



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

Standards Assessment Report

Clearwater Central Catholic High School

2750 Haines Bayshore Road Clearwater, Florida 33760-1499

Prepared for the AdvancED Quality Assurance Review

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Standards Assessment Report

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Introduction & Purpose of the Report

Introduction

Purpose of the Report

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

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

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

Structure of the Report

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

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

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

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

practices/processes implemented?"

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

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

Demographics

Public/Non-public:	Non-public
School Type:	High School
Charter School:	
Enrollment:	500
Gender at School:	Co-Ed
Grade(s):	9,10,11,12
Location Type:	Suburban
Religious Denomination:	Christian - Catholic

Standard 1. Vision and Purpose

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

Leadership demonstrates stakeholder support

Mission Statement visible throughout school and/or district

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

Stakeholder perception data used to develop mission

Stakeholders are knowledgeable about vision, mission

Strategic Plans include mission

Vision, mission statements include all elements of stakeholder inclusion

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

Highly Functional

Evidence Provided:

Handbooks include vision, mission

Newsletters include vision, mission

Stakeholders are knowledgeable about vision, mission

Website/page includes vision, mission

1.3 Identifies goals to advance the vision:

Highly Functional

Evidence Provided:

Goals distributed through publications and communication

Goals that are data-driven and measurable

School improvement plan includes vision, mission

School improvement planning incorporates vision, mission

Stakeholders demonstrate involvement in and knowledge of goal setting

Strategic Plan includes vision, mission

Strategic planning incorporates vision, mission

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

Highly Functional

Evidence Provided:

Annual Report

Community-based data

Newsletters, articles

Publications, brochures, handbooks

School Improvement Plan

School/district profile is used during parent/community meetings

School/district profile is used during staff meetings

Stakeholders demonstrate knowledge of school/district profile

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

Highly Functional

Evidence Provided:

Curriculum demonstrates alignment with vision, mission

Extra -curricular activities incorporate vision, mission

Instructional practices demonstrate alignment with vision, mission

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

School improvement planning demonstrates alignment with vision, mission

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

Strategic Plan demonstrates alignment of vision, mission and teaching and learning

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

Highly Functional

Evidence Provided:

Agendas, minutes for strategic planning demonstrate review

Strategic Plan demonstrates review

Strategic planning process demonstrates review by stakeholders

Focus Questions:

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

During the 2008/2009 school year, the entire faculty/staff held a series of meetings for the purpose of reviewing the mission/vision statements and school goals. Utilizing small and large group settings, a list of recommendations were created in efforts to review and revise the school tag-line, mission, and school goals. The school leadership team held a two-day workshop during the summer to implement the changes recommended. In an effort to build an understanding and commitment of the changes, the administration provided an orientation regarding the changes to faculty, students and parents. Efforts have been made to incorporate the messaging into all internal and external communications both visual and print references to the schools new vision statement.

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

The Guidance Department maintains the school profile annually. Data is compiled from the nationally standardized test taken by CCC students. Data is used to compare CCC students to other students in Florida and in the United States. Student performance is recorded on multiple standardized test including: 9th grade – Plan

Testing, 10th grade – PSAT, 11th grade – PSAT & ACRE, and 12th grade – SAT & ACT. The school profile includes information regarding curriculum, grading system and ranking, graduation requirements, advanced course offerings, and awards and distinctions. The Guidance Department also records post secondary student plans and tracks colleges attended by CCC graduates over the last four years on an annual basis. The Guidance Department sends a condensed profile to colleges annually. A detailed, comprehensive school profile is maintained and published with the school improvement plan. The Assistant Principal's for Academics and Student Affairs maintain disciplinary, attendance, medical, and attendance reports on all students.

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

CCC uses on-line surveys developed by the National Study of School Evaluation. These opinion surveys are utilized to solicit input from all stakeholders about their views of the quality of education at CCCHS. The administration is committed to offering Professional Development opportunities to teachers to advance their knowledge and continuous improvement in their field of study. There continues to be Administrative planning and support in areas of academic assessment, classroom management, lesson plans, and classroom observations. A variety of monthly organizational committee meetings ensure continuity and communication: faculty/staff, advisory council, academic council, department meetings.

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

The CCC administration reports to a Board of Trustees that requires a review of annual operational indicators to ensure the vision and purpose of the school remain current and relevant to best practices for overall school operation. The indicators focus on enrollment, finances, advancement/development, and academic results. In addition, the President utilizes a School Advisory Council to work with administration, faculty, and staff to ensure an alignment with the school's expectations for student learning and school effectiveness. The SACS chairperson along with the Assistant Principal for Academic Affairs ensures faculty members attend strategic planning committee meetings that provide on-going school improvement and compliance with the action plan. The Administration and the Office of Catholic Schools for the Diocese of St. Petersburg work in collaboration to focus on the school improvement plan to promote a common vision and purpose for the school. This vision includes a comprehensive look at the behavioral, academic, and spiritual direction of the school. CCC ensures a challenging and rigorous curriculum that complies with Florida's Frameworks and Florida Sunshine State Standards.

Overall Assessment:

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

Standard 2. Governance and Leadership

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

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

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

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

Definitions of Indicators Rubric:

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

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

Highly Functional

Evidence Provided:

Agendas, minutes of governing authority meetings

Governance Policy handbook: board, district, school

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

Local, state, and federal policy handbooks

Organizational chart

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

Staff and students affirm their understanding of emergency and operational procedures

Staff and/or student handbooks

Stakeholders affirm understanding of operational procedures

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

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

Highly Functional

Evidence Provided:

Governing Board Policies demonstrate leadership prerogatives

Organizational chart

Policies demonstrate protocols for remediation and due process

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

Staff are knowledgeable about leadership prerogatives

Staff are knowledgeable about organizational chart

Staff demonstrate knowledge about due process

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

Highly Functional

Evidence Provided:

Documentation of access to legal counsel

Documentation of adherence to ethical business practices

Documentation of compliance with all regulations regarding copyright law, intellectual property, and international restrictions

Documentation of resolutions of any complaints

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

Documentation of utilization of all requirement elements of curriculum standards

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

Staff are knowledgeable about access to legal counsel

Staff are knowledgeable about curriculum standards

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

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

Stakeholders affirm compliance with Equal Employment Opportunity practices and procedures

Stakeholders affirm compliance with ethical business practices

Stakeholders are involved in the establishment and monitoring of adherence to all regulations

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

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

Evidence Provided:

Record of student performance data analysis

Student database management system

Student performance data are used during staff meetings

Student performance data are used for extra-curricular planning

Student performance database for formative assessments

2.5 Fosters a learning community:

Highly Functional

Evidence Provided:

All stakeholders are knowledgeable about the rules of engagement and behavior

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

Professional learning plan includes all stakeholders

Rules of appropriate engagement and behavior are prominently displayed

Stakeholders affirm a sense of belonging and engagement

Website provides forum for feedback and dialogue

2.6 Provides teachers and students opportunities to lead:

Highly Functional

Evidence Provided:

Agenda and minutes of meetings demonstrate shared leadership with staff

Organizational chart demonstrates shared leadership responsibilities

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

Staff affirm their involvement in shared leadership opportunities

Staff and students affirm their involvement in the accreditation process

Student governance is formalized with bylaws, policies, and procedures

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

Operational

Evidence Provided:

Accreditation team members are representative of stakeholder groups

Calendar, agendas, minutes of stakeholder meetings

Committee members are representative of all stakeholder groups

Stakeholders affirm their involvement in the accreditation process

Stakeholders affirm their involvement in the decision-making process

Stakeholders affirm their involvement on committees

Other:

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

Highly Functional

Evidence Provided:

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

Record of co-curricular organizations and activities: calendars, membership, sponsors

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

Staff and students affirm involvement in co-curricular organizations and activities

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

2.9 Responds to community expectations and stakeholder satisfaction:

Highly Functional

Evidence Provided:

Record of Advisory Committee: calendars, membership, minutes

Stakeholder survey data

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

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

Highly Functional

Evidence Provided:

Documentation of salary schedules

Handbooks demonstrate staff evaluation system

New staff orientation materials

Policies demonstrate evaluation criteria, timelines, and termination processes

Policies demonstrate professional growth opportunities

Professional development plan for all staff

Staff are engaged in professional learning opportunities

Staff are knowledgeable about opportunities for professional growth

Staff are knowledgeable about their evaluation criteria and timeline

Walk-about demonstrate review of instructional practices

Focus Questions:

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

Because Clearwater Central Catholic High School is one of 4 diocesan high schools and part of the Diocese of St. Petersburg, all general policies and procedures have been established in accordance with those policies and procedures set forth by the Diocese of St. Petersburg.

All policies and procedures established for the effective operation of the school can be found in one of two handbooks. The Parent / Student Handbook , available in online format, contains information relevant to parents and students. Topics include the mission / vision of the school, financial information, general information, and information on academic, curricular items, attendance, codes of conduct, Student Activities, and Athletics. All parents and students sign a Commitment Form at the beginning of the school year stating that they have both read and agree to the policies as outlined in the handbook. A second handbook, the CCCHS Employee Handbook, also available in online format, addresses information relevant to faculty. Topics here include general school procedures, supervision duties, assessment and grading of students, student attendance, and communications. Both handbooks are highlighted with faculty / staff at opening in-service meetings in August or continued as necessary through subsequent department or faculty meetings.

Faculty meetings take place once a month to establish, communicate and implement policies for the effective operation of the school. In addition to communicating information, opportunities are provided for shared concerns. Faculty meetings may involve professional development to improve teaching and student performance.

General communication to the entire CCCHS community is facilitated through E-Connections, a weekly online newsletter. The school website is most comprehensive in its scope of information. The school calendar is posted online from July and updates are made if necessary. More specific communication to students and parents about

individual classes is achieved through K12 Planet, where parents can send and receive messages from teachers or access information about their student's grades, conduct, and attendance.

A Faculty Advisory Committee was inaugurated in 2008-2009, where each faculty member was assigned to one monthly meeting for the year. These after-school meetings were held on designated dates for the purpose of providing input on topics or raising current school issues with the principal. These faculty representatives became the voice for faculty concerns in general.

Parent meetings are held at the beginning of the year to highlight curricular, extra-curricular or athletic programs and to communicate changes that occur from year to year. All families new to the school are invited to attend one of several informal breakfasts with the President during the month of September. Parents who attend can ask questions, talk about concerns and learn how they can get involved. Special meetings are scheduled for parent groups, in particular parents of each of the sports teams prior to the athletic season. Clearwater Central Catholic also sponsors a Back to School Night in August where the parents follow their students' schedule in an attempt to meet the teachers and learn about the courses in which their students are engaged.

Open House is held in November to provide an opportunity for prospective students and their parents to learn about our college-prep, athletic and extracurricular programs. In addition, they can tour the campus, attend academic presentations and ask questions.

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

School leadership examined much of the standardized test data available for its students and made some changes to the way students are placed into classes. Incoming ninth graders had previously taken the High School Placement Exam which determined initial placement in mathematics and English. Additional test scores were required if students desired to be placed into honors math, science, and language classes. During the 2008-2009 academic year, the administration also examined a student's potential as indicated in standardized test scores from grade school. Consequently, using additional data, students were recommended for advanced math, science, English, social studies, and language courses.

Clearwater Central Catholic students also take the PLAN as freshmen and the PSAT as sophomores and juniors. For placement purposes, school leadership examined student academic potential especially in English and social studies areas and afforded additional opportunities to students.

Evaluation of school effectiveness and school performance takes place within each and every classroom on a daily basis. Teachers continue to assess students through vehicles such as tests, quizzes, papers, projects, presentations, labs, homework, class participation, discussions, journals, etc. In the fall of 2008, a focus on Advanc-Ed's Standard 4, "Documenting and Using Results" was initiated by the posing of the question, "How do you measure student growth?" After much discussion, it was agreed that assessment occurs in different ways in various departmental areas, but it must be identified and documented.

School leadership is focused on improving overall standardized test performance. The Guidance Department has directed a School Improvement Committee on assessment and test scores since our last SACS accreditation visit. In 2004, the committee took all PLAN and PSAT test data and translated it to reports by subject (English, math, and science) and then by level or class. Teachers were able to see the most chosen student answers. The same was done in 2005. In 2006-2007, the following resources were provided to the faculty in an attempt to increase the teaching skills seen on standardized tests: A pod cast on essay writing was sent to the English department faculty. Princeton Review data was sent to all departments. Finally, suggestions from act.org and collegeboard.com regarding ACT and SAT prep were sent to all departments.

Department heads have been instrumental in this process also. They requested in 2006-2007 more of a skills list generated from generalized test results to infuse into their curriculum. Questionnaires distributed through departments were administered to faculty in an effort to gather input regarding the distribution of test materials to be used with students. Department meetings have been utilized to plan curriculum related to content-skills, and test-taking. Teachers share sample materials, strategies, techniques, programs, etc. with each other through department meetings.

Through all of this transition, school leadership continues to assess school effectiveness and school performance through ACT and SAT test scores as well as AP scores in our Advanced Placement arena and IB scores in our International Baccalaureate Program. Also, the ACRE (Assessment of Catechesis Religious Education) is administered to juniors to evaluate achievement in religious education. Scores are used to compare achievement on a national level as well as a comparison against other local diocesan high schools. Additional areas that would demonstrate the effectiveness of Clearwater Central Catholic High School is the school's college acceptance rate, graduation rate, and the number of scholarships offered to our graduating seniors to include academic, athletic, and Florida Bright Futures.

