



Florida Catholic Conference Accreditation Program

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

Developed by Center for Catholic School Effectiveness, School of Education, Loyola University Chicago in partnership with Roche Center for Catholic Education, Lynch School of Education, Boston College (2012)

Rubrics for Benchmarks with Specific Evidence

April 2022

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

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: 1.2

The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

Level 4 Exceeds Benchmark	The governing body and the leader/leadership team consistently start with the mission statement at the beginning of all planning efforts, and refer to the mission statement frequently during the planning process. The mission statement is used not only as a reference but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision making.	Minutes from SAC, faculty, finance meetings contain use of the mission statement. Survey data from 8.2
Level 3 Fully Meets Benchmark	The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning. Major planning efforts explicitly reference the mission at the beginning of planning and throughout.	Minutes of most meetings mention the mission statement. Survey data from 8.2
Level 2 Partially Meets Benchmark	The governing body and the leader/leadership team occasionally refer to the mission statement during some planning efforts. When policies and procedures are reviewed, connection to mission must be inferred.	Examples of where and when the mission statement is used. Survey data from 8.2
Level 1 Does Not Meet Benchmark	The mission statement is not used as a foundation and normative reference for all planning.	

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: 1.3

The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.

Level 4 Exceeds Benchmark	The school leader/leadership team establishes and maintains a well-communicated process for annually reviewing, clarifying, and renewing the school's mission statement in consultation with the school's various constituencies.	Calendar, handbooks, feedback received, flyers
Level 3 Fully Meets Benchmark	The school leader/leadership team regularly calls together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.	Calendar, handbooks, feedback received, flyers
Level 2 Partially Meets Benchmark	The school leader/leadership team includes the school's various constituencies in clarifying, reviewing and renewing the school's mission statement occasionally within several years, usually in preparation for a pending event, such as accreditation.	Calendar, handbooks, feedback received, flyers
Level 1 Does Not Meet Benchmark	The school leader/leadership team does not call together the school's various constituencies (including but not limited to faculty and staff, parents, students, alumni(ae)) to clarify, review and renew the school's mission statement.	

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: 1.4

The mission statement is visible in public places and contained in official documents.

Level 4 Exceeds Benchmark	The mission statement is highly visible throughout the school, appearing in every classroom as well as on written and electronic communications and on the school website, apps, and school social media sites. All constituents can easily and quickly access a visible copy of the mission statement.	When walking through the campus the mission statement is easily visible in every room. Documents, emails, screenshots
Level 3 Fully Meets Benchmark	The mission statement is visible in public places and contained in official documents.	When walking through the campus the mission statement is visible in every room. Official documents
Level 2 Partially Meets Benchmark	The mission statement is only displayed in a few public places and a few official documents.	When walking through the campus the mission statement is visible in some rooms or difficult to spot in others
Level 1 Does Not Meet Benchmark	The mission statement is not visible in public places or on official documents.	

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: 2.1

Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.

Level 4 Exceeds Benchmark	Religious education curriculum and instruction at all levels in each course and in each unit meets or exceeds requirements and standards of the (arch)diocese. The requirements are evidenced in every course and unit. Courses are vertically aligned, scaffolded, and rigorous to ensure continuous growth in the knowledge of religion for all students.	Lesson plans citing standards from all teachers. Standards tracked or curriculum map. Minutes of PLCs regarding Religion curriculum. Results of adult survey data 8.4
Level 3 Fully Meets Benchmark	Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese. The requirements are evidenced in course expectations, grade level expectations, and course content.	Lesson plans citing standards from all teachers. Results of adult survey data 8.4
Level 2 Partially Meets Benchmark	Religious education curriculum and instruction meets some of the religious education requirements and/or standards of the (arch)diocese.	Lesson plans citing standards from some teachers. Results of adult survey data 8.4
Level 1 Does Not Meet Benchmark	Religious education and curriculum and instruction does not meet the religious education requirements and standards of the (arch)diocese.	

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: 2.2

Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials.

<p>Level 4 Exceeds Benchmark</p>	<p>Religion classes are regarded by the school community as exciting, interesting, innovative, and highly engaging. These classes are an integral part of the academic program with equal or prioritized standing with other academic classes. Highly qualified teachers are trained and certified as catechists at advanced levels. The allocation of class time in relation to other academic areas is equitable and is scheduled in specified time frames. The selection of current state-of-the-art texts and other curricular materials contribute to the innovative approach. Religion classes may be service-based and integrated with other academic courses, concepts, and outcomes. Student performance in religion classes are included in academic achievement reports.</p>	<p>Proof of advanced level catechists for all religion classes. Lesson plans demonstrating innovation, schedules, report cards, textbooks. Student survey data for 8.4.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Religion classes are an integral part of the academic program in the assignment of teachers, amount of class time and the selection of texts and other curricular materials. School leaders consistently program religion courses with the same level of attention given to other subjects.</p>	<p>Lesson plans, schedules, report cards, textbooks, catechist certification, Student survey data for 8.4.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Religion classes are somewhat integrated into the academic program. Religion classes are assigned regular teachers, scheduled into specified time periods, and have designated texts and/or curriculum materials. They may not always be given equal priority with other classes in scheduling.</p>	<p>Lesson plans, schedules, report cards, textbooks. Student survey data for 8.4.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Religion classes are not an integral part of the academic program. The assignment of teachers, the amount of class time, and the selection of texts and other curricular materials are not prioritized for religion classes. Teachers are assigned in an ad hoc manner and an equitable amount of time is not ensured. If academic time is lost in a given day, religion class is likely chosen as expendable.</p>	

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: 2.3

Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.

<p>Level 4 Exceeds Benchmark</p>	<p>All faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction. The faculty meets regularly in professional learning communities to intentionally develop their expertise and to focus on the need for continuous improvement in skill and knowledge while recognizing the changing world of catechesis. The faculty employs best practices through instructional methodologies and meets standards that result in effective teaching.</p>	<p>List of all teachers level of certification noted, copies of catechist certificates. Minutes from PLCs focused on catechesis and teaching religion. Lesson plans, student achievement data</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction.</p>	<p>List of all teachers level of certification noted, copies of catechist certificates.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Some faculty who teach religion meet all or some (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction.</p>	<p>List of all teachers level of certification noted, copies of catechist certificates.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Few or none of the faculty who teach religion meet (arch)diocesan requirements for academic and catechetical preparation and certification to provide religion curriculum and instruction. Meeting (arch)diocesan requirements is not a condition for teaching religion at this school.</p>	

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 2.4

The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education.

Level 4 Exceeds Benchmark	In keeping with its Catholic identity, the school sets clearly articulated standards for and can demonstrate academic and intellectual excellence in all subjects, including religious education. Curriculum in all subjects including religious education gives evidence of the integration of faith, culture and life.	Lesson plans for all subjects and all grades citing standards and a faith component. Adult survey data for 7.6, student survey data for 8.5. Honor roll, assessment data
Level 3 Fully Meets Benchmark	The school’s Catholic identity requires excellence in academic and intellectual formation in all subjects including religious education. In keeping with its Catholic identity, the school sets clearly articulated standards for and expectations of academic and intellectual excellence in all subjects, including religious education.	Lesson plans for all subjects and all grades citing standards. Adult survey data for 7.6, student survey data for 8.5. Honor roll, assessment data
Level 2 Partially Meets Benchmark	In keeping with its Catholic identity, the school pays attention to and requires academic and intellectual excellence in the curriculum including religious education.	Lesson plans, curriculum. Adult survey data for 7.6, student survey data for 8.5. Honor roll, assessment data
Level 1 Does Not Meet Benchmark	Excellence in academic and intellectual formation is not evident in all subjects, including religion.	

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 2.5

Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.

<p>Level 4 Exceeds Benchmark</p>	<p>In all subjects faculty use the lenses of Scripture and the Catholic intellectual tradition to require students to think critically and ethically about the world around them. Students participate in lectures, debates, service opportunities or other experiences that give evidence of their growth and maturation in the Catholic intellectual tradition and moral ethical thinking. These and other performance assessments are embedded in the curriculum.</p>	<p>Lesson plans that include a scripture and a reasoning component for all subjects and all grades. Samples of student debates, service work, projects, and performance assessments demonstrating moral ethical thinking. Survey data for 7.9. Adult survey data for 8.5.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.</p>	<p>Lesson plans that include a scripture and a reasoning component for all subjects and all grades. Survey data for 7.9. Adult survey data for 8.5.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>In only a few subjects, some faculty use the lenses of Scripture and/or Catholic intellectual tradition to help student think critically and ethically about the world around them.</p>	<p>Lesson plans that include a scripture and a reasoning section. Survey data for 7.9. Adult survey data for 8.5.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Faculty are not familiar with the definition of Catholic intellectual tradition and do not manifest teaching behaviors that evidence it. Faculty do not use or seldom use the lenses of Scripture and/or Catholic intellectual tradition in subjects to help students think critically or ethically.</p>	

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 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: 2.7

The theory and practice of the Church’s social teachings are essential elements of the curriculum.

Level 4 Exceeds Benchmark	The theory and practice of the Church’s social teachings are essential elements of the curriculum in multiple subject areas including religious education. Students are involved in forms of service that are intentionally designed and informed by the Church’s social teaching. Students receive planned instruction multiple times in their programs of study and are involved in service learning.	Lesson plans from all grades referencing an aspect of the Church’s social teaching. Examples of all students’ involvement in service learning. All survey data for 7.11.
Level 3 Fully Meets Benchmark	The theory and practice of the Church’s social teachings are essential elements of the curriculum. Every student receives planned instruction in the Church’s social teaching.	Lesson plans from all grades referencing an aspect of the Church’s social teaching. All survey data for 7.11.
Level 2 Partially Meets Benchmark	The theory and practice of the Church’s social teachings are minimally present in the curriculum. Students may be exposed to the Church’s social teaching but there is not a clear plan of instruction.	Lesson plans referencing an aspect of the Church’s social teaching. All survey data for 7.11.
Level 1 Does Not Meet Benchmark	The theory and practice of the Church’s social teachings are not found in the curriculum.	

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.

<p>Level 4 Exceeds Benchmark</p>	<p>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.</p>	<p>Examples of students leading a variety of forms of prayer; examples of students designing prayer; examples of students' roles during liturgy. Calendar showing weekly liturgy. Prayer is witnessed in classrooms when touring the school. Survey data for 7.2 and 8.6.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Every student is offered timely and regular opportunities to learn about and experience the nature and importance of prayer, the Eucharist, and liturgy. Every student is offered the opportunity to participate in the Mass at least weekly.</p>	<p>Calendar showing weekly 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.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Prayer is evident throughout the school day, and liturgy is celebrated a few times a year, such as on special feast days. Only some students or classes are offered the opportunity to participate in the Mass on a weekly basis.</p>	<p>Prayer is witnessed in classrooms when touring the school. Calendar showing liturgy. Survey data for 7.2 and 8.6.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>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.</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: 3.2

Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.

