



# FCC Continuous Improvement Process for Accreditation

August 2018



# Florida Catholic Conference Accreditation

- Schools and centers meet specific standards, benchmarks, and criteria
- Complete a self-study (CIPA)
- Host a peer on-site review (Accreditation Visitation; Third Year Review)

# Questions

- What is one strength of your school/center?
- What is an opportunity for growth?
- What do you wish was a strength of your school/center?

# Questions

- What is one strength of your school/center?
  - *How do you know it is a strength?*
  - *Would I see it as a strength?*
- What is an opportunity for growth?
  - *Why do you think it is an opportunity?*
  - *Would I see it as an opportunity for growth?*
- What do you wish was a strength of your school/center?
  - *What can you do to make it a strength?*

# These Questions are the CIPA

- What is one strength of your school/center?
- What is an opportunity for growth?
  - *Tell the story of the school – Determine the strengths and opportunities for growth by collecting evidence of each benchmark*
- What do you wish was a strength of your school/center?
  - *Create an action plan of where you want to go*

# Evidence – the heart of Accreditation

- Proof of compliance with standards
- Demonstrates where the schools is, what it is doing
- The means with which the school tells its story

# Evidence based

- Not a judgement or a grade
- Looking at facts to determine which criteria is met
- Mission Statement Activity

**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: 1.1** The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.

Level 4 Exceeds Benchmark	The mission statement explicitly and unequivocally proclaims that the school's pervasive commitment is to fostering Catholic identity.	Mission Statement – completely Catholic without the name of the school. Survey data for 8.3, observations and conversations during the visitation
Level 3 Fully Meets Benchmark	The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.	Mission Statement – could only be used by a Catholic school. Survey data for 8.3
Level 2 Partially Meets Benchmark	The mission statement uses generically Christian language to allude to the school's commitment to Catholic identity.	Mission Statement – could be used by a Christian school. Survey data for 8.3
Level 1 Does Not Meet Benchmark	The mission statement does not communicate commitment to Catholic identity.	Mission Statement could be used by any school

# Mission Statements

- (1) School fosters community as we collaborate with parents to provide academic excellence in a faith-filled environment.
- (2) 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.
- (8) 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.
- (6) School develops morally responsible students through participation in the sacramental life of the Catholic Church, academic excellence, and service to God and others.

# Evidence based

- Not a judgement or a grade
- Looking at facts to determine which criteria is met

# CIPA

- Orientation
- Form Committees
- Collect Evidence
- Determine Compliance
- Determine strengths and opportunities for growth
- Create the Action Plan
- Submit the work
- Prepare for the site visit

# Steering Committee

- Co-chairs
- Chair of each domain and early education committee (size and function of EEP should determine which standards to use)
- Principal cannot chair any committee
- Parents, outside personnel optional
- Centers – larger centers should have committees, smaller centers can work through the benchmark as one workgroup

# Steering Committee

- Sets the timeline
- Administers the surveys (see Margie)
- Trains the staff
- Keeps everyone on track
- Work online – give access
- Writes the action plan
- Prepares for the visit

# Domain Committees

- Review rubrics for understanding
- Assign rubrics/work
- Collect evidence; upload
- Review evidence to determine level of compliance (for EEP – it is met/not met)
- Write comments – tell the story (EEP should use these, as well)
- Determine strengths and opportunities for growth (3)
- Complete Domain Report

# Evidence

- Informs decisions
- Of each phrase of the narrative of the rubric
- Collect **PRIOR** to determining level of compliance
- Hard copy documents, electronic links/files, survey results, conversations, observations
- Benchmark activity

# Benchmark 3.3

- Exceeds the Benchmark
  - Every student participates in some form of Christian service, choosing from multiple opportunities in a variety of areas serving social justice, locally and globally, continually throughout the school year, clearly making the connection of such action with Gospel and Catholic faith teachings.
- Meets the Benchmark
  - Every student participates in Christian service programs to promote the lived reality of action in service of social justice. Intentional connection to Gospel values and Catholic faith teachings are offered as rationale for engaging in service.
- Partially meets the Benchmark
  - Some students participate in Christian service programs offered at specified times in the school year (Thanksgiving or Christmas, for instance) to promote the lived reality of action in service of social justice.
- Does not meet the Benchmark
  - The school is not involved in offering opportunities for students to participate in Christian service programs to promote the lived reality of action in service to social justice. When service is undertaken, no intentional connection is made with Gospel values and Catholic faith teaching.

# Benchmark 6.5

- Exceeds the Benchmark
  - The leader/leadership team plans and budgets for the development of a standards--based curriculum with a focus on a collaborative process emphasizing school--based vertical integration. Planning for engaging, researched--based instructional strategies accompanies the development of curriculum. A plan for continuous assessment over time is developed, aligned to the curriculum and executed to ensure continuous improvement of curriculum and instruction. The assessment plan delineates the necessity of generating school--wide data measuring change, growth and achievement in accordance with academic goals and objectives. This assessment data is utilized as a school--wide data to plan for continued and sustained academic excellence and growth.
- Meets the Benchmark
  - The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school--wide data to plan for continued and sustained academic excellence and growth.

