fosters community as we collaborate with parents to provide academic excellence in a faith-filled environment.

School is dedicated to integrating the teaching of God and Gospel values within the total curriculum. School develops social and emotional skills through positive guidance techniques set forth by the Parish Community.

The mission of School is to develop the potential of every child while fostering the Christian ideals of love, witness, and service in partnership with families and parishes.

School will provide a nurturing and faith-filled setting for each unique child of God. Through a variety of methods, our students will learn the Gospel of Jesus Christ and the Traditions of the Catholic Church. School students will develop skills for future success and the desire to serve others.

School fosters high expectations in a Christ centered environment for all students in faith academics service within the Catholic tradition.

School develops morally responsible students through participation in the sacramental life of the Catholic Church, academic excellence, and service to God and others.

The mission of School is to teach, learn, and live the word of Jesus and the precepts of the Catholic Faith; to recognize each person's spiritual and academic uniqueness; and to use our God-given talents in the service of others.

The mission of School is to teach the Catholic faith within a challenging academic curriculum, laying the foundation for all students to grow in Christian maturity, integrity and knowledge.

Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.

Benchmark: 1.5

All constituents know and understand the mission.

Level 4 Exceeds Benchmark	Virtually everyone in the school community can recite the mission statement, clearly explain the mission of the school, and give concrete examples of how it is implemented in the school.	Evidence of mission statement use. When asked, all stakeholders know the mission statement and can give examples, survey data from 8.1
Level 3 Fully Meets Benchmark	All constituents know and understand the mission. School leaders work to ensure that every group of constituents can articulate and explain the mission.	Evidence of mission statement use. When asked, most stakeholders know the mission statement and can give examples, survey data from 8.1
Level 2 Partially Meets Benchmark	Only some constituents know and understand the mission.	When asked, some stakeholders know the mission statement and can explain it. Survey data from 8.1
Level 1 Does Not Meet Benchmark	Most constituents do not know or understand the mission.	

Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.

Benchmark: 2.6

Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture.

<p>Level 4 Exceeds Benchmark</p>	<p>Catholic culture and faith are expressed and integrated throughout the school through multiple and diverse forms of visual and performing arts, music and architecture. Symbols of Catholic faith abound at every level and recognition of the school’s Catholic culture and faith as expressed through visual and performing arts, music, and/or architecture are noted in a significant way by parents/guardians and those outside of the immediate school community.</p>	<p>When walking through the campus the symbols of the Catholic faith are highly visible in every room and space. Examples of performing arts and music focused on the Catholic faith. All survey data for 7.5. Stakeholders readily identify this during interviews.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Catholic culture and faith are expressed in the school through multiple and diverse forms of visual and performing arts, music and architecture. Any visitors to the school (including parents/guardians, staff, students, and others) readily identify signs and symbols of Catholic culture and faith.</p>	<p>When walking through the campus the symbols of the Catholic faith are visible in every room and space. Examples of performing arts and music focused on the Catholic faith. All survey data for 7.5.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Catholic culture and faith are expressed in the school through some form of visual and/or performing art and/or music and/or architecture. If someone actively looks for Catholic culture and faith they are apt to find something.</p>	<p>When walking through the campus the symbols of the Catholic faith can be found in most spaces. All survey data for 7.5.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Catholic culture and faith are not expressed or are expressed minimally in the school through forms of visual and performing arts, music or architecture. A tour of the school does not give evidence of Catholic culture and faith. Visual and performing arts and/or music created by teachers and students do not or rarely exemplify Catholic culture and faith. Symbols may point to spiritual realities but are not expressly Catholic.</p>	

Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.

Benchmark: 3.1

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

Level 4 Exceeds Benchmark	Students learn and can lead a variety of forms of prayer; students are involved in the design of prayer services; students regularly serve in a variety of roles in the liturgy; liturgy is celebrated frequently as a school or class community.	Examples of students leading a variety of forms of prayer; examples of students designing prayer; examples of students' roles during liturgy. Calendar showing liturgy. Prayer is witnessed in classrooms when touring the school. Survey data for 7.2 and 8.6.
Level 3 Fully Meets Benchmark	Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy.	Calendar showing liturgy; examples of a variety of prayer in every class, throughout the year. Prayer is witnessed in classrooms when touring the school. Survey data for 7.2 and 8.6.
Level 2 Partially Meets Benchmark	Prayer is evident throughout the school day, and liturgy is celebrated a few times a year, such as on special feast days.	Prayer is witnessed in classrooms when touring the school. Calendar showing liturgy. Survey data for 7.2 and 8.6.
Level 1 Does Not Meet Benchmark	Prayers are not a regular part of the school day, or prayers are said in a perfunctory manner, or opportunities for a growing prayer life or for Eucharistic celebration are scarce.	

Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice

Benchmark: 4.2

The leader/leadership team and faculty assist parents in their role as the primary educators of their children in faith.

<p>Level 4 Exceeds Benchmark</p>	<p>The leader/leadership team consistently and very effectively assists parents throughout their child’s school career in their role as the primary educators of their children in faith. Programs and supports are intentional, consistent and enriched, with parent input, involvement and feedback.</p>	<p>Parent association materials. Flyers, calendar of parent events and programs. Examples of parent input toward events. Parent handbook detailing how to be involved. Calendar/ information regarding parent/teacher conferences. Survey data for 7.14 and adult survey data for 8.11.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The leader/leadership team assists parents in their role as the primary educators of their children in faith. Supports are intentional and consistent.</p>	<p>Parent association materials. Flyers, calendar of parent events and programs. Parent handbook detailing how to be involved. Calendar/ information regarding parent/teacher conferences. Survey data for 7.14 and adult survey data for 8.11.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The leader/leadership team offers limited and/or sporadic support to parents in their role as the primary educators of their children in faith.</p>	<p>Survey data for 7.14 and adult survey data for 8.11. Examples of parent programs/involvement.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The leader/leadership team does not provide assistance to parents in their role as the primary educators of their children in faith.</p>	

Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

Benchmark: 7.6

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

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

Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

Benchmark: 8.3

Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

Level 4 Exceeds Benchmark	Faculty in all subject areas use a variety of curriculum-based assessments aligned with learning outcomes, curriculum-based instructional practices, and individual student needs to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.	Formative, summative, student self-assessment, and authentic performance assessments from all faculty members for all subjects; lesson plans showing adjusted instructional practices based on the data, adult survey data from 8.30, student survey data from 8.22
Level 3 Fully Meets Benchmark	Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment. Faculty adjust instructional practices based on data from assessments.	Formative, summative, student self-assessment, and authentic performance assessments from all faculty members; lesson plans showing adjusted instructional practices based on the data, adult survey data from 8.30, student survey data from 8.22
Level 2 Partially Meets Benchmark	Faculty use some variety of assessments although traditional assessments (selected and constructed response) are most prevalent. Faculty do not routinely adjust instructional practices based on data from assessments.	Assessments from all faculty members. Adult survey data from 8.30, student survey data from 8.22
Level 1 Does Not Meet Benchmark	Faculty do not use a full range of varied assessments including formative, summative, authentic performance, and student self-assessment. Or, the assessments are not aligned to the agreed upon curriculum.	

Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.

Benchmark: 9.2

Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.

Level 4 Exceeds Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for all students to successfully complete the school program, and include systematic tracking of student data and outcomes for these services and programs. Student data is analyzed and shared appropriately across these services. Frequent communications are in place to take advantage of these resources, so that the full community is aware of the existence of the programs and how to access them.	Schedules and descriptions of guidance services, wellness programs, behavior management programs, and ancillary services, student data regarding these programs, newsletters, handbooks, emails, conversations with stakeholders during visitation, adult survey data from 8.32, student survey data from 8.23
Level 3 Fully Meets Benchmark	Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program. Students and parents/guardians know about and how to access these services.	Schedules and descriptions of guidance services, wellness programs, behavior management programs, and ancillary services, newsletters, handbooks, emails, conversations with stakeholders during visitation, adult survey data from 8.32, student survey data from 8.23
Level 2 Partially Meets Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are available but delivered inconsistently. Communication about accessing these services is limited. Outcomes for these services are sometimes not clearly tied to students' successful completion of the school program.	Schedules and descriptions of guidance services, wellness programs, behavior management programs, and ancillary services, adult survey data from 8.32, student survey data from 8.23
Level 1 Does Not Meet Benchmark	Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.	