Level 4 Exceeds Benchmark	Retreat experiences (on or off site) are an integral part of student life at all grade levels. When age appropriate, students have the opportunity to participate in the planning of retreats or other spiritual events. Students are given frequent opportunities to participate in guided reflection on their life experiences and faith (as in such daily practices such as the Examen or Direction of Intention).	Retreat flyers, calendar for all grades. Examples of students planning retreats or events. Examples of guided reflection in all grades. Adult survey data for 8.6.
Level 3 Fully Meets Benchmark	Every student is offered timely, regular, and age-appropriate opportunities to reflect on their life experiences and faith through retreats and other spiritual experiences.	Retreat flyers, calendar for all grades. Examples of other reflection experiences for all grades. Adult survey data for 8.6.
Level 2 Partially Meets Benchmark	Students are offered a retreat on an infrequent or irregular basis, with minimal opportunity for reflection on life experiences.	Retreat flyers or calendar. Adult survey data for 8.6.
Level 1 Does Not Meet Benchmark	No retreat or reflective experiences are offered to all students in a timely, regular, and age-appropriate way.	

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: 3.3

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

<p>Level 4 Exceeds Benchmark</p>	<p>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.</p>	<p>Flyers, calendar, pictures of a variety of service opportunities for all students throughout the year. Examples of student reflection noting the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>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.</p>	<p>Flyers, calendar, pictures of service opportunities for all students showing the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>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.</p>	<p>Flyers, calendar, pictures of service opportunities for some students showing the connection to Gospel and Catholic teachings. Survey data for 7.3 and 8.7.</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>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.</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: 3.4

Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.

Level 4 Exceeds Benchmark	Every person working in the school community, regardless of position, understands and demonstrates that they are role models of faith and service for social justice to every student and outstanding examples of such abound. This is a clear and well-communicated expectation for employment in the school.	Affirmation statements for employees. Survey data for 7.12 and 7.13 and adult survey data for 8.8. Examples of every staff member's involvement in the parish and the school.
Level 3 Fully Meets Benchmark	Every student experiences role models of faith and service for social justice among the administrators, faculty and staff. Being a role-model for faith and service is a consideration in hiring. This is an expectation of the school.	Affirmation statements for employees. Survey data for 7.12 and 7.13 and adult survey data for 8.8. Examples of staff involvement in the parish and the school. Staff handbook
Level 2 Partially Meets Benchmark	Some students experience role models of faith and service for social justice, and a few administrators, faculty and staff perceive their role as serving as such role models.	Affirmation statements for employees. Survey data for 7.12 and 7.13 and adult survey data for 8.8. Examples of some staff involvement in the parish and the school.
Level 1 Does Not Meet Benchmark	Administrators and/or faculty and staff do not perceive their functions to be that of role models of faith and service for social justice to students, and students do not experience such role models among their administrators, faculty and staff.	

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

Benchmark: 4.1

The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis.

Level 4 Exceeds Benchmark	The leader/leadership team provides faith-enriching retreats and other spiritual experiences for the faculty and staff frequently throughout the school year, and as appropriate to the liturgical seasons. The leader/leadership team actively engages faculty and staff in the planning and implementation of retreats and other spiritual experiences.	Calendar, programs from the faculty retreats and spiritual experiences throughout the year. Examples of the staff involvement in the planning and implementation. Adult survey data for 8.9. Student survey data for 8.10.
Level 3 Fully Meets Benchmark	The leader/leadership team provides retreats and other spiritual experiences for the faculty and staff on a regular and timely basis. Faculty retreats are offered at least once a year and, additionally, there are regular opportunities for spiritual experiences throughout the year.	Calendar, programs from the faculty retreat and other spiritual experiences. Adult survey data for 8.9. Student survey data for 8.10.
Level 2 Partially Meets Benchmark	The leader/leadership team provides retreats and/or other spiritual experiences for the faculty and staff on an occasional, less than yearly, basis.	Calendar, programs from the faculty retreat and other spiritual experiences. Adult survey data for 8.9. Student survey data for 8.10.
Level 1 Does Not Meet Benchmark	The leader/leadership team does not provide retreats or other spiritual experiences for the faculty and staff.	

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

Benchmark: 4.3

The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.

Level 4 Exceeds Benchmark	The leader/leadership team regularly collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide numerous and ongoing opportunities for parents to grow in the knowledge and practice of the faith. Parent input and feedback are respectfully included in collaborations with other institutions.	Flyers, calendars, programs for events, classes, or presentations for parents from other Catholic institutions (including the parish). Examples of parent input and collaboration. Adult survey data 8.10
Level 3 Fully Meets Benchmark	The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.	Flyers, calendars, programs for events, classes, or presentations for parents from other Catholic institutions (including the parish). Adult survey data 8.10
Level 2 Partially Meets Benchmark	The leader/leadership team occasionally collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide some opportunities for parents to grow in the knowledge and practice of the faith.	Parish flyers, calendars, programs for events, classes, or presentations for parents. Adult survey data 8.10
Level 1 Does Not Meet Benchmark	The leader/leadership team does not collaborate with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.	

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

Benchmark: 4.4

All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice.

<p>Level 4 Exceeds Benchmark</p>	<p>All adults in the school community are actively engaged at some level of participation in Christian service programs to promote the lived reality of action in service of social justice.</p>	<p>Newsletters, emails inviting adult participation in Christian service, noting the connection to social justice and Church teaching. Pictures of participation. Data showing how all adults participate. Adult survey data for 8.12 and student survey data for 8.8</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>All adults in the school community are invited to participate in Christian service programs to promote the lived reality of action in service of social justice. Participation is the norm.</p>	<p>Newsletters, emails inviting adult participation in Christian service, noting the connection to social justice and Church teaching. Pictures of participation. Adult survey data for 8.12 and student survey data for 8.8</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Some adults in the school community are aware of and participating in Christian service programs to promote the lived reality of action in service of social justice.</p>	<p>Newsletters, emails inviting adult participation in Christian service, noting the connection to social justice and Church teaching. Pictures of some participation. Adult survey data for 8.12 and student survey data for 8.8</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Few adults in the school community have been made aware of or invited to participate in Christian service programs to promote the lived reality of action in service of social justice. It is not an expectation of the school.</p>	

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

Benchmark: 4.5

Every administrator, faculty, and staff member visibly supports the faith life of the school community.

Level 4 Exceeds Benchmark	Every administrator, faculty, and staff member consistently participates in planned events that demonstrate significant visible support for the faith life of the community.	Emails, newsletters showing the expectation. List of staff involvement in events of the parish and school. Pictures of involvement. Staff handbook. All survey data for 7.12 and 7.13. Adult survey data for 8.13. Student survey data for 8.9
Level 3 Fully Meets Benchmark	Every administrator, faculty, and staff member visibly supports the faith life of the community. This is a clear expectation for every administrator, faculty and staff member.	Emails, newsletters showing the expectation. List of staff involvement in school events. Pictures of involvement. Staff handbook. All survey data for 7.12 and 7.13. Adult survey data for 8.13. Student survey data for 8.9
Level 2 Partially Meets Benchmark	Some administrators, faculty, and staff members visibly support the faith life of the community. One hundred percent participation is not expected.	Emails, newsletters showing the invitation. List of staff involvement in school events. Pictures of involvement. Staff handbook. All survey data for 7.12 and 7.13. Adult survey data for 8.13. Student survey data for 8.9
Level 1 Does Not Meet Benchmark	There is little or no visible support from administrators, faculty and staff members for the faith life of the community and no expectation that this visible support should be present.	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.1

The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.

Level 4 Exceeds Benchmark	The governing body is formed with intentional outreach to a diverse community of stakeholders. The body works to maintain a balance of representation. The governing body has a state of the art constitution and by-laws and both are posted and shared with the full community. The governing body intentionally monitors itself to ensure consistency of practice as approved by the by-laws.	List of school advisory council (sac)members and description, term of each member, minutes of meetings, by-laws of sac, link to posts on website or newsletters, sac self-evaluation as a committee, Adult survey data for 8.14
Level 3 Fully Meets Benchmark	The governing body, representing the diversity of stakeholders, functions according to its approved constitution and by-laws.	List of school advisory council (sac)members and description, term of each member, minutes of meetings, by-laws of sac, link to posts on website or newsletters, Adult survey data for 8.14
Level 2 Partially Meets Benchmark	The governing body attempts to represent the diversity of stakeholders, but often is not able to attract such diversity. The governing body appears to function according to its approved constitution and by-laws, but is not held accountable, and the constitution and by-laws are not shared with the community.	List of school advisory council (sac)members and description, term of each member, minutes of meetings, by-laws of sac, Adult survey data for 8.14
Level 1 Does Not Meet Benchmark	The governing body does not represent the diversity of stakeholders and there is no plan to achieve this benchmark. The board does not have a constitution or by-laws, or the current constitution and by-laws are outdated, and therefore, do not direct the behavior of the governing body. And as a result the governing body does not function according to the current constitution and by-laws.	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.2

The governing body systematizes the policies of the school’s operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.

<p>Level 4 Exceeds Benchmark</p>	<p>The governing body systematizes and shares the policies of the school’s operations, as well as training and accountability measures for successful implementation of policies. This information is provided to all stakeholders on an ongoing basis to ensure fidelity to mission. Continuity and sustainability of policies and programs are ensured through carefully planned and executed leadership successions. These plans for succession apply not only to the governing board but to the school leadership team, and all other leadership associated with school operations, such as advisory boards, parent groups, volunteer groups, affiliated clubs and others.</p>	<p>Staff handbook, parent handbook, list of SAC members with defined term limits, by-laws of SAC with membership details, list of members of other school organizations with defined term limits and membership details, administrative substitutes policy, principal search/ planning, adult survey data for 8.15, student survey data for 8.11</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The governing body systematizes the policies of the school’s operations, to ensure fidelity to mission, and continuity and sustainability through leadership succession. There are systems in place that ensure the ability of the school to operationalize the policies. There is planning for leadership succession on all levels.</p>	<p>Staff handbook, parent handbook, list of SAC members with defined term limits, by-laws of SAC with membership details, details, administrative substitutes policy, principal search/planning, adult survey data for 8.15, student survey data for 8.11</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The governing body systematizes some of the school’s operation however there is clear evidence that not all policies are implemented or accounted for. Leadership succession planning is not a priority and is addressed on an as needed basis.</p>	<p>Staff handbook, parent handbook, list of SAC members with defined term limits, by-laws of SAC, adult survey data for 8.15 student survey data for 8.11</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The governing body does not systematize the policies of the school’s operations. There are few guidelines for operations and each operation appears to function independently with little integration. The commitment to ensuring fidelity to mission is not demonstrated, expressed or evident. Leadership succession is not understood or planned for. There is little measurable continuity and sustainability through leadership succession, contributing to a sense of instability.</p>	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.3

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.