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

There are specified leadership roles that exist within the framework of the school's organizational structure. All academic departments have a department head who serves on the Academic Council. These are monthly meetings with the administration to discuss issues or concerns relative to the academic or curricular programs at the school. Each academic chair brings much to the table to share in an effort to better what we as a school can offer our students. Academic chairpersons conduct themselves as leaders through monthly department meetings sharing items from Academic Council as well as facilitating their own department agendas. Department heads may also assist in the interview process in the recruitment of teachers and are very instrumental in the mentoring of new teachers.

Faculty are encouraged to serve as moderators of extra-curricular clubs or as coaches in the athletic arena. Some faculty volunteer to chair or coordinate an event like the school prom or graduation. All of these leadership positions require faculty to be role models and possess skills of organization, effective planning, and sound decision-making skills.

Faculty members function as the independent leaders within their classroom. School expectations include communicating with parents, updating K12 Planet with assignments and grades, and maintaining a positive learning environment within the classroom. As far as developing curriculum, faculty follow course guides that follow the Sunshine State Standards; however, there is much academic freedom afforded to teachers as a means of adapting to the teacher's style, accommodating student learning preferences, and enhancing student performance. Faculty would have huge input into situations that might surface in the guidance office in an effort to meet the needs of students.

In July of 2008, Clearwater Central Catholic was incorporated. As a result, an implementation of a new board structure was developed to include a Board of Trustees, a new Finance Board, and a renovated Advisory Board. The new structure will expand board member variety and create new venues to evaluate school progress and planning.

Administration welcomes suggestions and is receptive to addressing concerns whether they come from faculty, staff, students, or parent. Student leadership meets with administration on various student concerns at the request

of the Executive Council.

All stakeholders, faculty, staff, student, parent, and community members, were invited to participate in the Advanc-ed School Improvement Process through the completion of multiple surveys designed to provide a perception of the school and its programs. These surveys were further evaluated by faculty on SIP committees as well as school leadership to clarify perception and make decisions about the direction for the school plan for the next five years.

Parents as stakeholders are encouraged to participate in the school by their involvement in various committees or their work through Parent Involvement. Parents are members of Parent Connection which coordinates activities throughout the year. To fulfill each family's obligation of 30 hours of service, the Parent Involvement Program exists to facilitate various fundraising and work projects sponsored by the parents to provide operational revenue to advance the mission of the school and to provide general improvements to enhance our campus. Parents also volunteer to chair committees of major school functions through the school's Advancement office such as Reunion Weekend and the annual auction.

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

All teaching faculty are equipped with a laptop for school use. Every classroom has a mounted LCD projector with CD/DVD players so that technology or internet-based instruction / presentations can occur in all classrooms on our campus. For teachers who want to utilize a class activity with a class set of computers, there is both a computer lab with 24 computers and the library where another classroom set of computers is available. SMART boards are utilized in the science and social studies departments and an additional SMART board is available by request to the library. Clearwater Central Catholic values technology as innovation and employs technology to enhance learning opportunities for all students. Currently, many teachers employ online tools and resources within the classroom, require students to do more internet research, and assess students through an online format. Since our last SACS visit, the following action items related to technology have been accomplished: Additional computers were added to the science area in 702; Adobe InDesign was purchased for the yearbook and literary magazine; an InDesign workshop was held for both students and teachers in an effort to learn the program; CCCHS was accepted into the Department of Defense Computers for Learning Program; wireless access points were upgraded from G to N; new Dell laptops were leased for the teachers; Anti-virus and anti-spyware software were updated on new teacher laptops; and CCCHS updated internet access from microwave wireless to fiber-optic and updated the backbone.

Services are provided through the Bernard Overberg Learning Center for students who require accommodated academic programs by nature of documented learning differences or for students who merely appear to be struggling in school. These services are facilitated through the guidance office and one of our classroom teachers.

Professional Development is available to faculty in the area of technology as well as other areas. Several teachers each year continue to request attending the Florida Educational Technology Conference held in Orlando. Another is seeking a masters degree through the University of Florida in Instructional Technology. Periodically, our Media Center facilitates an Electronic Classroom for teachers where technology topics are taught or covered by faculty volunteers or guest speakers. The entire CCCHS faculty attended an in-service on technology at St. Petersburg College's Seminole campus on August 4, 2008. The full day staff development covered topics such as Educational Resources, Power Point, Web 2.0 Tools, Google Tools, LibX Toolbar, and Plagiarism Education. Aside from technology, Clearwater Central Catholic faculty members have also participated in workshops to enhance the teaching of Advanced Placement, subject specific trainings within the International Baccalaureate

Program, and continuing education coursework. Funds for professional staff development have been designated within the operational budget or have been provided through Title II funding through Pinellas County.

Clearwater Central Catholic High School strives to offer an academic program that meets the needs of all of its students. Over the past few years, the school has made a conscious effort to strengthen school diploma requirements by requiring additional years of coursework in certain departments. Within a vast array of course offerings, students choose from college prep classes, dual enrollment, honors, advanced placement, pre-diploma, and International Baccalaureate. CCCHS has partnered with St. Petersburg College to offer a potential of 29 credits from dual enrollment classes on the CCC campus site. Students participating in the IB Program are attempting to earn 30+ semester hours of credit or sophomore university standing through a successful high school IB experience.

Funding for both the academic and extra-curricular programs at the school is provided through an operational budget. School leadership in tandem with department chairs and moderators determines the needs of students and programs before the annual budget is drafted in hopes of providing equity among curricular and extra-curricular programs.

Overall Assessment:

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

Standard 3. Teaching and Learning

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:

Curriculum pacing guides

Formative assessments: quarterlies, etc.

Individualized Development Plans

Master schedule

Policy on credit requirements for program completion

Policy on grading criteria

Staff can articulate curriculum sequencing and grouping

Staff can articulate student learning expectations

Staff meet regularly to discuss student progress and remediation

Staff meetings highlight discussions of student learning expectations

Student Handbook outlines student learning expectations

Students affirm their knowledge of what is expected of them

Syllabi or course catalogues

Textbooks are aligned to learning goals, curriculum

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

Highly Functional

Evidence Provided:

Course syllabi outlining criteria for student involvement

Master schedule

Peer editing

Samples of student work

Staff meet to share student work

Student discussion groups

Students affirm their involvement in their own learning

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

Highly Functional

Evidence Provided:

Assessment data

Grade reports

Professional development calendar and topics

Staff can identify research used to align instruction

Staff meet to analyze data and align instruction

Staff meet to review current research

Staff meetings regularly include data analysis

Surveys

Transcripts, certificates

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

Highly Functional

Evidence Provided:

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

Cross-content curriculum guides

Professional development calendar and topics

Professional development plans

Professional learning opportunities focus on best practice instruction

Professional organization membership

Staff meet to share best practices

Staff meetings regularly include discussions about effective instructional design and delivery

Student display of project-based learning opportunities

Variety of instructional design and delivery strategies

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

Operational

Evidence Provided:

Graduation requirements

Master schedule

Staff are knowledgeable about state and national curriculum standards

Standards-based curriculum: state and national standards

Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

Instructional calendar: days, hours

Lesson plans are followed during teacher absence

Master schedule

Policies and guidelines that demonstrate that all program requirements are met

Staff affirm that their instructional time is protected

There are few instructional interruptions: PA system, visitors, etc.