# Benchmark 6.5

- Partially meets the Benchmark
  - The leader/leadership team directs the development of a curriculum--based on standards but with little oversight for the instructional strategies employed and/or for assessment procedures that will ensure continuous improvement of curriculum and instruction, utilizing school-wide data. OR The leader/leadership team adopts a prepackaged curriculum but does not work with the faculty to adjust the curriculum on the basis of ongoing assessment to address the needs of the students. There is limited school--wide data that is useful for faculty and staff or able to be used by the school community to plan for continued and sustained academic excellence and growth.
- Does not meet the Benchmark
  - The leader/leadership team does not direct or encourage others to direct the development of curriculum and instructional strategies within the school community. A school--wide assessment procedure is not developed or implemented. Continuous improvement of curriculum and instruction are not included in the vision for excellence. There is no plan for continued and sustained academic excellence and growth.

# Benchmark 7.6

- Exceeds the 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.
- Meets the 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.

## Benchmark 7.6

- Partially meets the 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.
- Does not meet the 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.

# Benchmark 13.2

- Exceeds the Benchmark
  - The enrollment management plan is an integrated part of the school's comprehensive overall operational planning. The governing body takes an active role in the measurement process and educates themselves on best practices and techniques. Data related to enrollment and retention patterns is supplemented by external factor analysis (demographic, economic and competitive analysis). The measurement process dives deeper, seeking the root causes that underlie shifts in enrollment and explain retention numbers, and these underlying factors are used to drive decision making.
- Meets the Benchmark
  - The enrollment management plan requires the governing body to review and the school leader/leadership team to supervise annual and continuous measurement and analysis of both enrollment and retention patterns for all student groups. The measurement and analysis actually takes place, according to plan, and the information is used to direct decision--making related to tuition, marketing, communications and other aspects of school operations that are linked to overall enrollment.

## Benchmark 13.2

- Partially meets the Benchmark
  - The school has an informal enrollment management plan, with some level of measurement and analysis executed on an irregular or ad-hoc basis. The information gained has some limited impact on other school operations.
- Does not meet the Benchmark
  - The school does not have an enrollment management plan, or there is no process of regular measurement and analysis of student enrollment and retention patterns, or enrollment metrics are not used to inform decision making.

# Evidence based

- Not a judgement or a grade
- Looking at facts to determine which criteria is met

# Action Plan

- Based on Domain Reports
- 3 to 5 goals approved by the diocese
- As a whole lasts 6 years
- Use the template
- Goal statement: easily understood, measureable
- Evidence of the goal
- Steps to meet the goal
- Living document, updated each year

# Action Plan – Third Year Review

- Update the current action plan; what has been completed, changed, added
- Collect evidence of that goals (met/not met/in process)
- Explain if there are other changes that should be made, based on your review for the TYPA

# Action Plan – Early Education Programs

- Short term goal – One annual goal
- Long term goals – Two long term goals (3 to 5 years)
- Use the template
- Goal statement: easily understood, measureable
- Evidence of the goal
- Steps to meet the goal
- Living document, updated each year

# Deadlines

- January/May – benchmarks for first review
- May/November – benchmarks, committee reports, action plan for second review
- 2 months prior to the visit – all work submitted

# Suggested Timeline

- Month 1: Orientation with FCCAP personnel, create steering committee, create domain and EEP committees, administer the survey
- Month 2-4: Domain and EEP committees meet and collect evidence
- Month 5: Domain and EEP committees finalize online work and committee report
- Months 6-7: Steering committee creates action plan
- Month 8: All committees review materials
- Month 9: Submit CIPA work to the superintendent
- Months 10-12: Prepare for visitation

# 10 MINUTE BREAK

Then we will review the <http://eas-ed.accreditrac.com> site and  
the CIPA Guide

# Visitation

- 2 school days
- Chair from outside of the diocese; 2-3 team members
- Review evidence
- Observe in every classroom
- Meet with stakeholders
- Exit Report
- No performances; no dinners

# Visitation – Classroom Observations

- 1.4 – Mission statement visible
- 2.6 – Catholic culture visible
- 3.4 – Role Model
- 4.5 – Supports the faith life
- 7.3 – 21st century learning
- 7.4 – Technology
- 7.5 – Affective dimensions
- 7.6 – Engaging all students
- 14.4 – Exit maps, electrical cords (general safety)
- 14.5 – Supervision

# Visitation – Meet with Stakeholders

- Group of 4-6 selected parents
- Group of selected students (2 each from 5-8)
- Administration
- Pastor
- Faculty (without administration)
- Steering Committee
- Share possible questions

# Visitation – Review Evidence

- Team determines level of compliance for each benchmark
- Uses all available evidence:
  - *Electronic*
  - *Hard copy documents and files*
  - *Observations*
  - *Conversations*
  - *Could ask for something specific*

# Visitation

- Visit ends with exit report
- Meeting/discussion with superintendent
- Meeting with administration (and pastor)
- Exit report to faculty
- Sent to FCCAP
- Reviewed by superintendents in January and June

# Visitation

- Provide a private space for the team to work
- Hard copy evidence (not on the website)
- Snacks
- Maps, teacher/student schedules, access
- Space for group meetings
- Lodging arrangements
- Dinner suggestions – working team dinner
- Stipends and travel reimbursement

# QUESTIONS?

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