Level 4 Exceeds Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains and communicates to all stakeholders a strong, positive and visible relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority. The Bishop is invited by the governing board to not only celebrate mass but also to be present at significant school occasions. Events sponsored by the Bishop and offices representing the Bishop are fully supported by the governing body and leadership team.	Newsletters/emails regarding Bishop's presence at school, Bishop's initiatives in the diocese, invitations to stakeholders to participate in diocesan events (more than Confirmation Mass), staff attendance at diocesan events, adult and student survey data for 7.17
Level 3 Fully Meets Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a relationship with the Bishop marked by mutual trust, close cooperation, continuing dialogue, and respect for the Bishop's legitimate authority.	Newsletters/emails regarding Bishop's presence at school, staff attendance at diocesan events, adult and student survey data for 7.17
Level 2 Partially Meets Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a limited relationship with the Bishop and the offices representing the Bishop marked by, intermittent cooperation, occasional dialogue, and social distancing from the Bishop's legitimate authority.	Newsletters/emails regarding Bishop's presence at school, adult and student survey data for 7.17
Level 1 Does Not Meet Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a very weak relationship with the Bishop or offices representing the Bishop. Relationships are awkward with little cooperation or dialogue, and the Bishop's authority is ignored or overlooked.	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school’s fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.4

The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.

Level 4 Exceeds Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, continuously fosters a mutual, productive and beneficial relationship with the (arch)diocesan Education Office, working to support the work of the central office, adopting and integrating initiatives from the central office and working in collaboration with other schools in the community. The governing body supports the work of the leadership team as members of diocesan working groups. All work is monitored for consistency with all Archdiocesan policies pertaining to Catholic schools.	Principal’s attendance at diocesan principals meetings, teachers’ attendance at diocesan teachers meetings, participation in diocesan committees, communications between superintendent and principal, use of diocesan policies, curriculum, administrative tools, etc.
Level 3 Fully Meets Benchmark	The governing body, in collaboration with or through the actions of the leader/leadership team, maintains a constructive and beneficial relationship with the (arch)diocesan Education Office consistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.	Principal’s attendance at diocesan principals meetings, teachers’ attendance at diocesan teachers meetings, communications between superintendent and principal, use of diocesan policies, curriculum, administrative tools
Level 2 Partially Meets Benchmark	The governing body, and/or the leadership team are inconsistent regarding the need for a constructive and beneficial relationship with the (arch)diocesan Education Office. At times, policies or procedures are followed and at other times are overlooked or ignored in favor of autonomy. Some decisions are inconsistent with (arch)diocesan policy pertaining to the recognition of Catholic schools by the Bishop.	Principal’s attendance at diocesan principals meetings, teachers’ attendance at diocesan teachers meetings, communications between superintendent and principal
Level 1 Does Not Meet Benchmark	The governing body and the leader/leadership team, either by choice or lack of understanding, do not maintain a constructive and beneficial relationship with the (arch)diocesan Education Office. Archdiocesan policies are largely ignored and sometime even obstructed. Evidence of an understanding of the relationship of the school to the Bishop appears absent.	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.5

In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation, and continuing dialogue.

Level 4 Exceeds Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, fosters and develops a continuous working relationship with the canonical administrator (pastor or designee of Bishop) marked by regular, positive interactions, shared goals, mutual trust, close cooperation and continuing dialogue that is productive, sustained and focused on the future of the school.	Calendar, schedule showing weekly pastor/principal meetings, conversations with pastor and principal during the visit, stakeholders note the relationship during the visit
Level 3 Fully Meets Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop) marked by mutual trust, close cooperation and continuing dialogue.	Calendar, schedule showing weekly pastor/principal meetings, conversations with pastor and principal during the visit
Level 2 Partially Meets Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, maintains a relationship with the canonical administrator (pastor or designee of Bishop), which is inconsistent and unpredictable thus limiting timely and effective decision making.	Conversations with pastor and principal during the visit
Level 1 Does Not Meet Benchmark	In the case of a parish school, the governing body, in collaboration with the leader/leadership team, does not maintain a relationship with the canonical administrator (pastor or designee of Bishop). The governing body members meet and work without the canonical administrator, either because the administrator is not invited or the canonical administrator chooses not to attend. Often the canonical administrator is absent from the governing board meetings. The leader/leadership team does not meet or work with the canonical leader on a regular basis. School leadership is not viewed by stakeholders as representative of a unified intentional team.	

Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.

Benchmark: 5.6

The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities.

Level 4 Exceeds Benchmark	The governing body engages in continuous formation training and self-evaluation for itself. The governing body visibly supports the leadership team's engagement in continuous formation. Both the governing body and the leadership team have clearly defined accountability measures for the outcomes associated with the execution of their responsibilities. Outcomes are assessed utilizing both formative and summative measures to ensure the faithful execution of their respective responsibilities, with clear follow up, discernment and plans for improvement. Assessments are designed to include all stakeholder groups. Intentional planning is executed to secure representation from the diversity of stakeholders.	Job descriptions, annual SAC training, annual SAC self-evaluation, stakeholder surveys, annual SAC goals and evaluation, SAC bylaws, SAC meeting minutes, principal evaluations
Level 3 Fully Meets Benchmark	The governing body engages in formation and on-going training and self-evaluation for itself and the leadership team to ensure the faithful execution of their respective responsibilities. Formation and self-evaluation occur on a regular schedule and utilize at least one measure of accountability for each group.	Job descriptions, annual SAC training, annual SAC self-evaluation, annual SAC goals and evaluation, SAC meeting minutes, principal evaluations
Level 2 Partially Meets Benchmark	The governing body intermittently engages in formation and on-going training and self-evaluation for itself and the leadership team, but with little follow up, accountability for expected outcomes, and planning. Thus, they limit their ability to ensure continuous, faithful execution of their respective responsibilities.	Job descriptions, SAC training, SAC self-evaluation, SAC meeting minutes
Level 1 Does Not Meet Benchmark	The governing body does not engage in formation and on-going training and has no process in place to do so. The governing body does not require the leadership team to engage in formation and/or does not hold the team accountable. The governing body does not support the concept of assessment and accountability to ensure the faithful execution of their respective responsibilities.	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

Benchmark: 6.1

The leader/leadership team meets national, state and/or (arch)diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school.

<p>Level 4 Exceeds Benchmark</p>	<p>The leader/leadership team meets national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. The leader/leadership team participates in professional development beyond the requirements in order to enrich and continuously improve their expertise in facilitating learning according to current best practices for their students.</p>	<p>FL certificate for principal, AP, leadership team, all PD in which the principal and leadership team participated (must demonstrate that this in addition to requirements)</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The leader/leadership team meets national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. The principal has a Florida Administrator’s Certificate (professional certificate with education leadership on it). Assistant principals have at least a Florida teaching certificate. The leader/leadership team renews these credentials as required in a timely manner.</p>	<p>FL certificate for principal, AP, leadership team</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The leader/leadership team partially meets national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is a written (arch)diocesan approved plan in place for the principal to obtain a Florida professional educator certificate with educational leadership on it.</p>	<p>Transcripts and approved diocesan plan for principal, AP, leadership team</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The leader/leadership team does not meet national, state and/or (arch) diocesan requirements for school leadership preparation and licensing to serve as the faith and instructional leader(s) of the school. There is no plan on how to achieve these requirements and achieving them is not expected.</p>	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.2

The leader/leadership team articulates a clear mission and vision for the school, and engages the school community to ensure a school culture that embodies the mission and vision.

Level 4 Exceeds Benchmark	The leader/leadership team carefully articulates a clear mission and vision for the school and consistently demonstrates the mission and vision are continuously forming the foundation for all decisions. The school community is fully engaged at all levels from the students, to parents, to the larger community in order to ensure a school culture that enlivens and honors the mission and vision.	Newsletters, emails, website, adult survey data for 8.17, 8.18, student survey data for 8.12, conversations with stakeholders, stakeholder involvement in the school
Level 3 Fully Meets Benchmark	The leader/leadership team articulates a clear mission and vision for the school and engages the school community to ensure a school culture that embodies the mission and vision.	Newsletters, emails, website, adult survey data for 8.17, 8.18, student survey data for 8.12, conversations with stakeholders
Level 2 Partially Meets Benchmark	The leader/leadership team articulates a mission and vision for the school, but it is not broadly shared with the larger community. A small portion of the community is engaged in sharing the mission and vision but is unable to ensure a school culture that embodies the mission and vision.	Newsletters, emails, website, adult survey data for 8.17, 8.18, student survey data for 8.12
Level 1 Does Not Meet Benchmark	The leader/leadership team does not articulate a clear mission and vision for the school. The school community is not engaged in expressing the mission and vision. The school culture does not embody the mission and vision.	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.3

The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.

Level 4 Exceeds Benchmark	The leader/leadership team adopts and initiates personnel policies as designed and endorsed by the governing board in accordance with the designated overarching personnel policies. Recruitment includes a search process providing access to a diverse population, and new hires are made in collaboration with all on the leadership team. Professional growth plans for all faculty and staff are developed and reviewed at least yearly and delineate the benchmarks for performance appraisals. The planning process and the budget intentionally and visibly support professional development opportunities. Formal assessment is designed to reflect the goals and objectives delineated in the professional development plans. Assessment is both formative and evaluative. Data gathered during the assessments is used to make personnel decisions.	Frequent observations, annual evaluations, staff handbook, adult survey data for 8.19, individual professional development plans (IPDPs) for all faculty and staff, budget, school professional development plan
Level 3 Fully Meets Benchmark	The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies.	Annual observations, evaluations, staff annual goals, staff handbook, adult survey data for 8.19
Level 2 Partially Meets Benchmark	The leader/leadership team is not included in the development of processes for the oversight of personnel but is required to exercise oversight for the faculty and staff. Levels of compliance exist but are not measurable, or the leadership team is neither consistent nor uniform in the adoption and application of personnel policies. Formal assessment procedures are in place but are implemented in an inconsistent fashion, or procedures for formal assessments are in place but not for all personnel. Professional development is ad hoc and offered as a choice with no overall plan for professional growth and faith formation.	Observations, evaluations, staff handbook, adult survey data for 8.19
Level 1 Does Not Meet Benchmark	The leaders/leadership team does not assume or is not permitted to assume responsibility for the development and/or the oversight of personnel. Recruitment procedures and policies are not clear and there are no professional development plans for the faculty and staff. Consistent formal assessment policies and procedures do not exist.	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.4

The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.