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

Operational

Evidence Provided:

Agendas, minutes of staff meetings indicating vertical and horizontal articulation

Articulation agreements between agencies

Content-specific staff are knowledgeable about each other's course syllabus

Policies and guidelines granting dual-credit, transfer of credit

Staff are knowledgeable about student learning expectations of previous and subsequent grade levels

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

Highly Functional

Evidence Provided:

After-school programs

Counseling programs: curriculum, schedules, staffing

Individualized Development/Career Plans

Online support

Policies for student orientation, interventions, remediation

Schedule of opportunities, activities that support special learning needs

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

Students affirm that they have opportunities to explore their interests and career options

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

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

Highly Functional

Evidence Provided:

Database of student behavioral incidents

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

Peer intervention programs; peer counseling

Policies for student behavior, remediation, due process, appeals

Staff affirm that they are involved in promoting positive school climate

Staff meetings provide time for discussions about climate

Stakeholder satisfaction survey data

Students affirm that they are involved in promoting positive school climate

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

Highly Functional

Evidence Provided:

Budget allocating appropriate funds for media services

Calendar and schedule of media services to students

Facilities map indicating media services location

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

Staff affirm the use of media services in their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate media staff

Students and staff affirm their involvement in media services program

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

Highly Functional

Evidence Provided:

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

Calendar and schedule of technology services to students

Facilities map indicating technology services/lab

Staff affirm that technology supports their curriculum and instructional programs

Staffing chart demonstrating allocation of appropriate technology staff

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

Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

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

Clearwater Central Catholic High School does ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of expectations for student learning. This process begins with diocesan standards and benchmarks outlined for each discipline and grade level and prescribed by the Diocese of St. Petersburg and the Florida Sunshine State Standards.

From the diocesan standards and benchmarks, faculty members within departments have written course guides, including scope and sequence, for every course offered at the school. The course objectives found within the course guides flow from the diocesan benchmarks and standards and is influenced by the school's Catholic identity and status as a college preparatory school. Curriculum reflects a commitment to equality, recognizes student diversity, relies on sound learning principles and educational research, and provides a balance of educational experiences. These course guides are compiled by the department and revised on a regular basis. Course guides are reviewed by school leadership.

Academic Council is a group that includes administration and department chairpersons and meets on a monthly basis. It is an excellent vehicle for educators to have these academic conversations about curriculum, assessment, and instructional strategies. Discussions from Academic Council filter down to department meetings where teachers make decisions about instructional strategies and curriculum.

School leadership has continued to develop standards for departmental and student focus that apply across the curriculum. For the most part, this has been accomplished by the administration imposing an umbrella goal for the year and asking teachers and departments to concretize the goal and identify specific strategies for achieving that goal. For example, one year, the academic focus was on helping our non-honors student. All teachers in all departments were accountable for responding to how they were working with the non-honors student in an attempt to make them more successful students. Writing Across the Curriculum was the focus of the 2007-2008 academic year. The topic was introduced at the opening Academic Council meeting as well as one of the opening faculty meetings in August. All teachers were asked to increase the writing expectations in all courses and the writing component on class assignments and exams. Individual faculty members identified goals and strategies applicable to their own classrooms with regard to writing in various disciplines.

Aggregated data from the PLAN and PSAT have been dispersed to departments over the past few years in an attempt to address some of the test-taking skills CCCHS students seemed to be lacking. Departments were asked to look at the data and plan curriculum related to content, skills, and test-taking. Teachers within the department shared sample materials, strategies, techniques, programs, etc. with each other.

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

Teachers at Clearwater Central Catholic High School develop lessons that challenge and integrate other subjects including technology. All areas of curriculum utilize and integrate the most current and emerging technologies. Faculty and staff are provided in-service technology training. Many faculty sponsor teacher web pages where students can download an assignment, print power point notes, or access a link to a learning activity.

Through the school's offerings of standard, honors, advanced placement, dual enrollment, pre-diploma, and International Baccalaureate courses, there are ample opportunities for the teaching of higher order thinking skills /

critical thinking. The Media Center Collection and all research databases are available to students, teachers, and parents via the web. Research capabilities are enhanced by the addition of excellent multidisciplinary research databases that provide opportunities for accessing, evaluating, and utilizing information in every area of academic study.

School leadership encourages and supports professional staff development wherever possible. Funds are allocated through the operational budget, department budgets, or Title II funding to support continuing education courses, attendance at workshops or seminars, state and national conferences, and initial and update training in Advanced Placement areas and International Baccalaureate. Teachers of AP and IB are encouraged to sign up as readers in respective exam areas. Teachers attend conferences and workshops in pursuit of those research-based instructional strategies and methods to infuse these strategies into their classroom planning.

Administration holds teachers accountable for innovation and implementing research-based strategies through classroom observation, classroom assessments, and teacher evaluation. Conferences held after teacher observations focus on teacher strengths and effective instructional strategies that are successful with students.

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

Teachers are selected for teaching assignments based on their training and background as well as successful personal experience with a certain type of student or program. If additional training is required for a certain course or program, then it is sought out. This could include a workshop or university course for the teaching of an advanced placement course, or initial or retraining for any of the classes taught in the International Baccalaureate Program sponsored by the IBO. As stated earlier in this report, professional staff development opportunities are supported and encouraged by school leadership and funded through the operational budget and Title II funds through Pinellas County.

All faculty personnel are directly accountable to department chairpersons. Monthly department meetings or individual meetings would be utilized to check on progress or success within the curriculum or to discuss challenges along the way. In some instances, there may be multiple instructors teaching the same course and these teachers seek out the opportunity to be able to work together in their planning. These small group opportunities provide a setting for teachers within the same department to familiarize themselves with current research-based instructional strategies and to develop techniques. The department chair might arrange for a hands-on type in-service training that might benefit all members of a given department. For example, our mathematics department has arranged for training on TI - calculators used in the department as well as webinars on the teaching of specific math concepts. With the ultimate goal of providing the most effective science experience to our students, our science department set up an evening session with PASCO Scientific to garner more innovative methods to teach science through probeware in laboratory settings. These smaller in-services allow hands-on activities and encourage the implementation of effective use within the classroom.