<p>Level 4 Exceeds Benchmark</p>	<p>The leader/leadership team intentionally includes plans for collaborative networks, at all levels in the school community with clearly delineated goals, objectives, assessment protocols and budgets. All networks are focused on advancing excellence across the school, including academic excellence and excellence in all school community life activity. These networks are established and supported with designated times and places (including online opportunities) for the work of the networks. Networks also share talent and ideas across the school community. The work and outcomes of the networks are shared with the full school community with collaboration at all levels within the school community to advance excellence. Often the concept is shared across a region of schools with networks developed for leaders and teacher leaders across schools.</p>	<p>Staff handbook, parent handbook, lists of school organizations and committees (includes membership and description), calendar, minutes from meetings, budget, adult survey data for 8.20, student survey data for 8.13, agendas of faculty meetings, schedules showing common planning times (if applicable), website, strategic plan or school goals</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence. The leader/leadership team ensures that the school's scheduling, budget and work demands support a culture of community and collaboration.</p>	<p>Staff handbook, parent handbook, lists of school organizations/committees (includes membership, description), calendar, minutes from meetings, budget, adult survey data for 8.20, student survey data for 8.13</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The leader/leadership team provides vocal and other support to those networks created by small faculty groups in the school community but does not take the lead in establishing and sustaining networks. Growth of networks is supported and hoped for but not expected or prevalent throughout the school.</p>	<p>lists of school organizations/ committees, calendar, minutes from meetings, adult survey data for 8.20, student survey data for 8.13</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The leader/leadership team does not take the lead in establishing and sustaining networks. No support is provided for those who set out to establish small working group networks. The school scheduling, budget and work demands do not support a culture of community and collaboration.</p>	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.5

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

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

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school’s mission and vision.

Benchmark: 6.6

The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school.

<p>Level 4 Exceeds Benchmark</p>	<p>The leader/leadership team works in collaboration with the governing body and the local community to develop short-term and long-term plans to ensure appropriate budgeting for the operational vitality of the school. This work provides an infrastructure for dedicated personnel who implement processes, programs and services to support enrollment management, personnel decisions, budgeting, finance and development. All plans for facilities, budgeting, advancement and development are transparent and shared with the community and supported by the community to ensure the operational vitality of the school.</p>	<p>SAC minutes, strategic plan, budget, staff list and job descriptions, enrollment mgmt. plan, facilities plan, advancement /development plan, newsletters, emails, website, parent handbook, staff handbook, budget</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The leader/leadership team works in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. To ensure this, budget and personnel are provided to create and implement policies, programs and procedures.</p>	<p>SAC minutes, staff list and job descriptions, enrollment mgmt. plan, facilities plan, advancement /development plan, parent handbook, staff handbook, budget</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The leader/leadership team does not have the support of the governing body but works within the school to establish policies and procedures to provide an infrastructure of programs and services that ensures the operational vitality of the school. Without support, not all areas can be properly sustained to ensure operational vitality. Or the governing body provides the budget and personnel to create and support an infrastructure of programs and services to ensure operational vitality, but the programs are not fully adopted or inconsistently implemented by the leader/leadership team, with some areas receiving more attention and time than other areas.</p>	<p>staff list and job descriptions, enrollment mgmt. plan, facilities plan, advancement/development plan, parent handbook, staff handbook</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The leader/leadership team does not work in collaboration with the governing body to provide an infrastructure of programs and services that ensures the operational vitality of the school. As a result the operational vitality is in serious jeopardy.</p>	

Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.

Benchmark: 6.7

The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.

Level 4 Exceeds Benchmark	The leader/leadership team works with community leaders and constituents to develop credible and reliable vehicles of communication for all stakeholders in the community, including families with second languages at home. All new initiatives and/or changes to school programs are shared at the beginning of the initiative or change, and updates are provided as the initiative develops over time, with outcomes routinely measured and reported to all constituents. Information about the new programs are communicated electronically, and celebrated at community events.	Newsletters, emails, website, agendas of stakeholder meetings, church bulletins, stakeholder interviews during the visitation, communications in other languages, as needed, communication plan
Level 3 Fully Meets Benchmark	The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to all constituents.	Newsletters, emails, website, church bulletins, stakeholder interviews during the visitation
Level 2 Partially Meets Benchmark	The leader/leadership team assumes responsibility for communicating new initiatives and/or changes to school programs to limited constituents (i.e. families only) or limited information is communicated to constituents. Not all constituents are informed regarding new programs.	Newsletters, emails, website, stakeholder interviews during the visitation
Level 1 Does Not Meet Benchmark	The leader/leadership team does not assume responsibility for communicating new initiatives and/or changes to school programs. The leader/leadership team has little or no communication strategy in place for this kind of activity. Communications are ad hoc, provided by individual faculty and staff.	

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: 7.1

The curriculum adheres to appropriate, delineated standards and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

<p>Level 4 Exceeds Benchmark</p>	<p>The curriculum in all subject areas specifies research-based and mission appropriate standards. The written curriculum as a whole gives easily accessible evidence that it is vertically aligned to ensure that every student, no matter what courses taken, successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values. The curriculum has been mapped for purposes of realizing gaps and overlaps in content.</p>	<p>Curriculum map/ standards tracked for each subject, minutes from vertical meetings, lesson plans, adult survey data from 8.21</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.</p>	<p>Curriculum, curriculum map/pacing guide, minutes from vertical meetings, lesson plans, citing standards, adult survey data from 8.21</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The curriculum identifies standards being addressed throughout the program of studies. Students are required to complete a specified sequence of academic courses, but these courses are not vertically aligned to ensure coherence and rigor.</p>	<p>Curriculum, lesson plans, adult survey data from 8.21</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The school does not have and use a standards-based written curriculum to provide a sequence of academic courses for students.</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: 7.2

Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

Level 4 Exceeds Benchmark	Rigorous standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in every unit in every subject.	Lesson plans from every classroom and subject noting the integration of religious, spiritual, moral, and ethical dimensions
Level 3 Fully Meets Benchmark	Standards are adopted across the curriculum and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.	Lesson plans noting the integration of religious, spiritual, moral, and ethical dimensions in all subjects and grade levels
Level 2 Partially Meets Benchmark	Standards are adopted in some areas of the curriculum, and occasionally include integration of the religious, spiritual, moral and ethical dimensions of learning in all subjects.	Lesson plans noting the integration of religious, spiritual, moral, and ethical dimensions
Level 1 Does Not Meet Benchmark	Standards are not identified throughout the curriculum. Ad hoc curriculum and instruction may occasionally include integration of the religious spiritual, moral and ethical dimensions of learning but without any systematic organization.	

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: 7.3

Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

<p>Level 4 Exceeds Benchmark</p>	<p>Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by professional entities (national organizations, academic groups, research scholars, etc.) as exemplary. Students' performance and work products consistently throughout the academic program demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions.</p>	<p>Lesson plans for all grade levels and subject areas, sampling of student performance, projects, and products from all grade levels and subject areas demonstrating 21st century skills and Gospel values, recognition from national entities, adult survey data from 8.22, student survey data from 8.16, observations during visitation</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Student performance and work products demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making decisions.</p>	<p>Lesson plans for all grade levels and subject areas, sampling of student performance, projects, and products from all grade levels and subject areas demonstrating 21st century skills, adult survey data from 8.22, student survey data from 8.16, observations during visitation</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Curriculum and instruction for 21st century learning is evident in some subject areas and results in emerging knowledge, understanding and skills for students to become creative, reflective, literate, critical and moral evaluators and/or problem solvers and/or decision makers and/or socially responsible global citizens. Curriculum and instruction for 21st century learning is not an obvious priority.</p>	<p>Lesson plans, sampling of student performance, projects, and products demonstrating 21st century skills, adult survey data from 8.22, student survey data from 8.16, observations during visitation</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Curriculum and instruction for 21st century learning is not included. Expectations of providing knowledge, understanding and skills for students to become moral evaluators, problem solvers, decision makers, and/or socially responsible global citizens are not articulated in the curriculum and are not evident with any regularity during instructional periods.</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 7.4:

Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

<p>Level 4 Exceeds Benchmark</p>	<p>Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Exemplary digital products created and/or published by students serve the common good of the school, parish or broader community. Student products and performance require students to consistently and regularly be expert users of technology, able to create, publish and critique digital tools in all disciplines and at all levels.</p>	<p>Lesson plans, student products, projects, and performances from all grade levels demonstrating exemplary digital products and expert use of technology, examples of all students creating, publishing, and critiquing digital tools, adult survey data for 8.23, student survey data for 8.15, observations during visitation</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills. Student products and performance require students to be expert users of technology, able to create, publish and critique digital tools.</p>	<p>Lesson plans, student products, projects, and performances from all grade levels demonstrating expert use of technology, and that students are creating, publishing, and critiquing digital tools, adult survey data for 8.23, student survey data for 8.15, observations during visitation</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Curriculum and instruction for 21st century learning prepares some students to become users of technology, able to create, perhaps publish, and/or critique digital products that reflect their understanding of the content and/or their technological skills.</p>	<p>Lesson plans, student products, projects, and performances demonstrating use of technology, and that students are creating, publish, or critiquing digital tools, adult survey data for 8.23, student survey data for 8.15, observations during visitation</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Few if any students have opportunities to participate in the use and critique of either sophisticated digital products technological processes to create sophisticated digital products as the curriculum does not demand such.</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: 7.5

Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

Level 4 Exceeds Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Affective dimensions of learning are sequenced and articulated for all grade levels and/or subject areas and incorporate Gospel values.	Lesson plans for all subjects and grade levels noting affective dimensions, affective dimensions program with Gospel values for the entire school, adult survey data for 7.8, observations during visitation
Level 3 Fully Meets Benchmark	Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind. Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, self-regulation, initiative, etc. Affective dimensions of learning incorporate Gospel values.	Lesson plans for all subjects and grade levels noting affective dimensions with Gospel values and habits of mind, adult survey data for 7.8, observations during visitation
Level 2 Partially Meets Benchmark	Classroom instruction is sometimes designed to address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and/or habits of mind. This occurs on an ad hoc basis dependent on teacher's interest.	Lesson plans noting affective dimensions with Gospel values, adult survey data for 7.8, observations during visitation
Level 1 Does Not Meet Benchmark	There is no expectation that the affective dimensions of learning are intentionally addressed in classroom instruction.	

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. Students entering the school with IEPs or 504 Plans are transitioned to Student Support Plans (or the school’s equivalent). These plans are reviewed and updated annually.	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. Students entering the school with IEPs or 504 Plans are transitioned to Student Support Plans (or the school’s equivalent). These plans are reviewed and updated annually.	Lesson plans for all subjects and grade levels noting differentiation and accommodations, evidence of SSP in use, adult survey data for 8.25, student survey data for 8.17 and 8.18, observations and conversations during visitation
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. Students entering the school with IEPs or 504 Plans are transitioned to Student Support Plans (or the school’s equivalent). These plans are reviewed and updated annually.	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 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: 7.7

Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

<p>Level 4</p> <p>Exceeds Benchmark</p>	<p>Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of curriculum and instruction to result in high levels of student achievement. All or most of the following are present:</p> <ul style="list-style-type: none"> • Members of the professional learning communities use current best practice to analyze data from, to include but not be limited by, standardized achievement tests, individualized skill tests, and classroom teacher-made assessments. • Data teams and growth/value added data are familiar to the professional learning communities. • In addition, professional learning communities are evidenced for art, music, physical education, technology, and/or elementary level foreign language teachers. These may be within a school or among schools and may be face-to-face gatherings or virtual opportunities. 	<p>PLC meeting minutes focusing on curriculum and instruction, calendar, adult survey data from 8.26, student survey data from 8.19</p>
<p>Level 3</p> <p>Fully Meets Benchmark</p>	<p>Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.</p>	<p>PLC meeting (not business meeting) minutes focusing on curriculum and instruction, calendar, adult survey data from 8.26, student survey data from 8.19</p>
<p>Level 2</p> <p>Partially Meets Benchmark</p>	<p>There is some collaboration among faculty members. All or some faculty members are part of a professional learning community. Purposes for the professional learning communities are unclear and/or there is little evidence of improvement in effectiveness of the curriculum and/or improvement in student achievement.</p>	<p>PLC meeting minutes, calendar, adult survey data from 8.26, student survey data from 8.19</p>
<p>Level 1</p> <p>Does Not Meet Benchmark</p>	<p>Faculty members collaborate little or not at all. Most teachers plan, instruct, and assess without sharing ideas or concepts with faculty members within the school or with faculty members from other schools teaching similar grades and content. Opportunities for collaboration are not present.</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: 7.8

The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

<p>Level 4 Exceeds Benchmark</p>	<p>All faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. All faculty and professional support staff are provided professional development opportunities and complete an individualized professional development plan. Some faculty members are recognized for outstanding service to the profession for participation in professional organizations, presenters at professional conferences, facilitators for professional workshops, or are authors of scholarly publications.</p>	<p>Florida teaching certificates for all teachers, as described in Addendum II, IPDPs for each staff member, recognition by professional organizations, conference materials showing presenters, publications</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Compliance with these requirements is factored into all employment decisions.</p> <ul style="list-style-type: none"> • Regular classroom teachers (in kindergarten through grade 12) must hold a Florida teaching certificate for their grade level (and subject area). • Prekindergarten teachers must have a minimum of: <ul style="list-style-type: none"> ○ CDA, or ○ Associate’s degree with an emphasis in early childhood education, or ○ Bachelor’s degree with at least six credits in early childhood education • PE teachers must hold a Florida teaching certificate • Foreign language, music, art, technology teachers must have a minimum of a bachelor’s degree and documented qualifications validated in writing by the superintendent • A school counselor (or person functioning in this role) must have a Florida or national school counselor certificate or a valid Florida license in an area of mental health such as Clinical Social Worker, Mental Health Counselor, Marriage and Family Therapist, Clinical Psychologist, or any another area in the mental health field, as approved by the superintendent. <p>A general teacher qualifications statement or teachers’ specific qualifications must be included on the school’s website and parent handbook.</p>	<p>Florida teaching certificates for all teachers</p>

<p>Level 2 Partially Meets Benchmark</p>	<p>The majority of faculty and professional support staff meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are aware of necessary steps to ensure academic preparation and licensing and are expected to complete those on a designated timeline. Some teachers do not have a Florida professional educator certificate (as described in level 3), but they do have a temporary Florida educator certificate. If a teacher or professional does not have a temporary certificate, they do have a (arch)diocesan approved plan in place to meet the requirement.</p>	<p>Florida teaching certificates for all teachers, as described in Addendum II, approved diocesan plans</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Many of the faculty and professional support staff do not meet (arch)diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction. Those not in compliance are not aware of necessary steps to ensure academic preparation and licensing and/or are not expected to complete them.</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: 7.9

Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

<p>Level 4 Exceeds Benchmark</p>	<p>Faculty and professional support staff consistently demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. The school establishes integrated goals for effective instruction, cultural sensitivity, and modeling of Gospel values and can provide evidence of student growth in cultural sensitivity and Gospel values throughout and at the conclusion of school programs. Individual faculty members align professional goals with school goals and intentionally review their own progress and improvement for effective instruction, cultural sensitivity, and modeling of Gospel values. Evidence of these goals is visible in school culture.</p>	<p>School professional development plan, IPDPs, professional development materials regarding cultural sensitivity and Gospel values, analysis of NCEA ACRE results, observations and conversations during visitation, staff evaluations</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values. Annual goal setting includes plans for continuous improvement in effective instruction, cultural sensitivity, and modeling of Gospel values.</p>	<p>IPDPs or annual goal setting focused on instruction, cultural sensitivity, and modeling Gospel values, staff evaluations, professional development materials regarding cultural sensitivity and Gospel</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Some faculty and professional support staff demonstrate and show emerging knowledge and skills needed for effective instruction, cultural sensitivity, and modeling of Gospel values. Some professional development in these areas is provided.</p>	<p>Staff evaluations, professional development materials regarding cultural sensitivity and Gospel values</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Faculty and professional support staff have minimum or basic knowledge and skill for effective instruction, cultural sensitivity and/or modeling of Gospel values. Observation in the school reveals ineffective instruction and/or insensitivity to cultural differences and/or absence of Gospel values.</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: 7.10

Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

<p>Level 4 Exceeds Benchmark</p>	<p>Faculty and staff deliver and engage in high quality professional development, including religious formation, and are accountable for implementation that supports all student academic learning and growth in faith formation, which are evidenced through targeted assessment. Review of faculty performance includes monitoring of level and effectiveness of implementations. Professional development objectives are tied to student learning needs and mirror the focus of professional development currently in place. Faculty create planning documents for the implementation of professional development, and the assessment of the effects of the implementation are ongoing and frequent.</p>	<p>IPDPs include implementation and assessment, faculty evaluations, professional development materials, school professional development plan, adult survey data from 8.27, analysis of student growth tied to implemented professional development</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning. Faculty set goals for improvement and select professional development for growth. The effectiveness of the professional development is measured by student learning growth.</p>	<p>Professional development materials, school professional development plan, adult survey data from 8.27, analysis of student growth tied to implemented professional development, IPDPs or annual goals</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Some or all faculty and staff engage in high quality professional development in some subject areas and perhaps religious formation. Implementation of professional development concepts and strategies is inconsistent.</p>	<p>Professional development materials, school professional development plan, adult survey data from 8.27</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Faculty and staff do not engage or engage minimally in professional development. When professional development occurs there is no accountability for implementation.</p>	

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: 8.1

School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

<p>Level 4 Exceeds Benchmark</p>	<p>School-wide and student data generated by a variety of tools including standardized and norm referenced evaluations are used to monitor, review, and evaluate an aligned curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Faculty members whose students consistently fail to demonstrate appropriate academic growth engage in targeted professional development to improve instructional skills. Teachers of students who consistently demonstrate appropriate academic growth are recognized for their facilitation of student learning. Faculty are engaged in robust assessment of co-curricular programs, including peer and self-assessment. Elementary schools administer the Terra Nova assessment annually to students in grades 2 through 8. High schools administer an approved norm referenced test to students in grades 9 and 10 annually.</p>	<p>School assessment plan, analysis of student data: compared to curriculum, used for individual growth, used to evaluate faculty; targeted PD (if applicable), co-curricular assessments, teacher recognition, adult survey data for 8.29, student survey data for 8.21</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance. Elementary schools administer the Terra Nova assessment annually to students in grades 2 through 8. High schools administer an approved norm referenced test to students in grades 9 and 10 annually.</p>	<p>School assessment plan, analysis of student data: compared to curriculum, used for individual growth, used to evaluate faculty; adult survey data for 8.29, student survey data for 8.21</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>School-wide and student data are generated by one or two tools and are sometimes in some subject areas used to monitor, review, and/or evaluate the curriculum and/or co-curricular programs. Student growth is minimally addressed and data is minimally used or not used to monitor or assess faculty performance. Elementary schools administer the Terra Nova assessment annually to students in grades 2 through 8. High schools administer an approved norm referenced test to students in grades 9 and 10 annually.</p>	<p>Analysis of student data compared to curriculum and co-curricular program, analysis of student data used for individual growth, adult survey data for 8.29, student survey data for 8.21</p>

Level 1 Does Not Meet Benchmark	School-wide and student data are not systematically generated or are generated but not used to monitor, review, or evaluate the curriculum. Student growth is not shared and reviewed by faculty and assessment of faculty performance is not contingent upon student data.	
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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: 8.2

School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

<p>Level 4 Exceeds Benchmark</p>	<p>School-wide and aggregated student data are normed to appropriate populations. This data is consistently shared with all stakeholders in a clear, effective manner to be most transparent.</p>	<p>Schedule of Terra Nova testing, emails, newsletters, meeting agendas, and bulletins showing how and when general results are shared with all stakeholders and individual results are shared with parents at least annually, annual report or publications, adult survey data for 8.31</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.</p>	<p>Schedule of Terra Nova testing, emails, newsletters, meeting agendas, and bulletins showing how and when general results are shared with all stakeholders and individual results are shared with parents at least annually, adult survey data for 8.31</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>School-wide and aggregated student data are sometimes but not consistently normed to appropriate populations or are sometimes but not consistently shared regularly, routinely with all stakeholders.</p>	<p>Schedule of Terra Nova testing, emails, newsletters, meeting agendas, and bulletins showing how and when general results are shared with all stakeholders or individual results are shared with parents, adult survey data for 8.31</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>School-wide and aggregated student data are not normed to appropriate populations and/or are not easily accessible to all stakeholders.</p>	

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 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: 8.4

Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

Level 4 Exceeds Benchmark	Criteria used to evaluate student work and the reporting mechanisms are aligned with curriculum, valid, consistent, transparent, justly administered, easily accessible by students and families, and understood at the outset of assignments. Faculty meet regularly to ensure validity and build inter-rater reliability of assessments. Criteria are based on national best practices and shared with parents/guardians and students. Student progress is reported to parents at least four times a year.	Staff handbook, parent handbook, teacher websites, newsletters, conversations with stakeholders during visitations, minutes from faculty meetings, adult survey data from 8.28, student survey data from 8.20
Level 3 Fully Meets Benchmark	Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered. Faculty collaborate to develop school-wide criteria for valid assessment of students. Parents/guardians and students understand the criteria and can easily access reports. Student progress is reported to parents at least four times a year.	Staff handbook, parent handbook, teacher websites, newsletters, conversations with stakeholders during visitations, minutes from faculty meetings, adult survey data from 8.28, student survey data from 8.20
Level 2 Partially Meets Benchmark	Teachers use communicated criteria to evaluate student work. Validity and transparency of criteria and implementation across teachers and classes are inconsistent. Student progress is reported to parents at least four times a year.	Staff handbook, parent handbook, teacher websites, newsletters, conversations with stakeholders during visitations, adult survey data from 8.28, student survey data from 8.20
Level 1 Does Not Meet Benchmark	Criteria used to evaluate student work and the reporting mechanisms are inconsistent, not valid, not shared and/or unjustly administered.	