Faculty are encouraged to examine assessment data carefully, document the assessment, and modify the teaching strategy where necessary. In some instances, teachers may need to reteach the material. There is administrative oversight of all of our programs. Teachers are observed by administrators as well as department chairpersons in either a formal or walk-through format. In the Dual Enrollment Program, instructors are observed by the college supervisors from St. Petersburg College to ensure the college objectives and learning strategies are being implemented. There are vehicles that exist to promote and encourage school improvement among our various programs. The Academic Council, a combination of school leadership with the academic chairpersons, oversees the entire academic program. Monthly meetings of teachers in the International Baccalaureate Program are held to discuss curriculum issues and to insure that all components of the program are being implemented. Specific

trainings for teacher mentors of extended essays might be deemed appropriate.

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

Clearwater Central Catholic High School does provide every student with access to comprehensive information, instructional technology, and media services. As previously stated, students can gain access to the internet in every classroom on campus. Each classroom teacher has a school laptop that interfaces with a mounted LCD projector / CD / DVD player to bring instructional technology into the classroom. Some classroom areas are equipped with PCs as in some of the science labs, and the journalism and yearbook areas. Students may access computers for technology lessons in the computer lab or in the media center. There is a SMART Board located in the Science Building as well as another in Room 403, a social studies classroom. A third SMART Board is located in the library and may be requested at any time.

Clearwater Central Catholic High School has a very informative website where students can access information from the Parent/Student Handbook, school newsletters, the school calendar, athletic calendar, or obtain academic news or other information on campus ministry, the academic curricular areas, athletics, and student activities. Students and parents receive a user name and password to access K12 Planet, a component of WinSchool, which grants them access to an individualized account. When the parent and student set up their individualized account, access is granted to view the student's grades, discipline record, and school attendance record. Clearwater Central Catholic faculty use K12 Planet to post daily assignments and to communicate information, reminders, and messages to students.

The Library Media Center serves students and faculty in the college preparatory curriculum, the resource program, the Advanced Placement Program, International Baccalaureate Program, and Dual Enrollment Program directly for 44 hours per week. The school subscribes to 26 periodicals and six article databases, which students and faculty can access both from school and home. The two media specialists research and purchase materials to develop a current collection based on curricular needs. Media specialists provide student orientations and one-on-one and class instruction for specific assignments. They collaborate with faculty to develop and refine research and multimedia assignments. They oversee the 20 computers in the Library Media Center and assist students with technology. Media specialists maintain a Library Media Center Web page at <http://www.ccchs.org/s/333/clearwater.aspx?sid=333&gid=1&pgid=1117>. This page provides access to the library catalog, subscription databases, and research Web sites recommended for specific classes. In addition, the media specialists take advantage of social bookmarking using a Library Media Center Delicious.com account to link to online resources and tag them by broad subject or individual topics.

Overall Assessment:

Highly Functional: The school implements a curriculum based on clear and measurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The school has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the school. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 4. Documenting and Using Results

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Operational

Evidence Provided:

All stakeholders are knowledgeable about behavioral standards

All stakeholders are knowledgeable about grading and appeals

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

Assessment system that records multiple assessments

Policies that outline targets for behavioral standards: attendance, discipline

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

Staff affirm the use of multiple measures for student performance

Staff use data to inform their practice

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

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

Operational

Evidence Provided:

Agendas, minutes from staff meetings indicate utilization of data systems

Examples of student work are prominently displayed

Policies outline administration of multiple assessments and their purpose

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

Staff meet regularly to discuss student work

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

Stakeholders are familiar with the administration and purpose of multiple assessments

Stakeholders implement multiple assessment system

Students affirm knowledge about their learning expectations

The development and administration of multiple assessments consider limited-language learners, students with disabilities, and multiple learning styles

Other: Department crates containing samples of multiple assessments

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

Operational

Evidence Provided:

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

Criteria for evaluation of staff performance include the use of data for instructional planning

Criteria for feedback on performance

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

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

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

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

Operational

Evidence Provided:

Data from community/business

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

Staff utilize business and community data to guide program planning

Staff utilize perception data from surveys to guide program planning

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

Highly Functional

Evidence Provided:

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

Criteria that establishes student performance data as a component of parent-teacher conferences

Newsletters demonstrate communication of student performance and school effectiveness

Stakeholders affirm their familiarity with student performance and organizational effectiveness

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

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

Operational

Evidence Provided:

Reports that outline comparable data analysis - across programs

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

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

4.7 Demonstrates verifiable growth in student performance:

Operational

Evidence Provided:

Data reports disaggregate student performance growth

Data reports utilize identified growth model that is valid, reliable, and psychometrically appropriate

Data reports verify growth in student performance

Staff can identify reasons why student performance has increased/decreased

Staff can identify strategies for increasing student performance

Stakeholders can speak to and support the growth data

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

Highly Functional

Evidence Provided:

Policies that outline the conditions for safeguarding and transferring transcripts

Policies that safeguard accuracy and security of all data

Reports that satisfy local, state, and national requirements

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

Stakeholders are knowledgeable about the conditions under which transcripts are safeguarded and transferred

Stakeholders indicate that they have seen reports that satisfy local, state, and national requirements

Focus Questions:

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

The discussion of assessment at Clearwater Central Catholic High School will be underscored by one underlying principle of agreement; that is, that assessment varies from one department to the next and that it is never a one size fits all concept. Therefore, assessment may look and be different as one observes the assessment process in each of the academic departments.

Each year, the Guidance Department provides the results of the PLAN and PSAT to department chairpersons at an Academic Council meeting. The intent is that department chairs will in turn provide this disaggregated information to department members at a department meeting. Teachers within core areas of English, math, social studies, and science are asked to work on student deficiency areas within their individual subject areas. Most departments assess students in a variety of traditional ways. Students are assessed by performance on objective and essay tests, comprehensive semester exams, homework assignments, class participation, and oral presentations. The results are used to measure student performance and growth, motivate students to improve individual performance, and provide a catalyst for change in course curriculum.

Faculty teaching within the International Baccalaureate Program and the Advanced Placement Program receive results of student exams each year with item analysis of types of questions / content areas that students missed in hopes that faculty utilize this information in altering the instruction for the following year's students.

More specific pictures can be seen as we look at various departmental areas. English teachers employ various types of assessment in the classroom. A frequent type is the use of rubrics in writing; for example, teachers will present a writing lesson in which students learn such skills as parallel structure, use of appositives, sentence combining, and variety in sentence structure. Students work on these skills in class and for homework. Eventually these skills are applied to formal writing. Teachers assess the progress of the class and continue to teach skills both in the classroom format and individually if students have not mastered them.

The Science Department as well as others monitors student performance on a weekly basis when teachers post grades to e-class grades and upload them to K12 Planet. Teachers are encouraged to contact parents if student performance demonstrates a trend of non-achievement, or if the student appears to be having difficulty completing

course requirements. Mid-quarter grades are posted and reviewed by the teacher and department. The Guidance Department receives notification when a student's level of achievement is below average. Quarter, exam grades, and semester averages are reviewed by the teacher, the department head, and the assistant principal for academics with respect to grade distribution and potential failures.

The theology department administers a pre-course evaluation to all freshmen early in the fall semester in their Catholic Foundations class. This is a comprehensive survey which not only taps into students' familiarity with basic Catholic doctrines, traditions, and teachings, but also the student's confidence level in such basic knowledge. This preliminary evaluation is used to assess which areas of theology need the most attention in the Catholic Foundations course. Data from this tool will also be used to create a base line level of understanding in:

- Basic Catholic Doctrine, traditions, and teachings
- Sacraments
- Scripture
- The Mass
- The Charism of the Sisters of Notre Dame
- Church History
- Important historical figures in the Church

This evaluation also presents data regarding the changing population of Catholic schools nation-wide. In addition, it offers insight into the growing non-Catholic population so that we can better serve their needs. This assessment tool will be administered again after the Catholic Foundations course has been completed. Raw data will be compared to the pre-course evaluation to measure growth in the understanding of the target areas stated above in the bulleted items. All testing material will be kept in the documentation file. Additionally, the concepts tested in this assessment are addressed in a somewhat different manner again in their junior year when students take the ACRE (Assessment of Catechesis Religious Education). Scores on the ACRE test are indicative of growth in basic understanding of the Catholic faith. Scores are compared to 11th graders within the diocese as well as national scores.

In the area of Visual Arts, student growth is measured by rubrics that outline criteria for students. If a student is not satisfied with a grade he or she received on an assignment, he or she may have an opportunity to make changes based on the rubric set forth on the grade sheet. Students are given one week to make changes to better their grade. Student performance changes when students make the decision to better their grade and choose the opportunity to review the criteria with their teacher. The first assignment in Basic Drawing and Design ask students to draw a show with no input from the teacher. Students are asked to sign and date the paper and turn it in to their teacher. This assignment is repeated at the end of the semester comparing the new drawing to the first, with results indicative of the student growth in drawing ability. Photo students show a marked improvement when they compare their first contact sheet of students to that of their second and third contact sheet with noticeably improved understanding of lighting, exposure, and composition. Students working with clay come to more fully understand its properties with each successive assignment, as well as to see improvement in their hand-built vessels and wheel work as the semester progresses. In Ceramics, rubrics are provided for each assignment with the opportunity to make changes once the student work comes out of the kiln.

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

The Guidance Department, as part of their calendar year, disaggregates data from standardized testing of our students for school use at the end of the first semester. The results of the PLAN and PSAT have been given to department chairs in December or January of each school year. The results are used to make improvements and instructional decisions for the second semester and carried into the next academic year.

In many departments, teachers are encouraged to grade and return material within one week. Student results are

then placed on K12 Planet within the week to enable students, parents, and guidance counselors to view the results. Teachers may contact parents about student performance concerns through e-mails, phone calls, or conferences. Some teachers post assignment or comprehensive grades by student number for student viewing in the instructional classroom or nearby hallway. In specialized programs, like International Baccalaureate or Advanced Placement, students take practice IB and AP exams to prepare for the actual exams they will take. Students will be asked to reflect on those areas they have either mastered or may be deficient at that time. English faculty use various means to teach reading, grammar, usage, and writing skills. Students and parents can consult classroom notes, online handouts, and texts such as Write Source to work on these skills. For example, if a student has a tutor, the student can provide the tutor with all of these resources so that the tutor can help the student master the material. Parents, students, and others working with students can also look at papers students have written in order to read teacher notes. Students who perform poorly on writing or grammar assessment can use the library to practice these skills. In addition to computer programs in the library, there exists online writing instruction and practice in programs like Purdue Owl.

In addition to the pre/post Catholic Foundations assessment and the ACRE standardized test, each subject area within the Theology department tracks growth by administering evaluations using an array of modalities. Research projects, visual creations, conventional quizzes and tests are used to document growth in specified subject areas. The theology department places emphasis on “writing across the curriculum”. Therefore, essay tests, reflection pieces, and journal use are common methods not only to assess course content, but also grade appropriate writing skills.

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

The results of the PLAN and the PSAT and teacher recommendations are used to place students in honors and advanced courses.

Students are asked to examine the questions they got wrong on objective tests and ask questions to gain understanding. Class discussion about missed questions ensues to determine why students performed poorly. The material is taught again for questions that were missed the most and due to student misunderstanding.

On essays, students are graded on a rubric and the results are used to determine student strengths and weaknesses. The material is taught again for skills or information missed by a high percentage of students or misunderstood by a significant percentage of students. In addition, examples of both exemplary and poorly written papers are provided to students. Student papers may be used as exemplary examples, but only if the student gives permission or offers to read his or her paper. Students are asked to work on the areas of weakness for their next writing assignment and to seek assistance by the teacher to improve understanding and performance. English faculty use results from the SAT, PSAT, and PLAN tests to determine areas of student weakness and to improve overall effectiveness within the English classroom; for example, freshman level teachers of 2008-2009 looked at PLAN results and worked with students to improve in skills that needed work, such as correcting run-on sentences or errors in pronoun agreement.

Results of previously given International Baccalaureate and Advanced Placement exams are used to improve student performance for their actual exams. The results of the exams, posted in the summer, are used to help students for the following year. Both IB and AP scores are evaluated with respect to national averages and trends within the CCCHS student pool.

Student performance updates occur within the Guidance Department as well as within the academic departments of the school, especially at the end of the quarter. Department heads review mid-quarter, quarter, and semester grades of department members to determine consistency, patterns, and strengths or weaknesses in student performance. This data is used at department as well as Academic Council meetings. Conferences are held between the individual teachers and administration in an effort to improve student performance.

Department chairs review lesson plans for new teachers as well as all assessments on a weekly basis. Department chairs also review all semester exams prior to scheduled administration dates.

The theology department strives to improve the overall effectiveness of CCC in preparing students for the future

by embracing our mission: “Minds for Truth, Hearts for Love, and Hands for Service”. Minds for Truth – Assessments on basic theological and moral constructs (Catholic Foundations, Theological Seminar), scriptural interpretation (Old and New Testament classes), and the historical roots of Christianity (Church History) monitor cognitive growth and maturity in the ability to express oneself both verbally and in writing. Hearts for Love – Exposure to the world’s religions and the spirit of ecumenism foster love and understanding on a global level (World Religions). Hands for Service – A thorough grasp of the seven Catholic social teachings empowers our students to address injustice and inequity found in all of society. By identifying ways that our students can be catalysts for social reform, we form citizens with integrity who care for the marginalized of our society (Social Justice, Christian Lifestyles). Evaluations in all of these areas track the overall effectiveness of CCC in forming global citizens operating under Christian principles. A file is kept in Room 406 which documents how students grow in their understanding of these key concepts in each of the theology subject areas.