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: 8.5

Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

<p>Level 4 Exceeds Benchmark</p>	<p>All faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics that results in improved student achievement, revised curriculum, and/or adjusted instructional practice. Professional learning communities set shared goals and objectives for improved student achievement measures. Revision and adjustment for curriculum and instruction are shared with the professional learning community for feedback and comment. At a school-wide meeting each professional learning community engages in school wide sharing of the planning and outcomes associated with each professional learning community.</p>	<p>PLC membership lists, PLC meeting minutes regarding assessment and student achievement, common rubrics, common assessments, analysis of student achievement data, faculty meeting minutes regarding the sharing of PLC work and growth</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics. These learning communities meet frequently and intentionally with defined criteria for goals and objectives guiding their work. Faculty teams meet regularly at scheduled meetings on school time during which goals and benchmarks for improvement based on shared student learning data are revised and adjustments are made to curriculum and instruction to improve student achievement.</p>	<p>PLC meeting minutes regarding assessment and student achievement, common rubrics, common assessments, analysis of student achievement data, faculty meeting minutes regarding the sharing of PLC work and growth</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Faculty collaborate in professional learning communities to monitor student learning.</p>	<p>PLC meeting minutes regarding monitoring student learning</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Faculty do not collaborate in professional learning communities. Student learning is monitored only by individual teachers.</p>	

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: 9.1

School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents to enhance the educational experiences for the school community.

Level 4 Exceeds Benchmark	A majority of parents/guardians participate in opportunities to partner with school leaders, faculty and other parent/guardians to enhance educational experiences for the school community. Parents are involved in mission-driven, service-oriented experiences enhancing the broader community or distinguished in some way.	Parent handbook, parent involvement activities, conversations with stakeholders during visitation, service learning involvement, adult survey data for 8.34, student survey data for 8.25, parent teacher conferences
Level 3 Fully Meets Benchmark	School-wide programs for parents/guardians provide opportunities for parents/guardians to partner with school leaders, faculty, and other parents/guardians to enhance the educational experiences for the school community. Parents/guardians are invited to participate in a variety of partnership experiences that extend beyond the regularly scheduled mandatory parent/teacher conference.	Parent handbook, parent involvement activities, conversations with stakeholders during visitation, adult survey data for 8.34, student survey data for 8.25, parent teacher conferences
Level 2 Partially Meets Benchmark	Occasional programs for parents/guardians above and beyond scheduled mandatory parent/teacher conferences provide opportunities for parents/guardians to meet with school leaders, faculty, or other parents/guardians to enhance the school community.	Parent handbook, parent involvement activities, conversations with stakeholders during visitation, adult survey data for 8.34, student survey data for 8.25, parent teacher conferences
Level 1 Does Not Meet Benchmark	Programs beyond the scheduled mandatory parent/teacher conference are not provided for parents/guardians to be involved in the educational experiences of their children. Minimal, if any, partnerships exist between parents/guardians, school leaders, faculty, or with other parents/guardians.	

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.

<p>Level 4 Exceeds Benchmark</p>	<p>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.</p>	<p>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</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>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.</p>	<p>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</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>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.</p>	<p>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</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Guidance services, wellness programs, behavior management programs, or ancillary services are not available or available at very minimal levels for few students.</p>	

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: 9.3

Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.

Level 4 Exceeds Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for all students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities. These activities frequently involve students' parents/guardians and give evidence of the school's commitment to balance activities in all these areas. Communications regarding these activities are continuous and consistent for all activities. The school takes responsibility for community-wide communication and recognition of student accomplishments in these activities and shares them regularly.	List of co-curricular and extra-curricular activities, descriptions, parent involvement, website, newsletter, emails, bulletins, student recognition, stakeholder conversations during visitation, adult survey data for 7.7 and 8.33, student survey data for 7.7 and 8.24
Level 3 Fully Meets Benchmark	Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.	List of co-curricular and extra-curricular activities, descriptions, stakeholder conversations during visitation, adult survey data for 7.7 and 8.33, student survey data for 7.7 and 8.24
Level 2 Partially Meets Benchmark	Some co-curricular and/or extra-curricular activities exist to give opportunities outside the classroom for students to further identify and develop their gifts and talents, but not in all areas (creative, aesthetic, social/emotional, physical, and spiritual); the needs and interests of many students are not represented in the offerings (students want band and all they have is football, for instance).	List of co-curricular and extra-curricular activities, descriptions, stakeholder conversations during visitation, adult survey data for 7.7 and 8.33, student survey data for 7.7 and 8.24
Level 1 Does Not Meet Benchmark	Co-curricular and extra-curricular activities do not exist or exist minimally, giving few students accessibility.	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.1

The governing body and leader/leadership team engage in financial planning in collaboration with experts in non-profit management and funding.

Level 4 Exceeds Benchmark	The governing body and leader/leadership team engages in financial planning using a well-defined and high-quality process that benefits from the leadership of acknowledged experts in the field of non-profit or educational management and planning. The process is well documented, followed, and evidences a wholly collaborative relationship between school leaders, the governing body and the experts in question.	Financial planning process, minutes of finance council meetings (school or parish), documented experts, financial documents. Adult survey data for 8.35
Level 3 Fully Meets Benchmark	The governing body and leader/leadership team engage in financial planning in collaboration with experts in non-profit management and funding.	Financial planning process, minutes of finance council meetings (school or parish), list of finance committee members and areas of expertise, financial documents. Adult survey data for 8.35
Level 2 Partially Meets Benchmark	The governing body and leader/leadership team engages in financial planning; however, planning is done with only limited input from people with significant experience /expertise in non-profit planning and management, or The advice and input of those experts is largely excluded or ignored, and so has limited input on the final outcome, or Financial planning is done, but in an ad-hoc manner without a defined and agreed-to process.	Financial planning process, minutes of finance council meetings (school or parish), financial documents. Adult survey data for 8.35
Level 1 Does Not Meet Benchmark	There is no formal planning process involving the school's leaders, or the school's governing body is not part of the leader's planning process, or No experts in non-profit or educational management are consulted.	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.2

Financial plans include agreed upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.

Level 4 Exceeds Benchmark	Plan considers a diverse set of funding sources, has included representatives of those investors in the planning process, and has secured written agreement from all sources regarding funding levels and timing of funding. Written agreements are reviewed regularly.	Minutes of finance council meetings (school or parish), financial documents, evidence of diocesan involvement
Level 3 Fully Meets Benchmark	Financial plans include agreed upon levels of financial investment determined by the partners involved who may include but are not limited to parishes, dioceses, religious orders, educational foundations, the larger Catholic community, and responsible boards.	Minutes of finance council meetings (school or parish), financial documents, evidence of diocesan involvement
Level 2 Partially Meets Benchmark	Plan considers a diverse set of funding sources, but has involvement and agreed/committed levels of funding from only some the sources.	Minutes of finance council meetings (school or parish), financial documents
Level 1 Does Not Meet Benchmark	Plan does not consider a diverse set of funding sources, relying instead on just one or two sources for all expected funds, or Plan does not indicate any level of involvement with/commitment from funding partners.	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.3

Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.

<p>Level 4 Exceeds Benchmark</p>	<p>A diverse range of revenue sources are intentionally included. Past experience with sources is used to guide future expectations and direct fund-raising activities. Research on best practices and benchmarking against practices at highly successful schools is incorporated into the process. Revenue sources are regularly re-considered to maintain and improve the diversity and strength of the financial plan.</p>	<p>Minutes of finance council meetings (school or parish), financial documents (detailing multiple funding sources), long range financial plan, evidence of examples used, evidence of diocesan involvement</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Financial plans define revenue sources that include but are not limited to tuition, tuition assistance/scholarships, endowment funds, local and regional partnerships, public funding, regional cost sharing, (arch)diocesan and/or religious communities' assistance, foundation gifts, entrepreneurial options and other sources not listed.</p>	<p>Minutes of finance council meetings (school or parish), financial documents (detailing multiple funding sources), evidence of diocesan involvement</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Some revenue sources beyond tuition and parish / diocesan assistance are reflected in the plan.</p>	<p>Minutes of finance council meetings (school or parish), financial documents, evidence of diocesan involvement</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Revenue source analysis is not incorporated into the financial planning process, or Source analysis is limited to one or two sources, such as tuition or parish assistance.</p>	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.4

Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.

Level 4 Exceeds Benchmark	All costs associated with the school are included in the plan, and external expertise (auditing) has been engaged to ensure that that cost picture is complete. Shared costs are determined according to a well-documented and agreed-upon allocation scheme. The structure of accounts enables all expenditures to be quickly and accurately tagged for reporting and analysis. Reporting can be generated at both detailed and aggregate levels, and is used for regular budget-vs.-actual monitoring throughout the year.	Financial documents, audit reports, accounting system, reports from accounting system, budget
Level 3 Fully Meets Benchmark	Financial plans include the delineation of costs for key target areas such as instruction, tuition assistance, administration, professional development, facilities, equipment, technology, program enhancement/expansion, capital projects and other planned projects.	Financial documents, accounting system, reports from accounting system, budget
Level 2 Partially Meets Benchmark	Cost information is included in financial planning, and is broken down into categories, but those categories are very broad or vague, so as to make cost monitoring and control difficult or expensive. Or Some costs are not included in the plan, or cannot be accounted for precisely, but these are known areas and have been determined to have little impact on the overall budget picture.	Financial documents, accounting system, reports from accounting system, budget
Level 1 Does Not Meet Benchmark	Major areas of cost (capital projects, building maintenance, etc.) are not included in the financial planning process, such that a fully-loaded cost picture cannot be derived, or Past cost information and future cost projections are included, but cannot be specified precisely, or Expected costs (as incorporated into the financial plan) are reported in categories that are so broad or vague that they cannot be monitored or controlled effectively, or School leadership does not have full visibility into financial costs.	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.5

Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.

Level 4 Exceeds Benchmark	Budget projections rely on best current research and practices at peer institutions regarding cost trends. Cost per child is developed in an easily understood, thorough way that helps current and prospective families understand the real relation between tuition and costs at the school. Benchmarking data includes comparison against past years' data as well as direct peer-to-peer comparison with appropriate organizations and is accompanied by analysis of any major variances.	Annual report, financial report given to stakeholders, cost per child in the documents, financial plan with comparisons to self and other institutions, budget
Level 3 Fully Meets Benchmark	Current and projected budgets include a statement of the actual and projected revenue sources, indicating an appropriate balance among revenue sources, and a statement of actual and projected expenditures including the actual cost per child, benchmarked compensation/salary scales, and other health benefits and retirement costs.	Past, present, and future budget vs actual, cost per child in documents, salary scale (or benchmarks)
Level 2 Partially Meets Benchmark	Current and projected budgets include all cost and revenue sources, but <ul style="list-style-type: none"> • Cost per child and comparison to tuition is not made explicit, or • Employment costs do not include a full picture of salary plus all associated non-salary costs (insurance, taxes, benefits, retirement), or • Benchmarking does not provide enough context to enable the planning team to fairly assess all cost buckets, including salaries and benefits. 	Past, present, and future budget vs actual,
Level 1 Does Not Meet Benchmark	Plan fails to include all expected revenue and costs, broken out by type and category for analysis, or Some cost or revenue categories cannot be calculated in a comprehensive way, or Data is presented out of context (no comparison to past periods or benchmarks against best practices at peer institutions).	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.6

Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.