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

Though faculty receive a basic understanding of the use of data and measurement in education courses as part of their teacher preparation for certification, other trainings are received at the local level. As previously mentioned, Academic Council meetings and department meetings are used as settings to examine and discuss results from the PLAN, PSAT, AP exams, IB exams, and other assessment results. Guidance counselors are thoroughly versed in interpreting test results and passing that information on to teachers within departments. Faculty learn to work with guidance counselors to interpret test data. Teachers can also read the feedback provided by the various testing groups in order to interpret test data. For example, teachers look at past exam scores and the College Board’s summary report of the tests to determine how well their students did in comparison to the national results. Feedback from the PLAN test is excellent, encouraging teachers how to strengthen student performance in certain skills; for example, students who have problems with answering questions dealing with critical thinking skills would work on newspaper articles etc that require careful reading. The teacher might provide guiding questions to help the students find the main argument of the article. Students could also form their own questions in responding to an opinion or argument essay.

Advanced Placement and International Baccalaureate faculty receive additional training at AP and IB workshops. All IB teachers have attended at least one IB training in their field and many have multiple trainings to their credit. At these trainings, teachers receive guidance in evaluating the Internal Assessments, a significant area within the IB diploma requirements in many of the IB disciplines. In addition, IB teachers meet on a monthly basis, providing additional opportunities for group training. Advanced Placement teachers generally participate in initial training within the first year of teaching an AP course and subsequent trainings as needed after that. Individual academic departments share strategies in constructing solid methods of assessment that truly show student progress. Departments employ varied tools in order to engage different types of learners. Department members regularly evaluate how teachers tap into the multiple styles of learning: visual, verbal, etc. Departments utilize the results of individual course testing to evaluate and refine course material and curriculum. Once test results reveal the strengths and weaknesses in the curriculum, course material is appropriately modified in response to those results.

Overall Assessment:

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

Standard 5. Resource and Support Systems

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Highly Functional

Evidence Provided:

Appropriate space is provided for special need support programs

Personnel policies ensuring appropriate hiring practices

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

Schedules

Staff can affirm that special needs students receive needed support

Staff Handbook

Staff schedules and assignments

Student Handbook

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

Highly Functional

Evidence Provided:

Labor agreement

Personnel policies ensuring appropriate placement

Personnel policies ensuring certification, licensure, evaluation, training

Professional learning opportunities

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

Staff Handbook

Staff schedules and assignments

Staffing of both administrative and teaching positions is appropriate and adequate

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

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for PD

Calendar, agenda, summaries of PD opportunities

Evaluation of PD data

Personnel policies that stipulate PD requirements

Professional development plan

Staff are actively engaged in discussions that have resulted from their professional development experience

Staff are aware of the requirements for continuous learning

Staff can affirm their involvement in professional learning opportunities

Staff implement effective strategies based on their professional development experience

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

Highly Functional

Evidence Provided:

Budget demonstrates appropriate allocation for staffing

Class size indicates appropriate and effective support of student learning

Master schedule

Personnel policies and practices

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

Highly Functional

Evidence Provided:

Annual budget

Facilities plan

Facilities protection documentation: insurance, amortization

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

Infrastructure plans: short and long range

Practices that support appropriate use of allocated funds

Purchasing/replacement policies: adherence to EEO

Space is adequate and appropriate to support student learning

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

Highly Functional

Evidence Provided:

Audit reports

Fiscal protection plans: insurance

Organizational oversight of fiscal authority

Payroll and purchasing policies and processes

Practices that support appropriate use of fiscal resources

Refund policies

Secure management of all fiscal processes

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

Highly Functional

Evidence Provided:

All facilities on school/district property are maintained
Calendar of safety drills: fire, tornado, emergency crisis
Curriculum indicates attention to cleanliness and safety
Facilities maintenance reports and plans
HAZMAT (hazardous materials): policies and training
Policies and processes regarding safety
Policies and processes related to student/staff injury
Policies regarding dispensing prescription medications
School/District environment is clean and safe
Staff are involved in developing and implementing safety policies
Stakeholder survey data supporting safety
State and Federal regulations regarding special program safety requirements
Support staff are knowledgeable about safety policies

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

Highly Functional

Evidence Provided:

Crisis intervention committee
Crisis intervention plan
Emergency procedures
Health support staff are available
Secure record system
Staff and students are knowledgeable about emergency procedures
Staff are involved in the crisis intervention team
Staff Handbook
Student Handbook

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

Operational

Evidence Provided:

Advisory plan and program

Curriculum for Career Preparation

Enrollment data

Guidance and Counseling Department

Individualized Development Plans

Professional development: calendar, topics

Staff affirm that they receive regular training opportunities to support student behavior

Staff are knowledgeable in all aspects of appropriate social/emotional support for student learning behavior

Staffing of Counseling and Guidance programs

Student referral policies and practices

5.10 Provides appropriate support for students with special needs:

Operational

Evidence Provided:

Classroom instruction demonstrates variety of instructional methodologies to support all students

Labor agreements demonstrating appropriate special needs staffing

Master schedule demonstrating support for special needs

Policies and procedures that are ADA and IDEA compliant

Professional development calendar and topics

Response To Intervention program is demonstrated in the classroom

Staff affirm their use of instructional strategies that support special needs inclusion

Stakeholders affirm their support for the school's/district's special needs programs

Student referral process and procedures

Students and staff affirm their understanding of special needs populations

Teacher certification, licensure, etc. supporting special needs

Focus Questions:

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

Recruitment of qualified teachers, administrators, and support staff begins with a job posting. These postings could be listed on the diocesan, school, or the NCEA (National Catholic Education Association) website, in local newspapers, Craig's List, or Monster.com. All interested applicants must complete an application complete with references that is filed with the Office of Catholic Schools and Centers in the Diocese of St. Petersburg. Personnel are generally interviewed by at least two administrators. In the case of faculty positions, department chairpersons are often invited to be part of the interview process.

The hiring process of administrators differs according to position. In the case of both the president and principal, positions are posted on a national level. Search committees, comprised of administrators in the Office of Catholic Schools and Centers as well as principals from either the other high schools or partner schools are formed to carry out the search and interview process. After the search process, the position is appointed by the Bishop. Assistant administrators after a search process are hired by the principal.

The Diocese of St. Petersburg sponsors a two-day mandated training for new hires at the opening of the school year. This generally involves human resource issues, professional ethics training, safe environment training, among other topics. The administration at Clearwater Central Catholic High School sponsors an orientation for new teachers before the school year begins. This orientation covers topics such as the mission of the school, an introduction to guidance services, and an overview of school policies and procedures to include academic, discipline, and uniform policies.

New teachers are mentored by an administrator, their department chairperson, and another faculty member who has a common planning period with the new hire. The school attempts to provide a number of people who could be available to answer questions for a new person. Group sessions are scheduled to facilitate trainings on the grade program or K12 Planet or to communicate more concrete information about classroom management, academic policies, etc.