<p>Level 4 Exceeds Benchmark</p>	<p>Cost per child is seen as a critical measure, and is tracked and monitored regularly. The calculation includes all sources of cost, including allocations for shared costs and budgeted amounts for non-recurring costs (capital improvements, facilities maintenance, etc.). Cost per child is published, along with a breakdown explaining exactly how the dollars are being spent. A revenue picture is included with the comparison, placing the tuition and cost per child in the context of the school's overall financial situation. The information is proactively published via multiple channels, and in multiple languages if necessary, to ensure that every member of the community is comfortable with their understanding of the calculation. Level of reception and understanding is measured and, if necessary, corrective action is taken.</p>	<p>Annual report, financial report in bulletin, cost per child is very evident in the documents, adult survey data for 8.36, conversations with stakeholders during visitation</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.</p>	<p>Public financial report, cost per child is very evident in the document, adult survey data for 8.36, conversations with stakeholders during visitation</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>Basic educational materials regarding cost-per-child and its relation to tuition are made available to the community, but only partially explain the total cost per child and how that cost is met. Not all members of the school's community receive the educational materials or have a means to access the information. The cost per child calculation includes many but not all costs normally used to calculate the complete cost per child.</p>	<p>Public financial report, cost per child is evident in the document, adult survey data for 8.36, conversations with stakeholders during visitation</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Cost per child is not (or cannot be) accurately calculated, or school fails to communicate and distribute cost per child information to parents and other members of the community.</p>	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.7

The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.

Level 4 Exceeds Benchmark	The governing body and leadership team actively monitor the environment to identify new potential sources of tuition assistance or payment planning. Information for parents is gathered, analyzed, and integrated into a package that makes financial planning easy for families. Collaborative relationships with external tuition assistance providers (diocese, foundations, public funding, etc.) are established to enable schools to provide feedback from parents to funders and advocate for improvements or programmatic changes.	Financial information given to parents, registration packet, website, newsletters, scholarship information, tuition assistance information, conversations with stakeholders during visitation
Level 3 Fully Meets Benchmark	The governing body and leader/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.	Tuition assistance information, financial information given to parents, conversations with stakeholders during visitation
Level 2 Partially Meets Benchmark	The governing body and leader/leadership team makes tuition assistance information available only when families request it (through links on website or referral to external sources of information) rather than actively engaging families in procuring information or providing information to the families directly.	Tuition assistance information, conversations with stakeholders during visitation
Level 1 Does Not Meet Benchmark	The governing body/leadership team are not involved in communicating tuition assistance/long-term planning information to families, or no such assistance or long-term planning options exist.	

Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.

Benchmark: 10.8

The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.

<p>Level 4 Exceeds Benchmark</p>	<p>The governing body and school leaders have implemented a mature, effective planning process based on non-profit and education industry best practices and are following it carefully. The planning process itself is regularly evaluated for efficiency and effectiveness and is adapted to the needs of the specific school’s situation in consultation with experts. Planning is not an “event” but is part of the regular rhythm of managing the school. Plans are not static “on the shelf” documents but are used in the day-to-day management of school operations, and are seen as living documents to be updated and improved on a consistent basis.</p>	<p>Financial planning process, minutes of finance council meetings (school or parish), documented experts, financial documents, long range financial planning, audit reports, evidence of diocesan involvement, adult survey data for 8.37</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The governing body and leader/leadership team ensure that appropriately developed financial plans and budgets are implemented using current and effective business practices as a means of providing good stewardship of resources.</p>	<p>Financial planning process, minutes of finance council meetings (school or parish), documented experts, evidence of diocesan involvement, adult survey data for 8.37</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The governing body and leadership team engage in a regular planning process, but the process used does not incorporate current non-profit and education industry best practices. Planning is seen as an annual event rather than an ongoing process of analysis and discernment with regard to the stewardship of the temporal assets that undergird the school’s mission.</p>	<p>Financial planning process, minutes of finance council meetings (school or parish), documented experts, evidence of diocesan involvement, adult survey data for 8.37</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>Business and financial planning is not done in a regular, structured way, or the governing body or leadership team is not included in the planning process, or planning is done in an ad hoc way, without reference to a specific planning process or to non-profit and educational industry best practices.</p>	

Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Benchmark: 11.1

Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies.

Level 4 Exceeds Benchmark	The school consistently includes a trained professional HR associate who assists the school leadership team with all aspects of personnel management, including hiring, professional development and career planning. This person has sufficient time, knowledge and skills to do a complete and thorough job and is able to integrate personnel management seamlessly with other aspects of managing the school.	In addition to the diocesan HR personnel, resources, and programs, the school has an HR associate. HR associate credentials, hours at the school and job description, staff handbook
Level 3 Fully Meets Benchmark	Human resource programs are professionally staffed at the appropriate level (i.e. central office, school office) and ensure full compliance with human resource policies. A trained professional assists the school leadership team with personnel management.	Documentation that the school follows/uses the diocesan HR personnel, resources, and programs
Level 2 Partially Meets Benchmark	HR policies have been defined, and the school intends to follow them. However, either staffing levels are insufficient, or those assigned roles lack some aspect of training or experience necessary to ensure full compliance with human resource policies.	Documentation that the school follows/uses only some of the diocesan HR personnel, resources, and programs
Level 1 Does Not Meet Benchmark	HR policies have not been defined, or the school does not make use of the policies that have been defined, or no one at the school has been tasked with an HR role intended to ensure compliance with HR policies, or the person tasked with such a role does not have (at least one of) the training, experience, or bandwidth necessary to perform it well.	

Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Benchmark: 11.2

Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement.

Level 4 Exceeds Benchmark	A consistent, integrated set of standards exists, based on industry-leading practices in non-profit and educational management. These standards cover staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, and provide guidance applicable to all school employees and volunteers.	In addition to documentation that the school follows/uses the diocesan HR retirement plan, diocesan HR personnel involved as needed with personnel management, job descriptions, guidance, and succession planning evident for all personnel and volunteers
Level 3 Fully Meets Benchmark	Human resource policies delineate standards for position descriptions including staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement. The HR standards are sufficient to enable effective management of personnel and other HR issues.	Documentation that the school follows/uses the diocesan HR retirement plan, diocesan HR personnel involved as needed with personnel management
Level 2 Partially Meets Benchmark	HR Policies delineate standards for only some of the following elements of position descriptions: staff responsibilities and qualifications, hiring, compensation, and benefits, as well as standards for professional development, accountability, succession planning and retirement, or HR standards are delineated but are not sufficient to enable effective management of personnel and other HR issues.	Documentation that the school follows/uses the diocesan HR retirement plan, diocesan HR personnel not involved as needed with personnel management
Level 1 Does Not Meet Benchmark	HR Policies do not exist or are not followed in any consistent way by school leadership and personnel.	

Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Benchmark: 11.3

Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.

Level 4 Exceeds Benchmark	Existing policies provide comprehensive and integrated direction with regard to establishing salaries and benefits as well professional growth opportunities. The information derives explicitly from Church teaching, particularly the tradition of Catholic Social Teaching (e.g. <i>Laborem Exercens</i>) or other theological reflection on just wages, benefits and opportunities. Competitive benchmarking salary, benefits and professional development information is available (public schools, other Catholic schools and/or educational nonprofit organizations) and is used to establish and manage the school's salary scale and make financial and other HR decisions with respect to teachers and staff.	Salary scale and benefits are above diocesan requirements
Level 3 Fully Meets Benchmark	Human resource policies ensure that competitive and just salaries, benefits, and professional growth opportunities are provided for all staff.	Salary scale and benefits follow diocesan requirements
Level 2 Partially Meets Benchmark	There are HR policies and they are used in the school to guide decisions regarding compensation; however, the policies cover only some of the following: competitive and just salaries, benefits, and professional growth opportunities for all staff.	Salary scale and benefits do not follow diocesan requirements
Level 1 Does Not Meet Benchmark	There are no HR policies regarding compensation, or the available HR policies regarding compensation are not used in the school to guide decisions, or the policies do not cover competitive and just salaries, benefits, and professional growth opportunities for all staff.	

Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.

Benchmark: 11.4

Human resource policies ensure that institutional planning includes investment in personnel growth, health care and retirement.

Level 4 Exceeds Benchmark	Human resource policies ensure a comprehensive and integrated approach to institutional planning around investment in personnel growth, health care and retirement. These programs are further integrated with salary and benefit package data to provide a “total compensation” approach to school employment. Benchmark data about health care, retirement and other benefits has been collected and is used in making decisions for the school.	Health care and retirement follow diocesan requirements, PD provided and reimbursed, in addition to requirements other benefits are offered
Level 3 Fully Meets Benchmark	Human resource policies ensure that institutional planning includes investment in personnel growth [i.e. targeted professional development for all personnel], health care and retirement.	Health care and retirement follow diocesan requirements, PD provided and reimbursed, individual PD plan
Level 2 Partially Meets Benchmark	There are HR policies and they are used in the school to guide decisions; however, the policies cover institutional planning related to only some of the following: investment in personnel growth, health care, and retirement.	Health care and retirement follow diocesan requirements
Level 1 Does Not Meet Benchmark	There are no HR policies related to personnel growth, health care and retirement, or the relevant HR policies are not used in the school to guide decisions, or the relevant policies do not cover institutional planning for investment in personnel growth, health care and retirement.	

Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Benchmark: 12.1

The school’s facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.

Level 4 Exceeds Benchmark	The school has an integrated set of asset planning documents, covering all aspects of facilities, equipment and technology. The plan is comprehensive, and is integrated with all other aspects of school planning (financial, academic, spiritual, operational, etc.). Objectives supporting the delivery of the educational program are forward-looking, and account for the school’s expected future needs as well as current priorities. Accessibility objectives include a variety of approaches to accessibility, including academic, physical, social and financial.	Integrated plans for facilities, equipment, and technology, robust tech plan includes student goals and professional development, finances are included in plans, adult survey data from 8.39, student survey data from 8.26
Level 3 Fully Meets Benchmark	The school’s facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students. Objectives in these areas are aligned to the mission of the school. This plan could be a single document or three interrelated documents.	Facilities plan, equipment management plan, robust tech plan includes student goals and professional development, adult survey data from 8.39, student survey data from 8.26
Level 2 Partially Meets Benchmark	The school’s facilities, equipment and technology plan is partial, incomplete, or has objectives related to only one or two of the three major areas (facilities, equipment and technology) related to educational delivery and accessibility, or the school’s plan is only partially aligned to supporting the delivery of the school’s educational programs.	Facilities plan, equipment management plan, technology plan, adult survey data from 8.39, student survey data from 8.26
Level 1 Does Not Meet Benchmark	The school does not have a plan that addresses facilities, equipment and technology management, or the plan does not specify, or is not aligned to, supporting the delivery of the educational program of the school, and/or accessibility needs of the students.	

Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Benchmark: 12.2

The school’s budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.

Level 4 Exceeds Benchmark	The school’s budget presents an integrated and detailed approach to accounting for facilities, equipment and technology spending, following generally accepted accounting principles (GAAP). Appropriate use of depreciation and equipment cost projection gives stakeholders and school leaders a realistic understanding of current values and expected costs associated with school assets, enables effective long-term planning and prevents sudden, unexpected expenses. Plans are compared to facilities, equipment and technology plans at other similar schools in order to incorporate best practices and ensure completeness.	Financial plans, budget, depreciation noted in documents, along with projected improvements and replacement costs, audit reports, integrated plans for facilities, equipment, and technology management, comparison to other schools plans and documents
Level 3 Fully Meets Benchmark	The school’s budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacement.	Financial plans, budget, depreciation noted in documents, along with projected improvements and replacement costs
Level 2 Partially Meets Benchmark	The school’s budget supports facilities, equipment, and technology management in a general way, providing something for unexpected costs but not aligning those funds to specific capital improvements or expected replacement costs.	Financial plans, budget
Level 1 Does Not Meet Benchmark	The school does not have a formal budget, or the budget does not include line items to support facilities, equipment and technology, or the budget does not include funds for capital improvements, depreciation, or equipment replacement.	

Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.

Benchmark: 12.3

The school’s purchasing and physical and technological improvements are by design, done in alignment with the mission and the school’s planning and curricular goals and consistent with environmental stewardship.

Level 4 Exceeds Benchmark	Purchasing and physical/technological improvements are part of a larger integrated system and plan by which mission- and curricular-driven decisions are made in all areas of school life. Environmental stewardship is considered as part of all major decisions, including those listed above, and is addressed coherently in the school’s mission and vision. Environmental stewardship follows published best practices and may incorporate external independent review (e.g. LEED certification).	Mission statement, vision statement, long-range planning documents, financial plans, budget, SAC meeting minutes, finance council meeting minutes, technology and equipment management plans, adult survey data from 8.40 and 8.41
Level 3 Fully Meets Benchmark	The school’s purchasing, and physical and technological improvements are by design, done in alignment with the mission and the school’s planning and curricular goals and consistent with environmental stewardship.	Mission statement, financial plans, budget, SAC meeting minutes, technology and equipment management plans, adult survey data from 8.40 and 8.41
Level 2 Partially Meets Benchmark	The school’s purchasing, and physical and technological improvements are, sometimes intentionally aligned with the mission and the school’s planning and curricular goals. Decisions are made with some conscious understanding of environmental impact, consistent with environmental stewardship.	Mission statement, financial plans, budget, SAC meeting minutes, , technology and equipment management plans, adult survey data from 8.40 and 8.41
Level 1 Does Not Meet Benchmark	Purchasing and improvements are done in a reactionary manner without regard to established plans or alignment with the schools mission, or environmental stewardship is not considered in decision-making.	

Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark: 13.1

The communications/marketing plan requires school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.

<p>Level 4 Exceeds Benchmark</p>	<p>The school’s communication and marketing plans are up-to-date, comprehensive, and are integrated into overall strategic planning activities. The latest technologies are being utilized successfully, and school leaders are engaged in scanning the environment to seek out new opportunities as they arise. Marketing efforts are assessed and evaluated in terms of their effectiveness as well as their cost-benefit and are enhanced or abandoned based on that analysis. Key data is stored in an integrated, secure manner that allows for low-cost, largely automated reporting on important success measures.</p>	<p>Communication plan, marketing plan, strategic plan, analysis of marketing efforts, data storage reviewed during visitation, adult survey data from 8.42, student survey data from 8.27</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences and to establish reliable and secure databases and accountability to stakeholders.</p>	<p>Communication plan, marketing plan, strategic plan, data storage reviewed during visitation, adult survey data from 8.42, student survey data from 8.27</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>The school has a marketing / communications plan, which utilizes technology in a nascent or partial way, and/or key operational and educational data is tracked, but security is not assured and reporting on outcomes is difficult, inefficient, or done via an ad-hoc system.</p>	<p>Communication plan, marketing plan, strategic plan, data storage reviewed during visitation, adult survey data from 8.42, student survey data from 8.27</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>The school does not have a communications / marketing plan, or the school does not use appropriate technologies to approach marketing, or the school does not use appropriate technologies to secure critical data and enable process and outcome measurement for accountability purposes.</p>	

Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark: 13.2

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

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

Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

Benchmark: 13.3

The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate.

<p>Level 4 Exceeds Benchmark</p>	<p>The development plan is comprehensive and is well integrated with all other operational plans. In addition to pursuing traditional strategies, school leaders engage in innovative approaches to identifying, securing and growing new funding sources, and continuously scan the advancement/development industry to seek for new best practices to adopt locally. External experts in the field of nonprofit or educational advancement and development are consulted and utilized effectively. Advancement and development strategies are evaluated based on outcomes, and this information is tracked over time and used to modify, strengthen or eliminate programs based on their actual effectiveness.</p>	<p>Development plan and analysis of it, strategic plan, meeting minutes, adult survey data from 8.42</p>
<p>Level 3 Fully Meets Benchmark</p>	<p>The development plan requires school leader/leadership team, in collaboration with the governing body, to ensure that key strategies are in place to identify, grow and maintain significant funding prospects, including alumni(ae), over time and when appropriate. School leaders act on the plan.</p>	<p>Development plan, meeting minutes, adult survey data from 8.42</p>
<p>Level 2 Partially Meets Benchmark</p>	<p>There is a development plan, and it has a limited or partial focus on funding strategies, or the development plan relies on only a limited, static set of funding options without seeking to expand the set or grow the current funding sources, or the development plan is well-written, but is followed in only a limited way.</p>	<p>Development plan, meeting minutes, adult survey data from 8.42</p>
<p>Level 1 Does Not Meet Benchmark</p>	<p>There is no development plan, or the development strategy does not focus on funding strategies, or the development strategy is not being followed in actual fact.</p>	

Standard 14: An excellent Catholic school operates in compliance with all diocesan and applicable state, and local policies.

Benchmarks

14.1 The school shall develop a written plan for mandated diocesan, county, and state health procedures; provide a safe environment to prevent illness and accidents; deal with emergencies should they occur; and educate students concerning safe and healthy practices.

Evidence: Plans and handbooks

14.2 The school shall maintain health records that include immunization data, hearing and vision screening, scoliosis screening, and school-entry medical examinations. This includes completed DH3040 and DH680 forms for each student, documentation of scoliosis screening in 6th grade, and DH684 report for kindergarten and grade 7.

Evidence: DH3040 and DH680 in student files; 6th grade scoliosis screening in student files (K to 8 schools); copy of completed DH684 Report for grades K and 7

14.3 The school shall be in compliance with diocesan and applicable state and county requirements regarding protection, health, sanitation, and safety. The school shall have completed Florida Department of Health forms, as applicable. This includes DH 1777 for Radon, DH 4160 for sanitation, DH 4023 for food service, and a completed fire code inspection and compliance report.

The following counties are currently exempt from mandatory radon testing: Baker Bay Bradford Clay Collier Escambia Flagler Franklin Glades Hendry Lafayette Lake Lee Monroe Okeechobee Orange Santa Rosa Wakulla Washington. If the school/center is in a county on this list, radon testing is not required. If the school/center is in a county not on this list, then radon testing is required at the time of the build and five years later. If the second test is clear, then nothing further is needed unless changes are made to the building structure.

Evidence: DH1777 (Radon Measurement Report); DH4160 (proof of compliance with sanitation standards for K-12 private schools)

14.4 The school shall develop and make available a written safety and security plan which shall include a section on emergency procedures to address such matters as natural disasters, environmental hazards, dangerous weather, violent incidents, and evidence of evacuation drills.

Evidence: Plans; evidence of evacuation(fire), tornado, and lock-down drills

14.5 The school shall be in compliance with provincial and diocesan safe environment policies, including training, background screening, and history checks with previous employers. The school shall post a diocesan approved staff code of ethics which includes training and the requirement to report abuse. Abuse reporting posters shall be on display in the school

Evidence: Safe environment certificates, background screening results, and history checks in files; posted code of ethics; FLDOE approved abuse reporting posters

14.6 The school shall publish, implement, and display statements of nondiscrimination of students and personnel in accordance with federal law and regulations, under diocesan guidance

Evidence: handbooks; website; postings

14.7 The school shall develop an academic calendar and supporting attendance policies and records that are sufficient to the operation of a quality instructional program with a minimum of 180 actual school days. The school year shall include a minimum of 540 net instructional hours for kindergarten, 720 net instructional hours for grades 1-3, and 900 net instructional hours for grades 4-12 High schools (and middle schools teaching a course for high school credit) shall ensure that one full credit includes a minimum of 135 instructional hours.

Evidence: calendar; schedules with minutes tallied

14.8 The age of the student is the primary appropriate entrance requirement. Entry dates shall be in accordance with the following schedule:

Pre-Kindergarten 3	3 years of age on or before September 1
Pre-Kindergarten 4	4 years of age on or before September 1
Kindergarten	5 years of age on or before September 1
First Grade	6 years of age on or before September 1 and successful completion of Kindergarten

School personnel shall document meetings held with parents prior to acceptance to review the school's academic programs and policies, customized educational programs, student code of conduct, and attendance policies.

Evidence: handbooks; copies of birth certificates; meeting log or documents

14.9 The school shall maintain records for students containing information, procedures, and confidentiality as required by law and as necessary for the operation of a quality educational program. These files shall include a copy of the birth certificate, parent data, attendance record, courses taken, and standardized testing results, at a minimum. Permanent records shall be kept with the summary of this information. (Closed schools will follow diocesan procedure regarding these records.)

Evidence: list of requirements for student files; student files; permanent files; handbooks

14.10 The school shall maintain records for all personnel. These files shall include the employment application, employment history check, level 2 background screening documentation, college transcripts, Florida educator certificate, BEC-PASS documentation, Professional Practices Database of Disciplinary Actions documentation, catechist certification data, ethics training documentation, safe environment training certificate/documentation, and signed receipt of staff handbook, at a minimum. A spreadsheet or database of the specific information shall be maintained with current expiration dates.

Evidence: personnel files; spreadsheet of personnel with details; educator license verification form; certificates; employment history check log; ethics training form; signed staff handbook receipt