Placement of the faculty and staff is determined by academic credentials and experience. Support staff are hired as needed and placed accordingly.

Professional development of faculty is an ongoing process. Teachers attend state and national conferences, workshops, seminars, on-line trainings, webinars, as well as take continuing education classes. Some professional development is sponsored by the Office of Catholic Schools and Centers at various locations within the diocese. Some technology training has been sponsored by St. Petersburg College. Teachers are generally reimbursed for staff development either through the operational budget of the school or through Title II funds in Pinellas County.

The evaluation process for teachers is administered by the principal and assistant principal for academics. This includes a formal observation followed by a post-conference between the observer and the teacher. Department chairpersons are charged with evaluating the members of their own department by means of one formal observation and several walk-throughs each year. The president of the school is evaluated by the School Board. The principal is evaluated by the president. Assistant administrators are evaluated by the principal. Support staff are evaluated by their direct supervisor on an annual basis.

Remuneration of all administration and faculty is based on the number of years of experience as well as academic credentials. Retention at Clearwater Central Catholic High School can be measured and assessed by the longevity of its quality veteran teachers who continue to return to the school because of the safe working environment and supportive educational community.

2. How does the leadership ensure that the allocation of financial resources is supportive of the school's vision,

educational programs, and its plans for school improvement?

Clearwater Central Catholic operates on an annual budget system that is built from zero-based budgeting principles and utilizing best business practices. Each department head is provided with a monthly report showing actual month and year-to-date totals for the expense accounts under their control. In addition, department chairpersons are provided with detail of the charges to their department accounts by actual entry, i.e. check or deposit.

Annually in April, department chairpersons have the opportunity to present their requests for the following year, taking into account any changes that might be planned including new courses, programs, and possible deletions of courses or programs as well as changes to the enrollment. The results are incorporated into the operating budget and copies are distributed to all relevant parties after the final approval.

The school operates on a combination of tuition and advancement funds. Small amounts are received from Federal Title funds and are usually used for professional development, continuing education courses, and technology advancement for administration, faculty and staff.

The Leadership Team at Clearwater Central Catholic High School makes recommendations to the President regarding spending to assure support of the vision, educational programs, and improvements.

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

Clearwater Central Catholic is challenged in this regard because of its open campus that covers over 40 square miles. However, the school does ensure a safe and orderly environment for all students and staff.

The Office of Catholic Schools and Centers oversees a Crisis Management Plan for all of its schools. Should an emergency need arise on our campus, a Crisis Team, composed of trained professionals from other schools, would be dispatched to the school for assistance. Clearwater Central Catholic High School has a set of emergency procedures that are communicated to faculty and practiced as drills during the course of the school year. These would include directives for fire drills, tornado drills, lockdowns, bomb threats, and first aid / trauma.

Security is a priority at Clearwater Central Catholic High School. All students, faculty, and staff are required to wear a school issued picture ID affixed to a lanyard during regular school hours. Visitors are required to report first to the school office and present their drivers license which is scanned through the Raptor System for suspect background checks. Teachers are expected to lock classroom doors when not in use to ensure the safety of his / her immediate classroom. In addition, all faculty and staff are required to have attended Safe Environment Training and renew certification in that area every 5 years. All persons who provide care and supervision of children must successfully complete a Level II background screening.

The school has a Random Drug Test Policy intended to serve as a deterrent for students and any drug activity that may occur at the school. The system is set up with the goal of randomly testing 10 % of the school population each year.

School policies and procedures are in place to ensure a safe and orderly environment for students. These are communicated to parents and students in parent and student meetings at the beginning of the year as well as in the Parent / Student Handbook. Each student and parent signs a commitment form agreeing to the policies and procedures before the school year begins. Included in the Parent/ Student Handbook is an Network / Internet Access Policy that addresses appropriate use of technology on the school campus.

Faculty are expected to maintain safe and orderly classrooms. The administration ensures adequate supervision of students by assigning appropriate personnel to those non-classroom areas as the Media Center, cafeteria, and school parking areas.

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

Prior to entering Clearwater Central Catholic High School, a guidance counselor meets with the student and parents to explain all counseling services. At this meeting the counseling department website, Naviance, is explained. Naviance provides a learning style inventory, a career search and inventory, a college search, a college match survey, and information on student resumes, scholarships, college representative visits, and valuable links. Confidentiality is explained as well as the counseling appointment process and a four-year plan is established.

Students have access to a school counselor on a walk-in basis. The student might be seen immediately or an appointment will be scheduled within the next day or so.

Beginning of the year class meetings scheduled in a communication period are used by the Guidance Department to explain and demonstrate how to use Naviance, as well as to review the college search and application process, service hour record-keeping, the SAT and ACT test-taking schedule, junior year calendar, and other relevant guidance areas. Class meetings occur more on a regular basis for seniors and freshmen in the first semester, and for sophomores and juniors in the second semester. In addition to student meetings with guidance personnel, meetings are held with freshman and junior parents annually either in the evening or after school.

The school counseling program at Clearwater Central Catholic High School employs the Naviance site for communication regarding counseling issues in academic, social, and personal arenas. Mass e-mails, articles, and links clarify counseling services.

Counselors meet with resource students and parents to create written support plans as well as establish any other needs. Counselors meet with teachers to clarify the student support plans. Regular communication among guidance counselors, the Learning Strategies teacher and the classroom teachers ensures that accommodations are being provided.

The Father Bernard Overberg Learning Center is a set of services coordinated by the School Counseling Department to foster successful learning for all students at CCCHS. All students experiencing academic difficulties, students who are willing to improve their learning skills and performance, or students with learning difficulties benefit from this program.

Overall Assessment:

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

Standard 6. Stakeholder Communications and Relationships

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

6.1 Fosters collaboration with community stakeholders to support student learning:

Highly Functional

Evidence Provided:

Agendas, minutes, calendar of parent meetings

Calendar of events that promote stakeholder involvement

Parents and community members regularly volunteer time in school/district

Policies regarding suggestions, grievances

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

Stakeholder survey data

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

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

Highly Functional

Evidence Provided:

Calendars, agendas, minutes of parent meetings

Emails, phone answering system

Newsletters, brochures, letters, memos

Parent - Teacher conferences schedule

School Improvement Committee: agendas, minutes, membership

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

Steering Committee meetings: agendas, minutes, membership

Web page dedicated to parents/community members

Wide variety of stakeholder communication documents/avenues

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

Highly Functional

Evidence Provided:

Advisory Committee

Calendar, agendas, minutes, committee membership

Policies regarding volunteer involvement

Schedule of volunteer activities

Stakeholder survey data

Stakeholders affirm that their suggestions and recommendations are acted upon

Stakeholders affirm that they are actively involved in providing expertise

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

Highly Functional

Evidence Provided:

Brochures, pamphlets

Newsletters about student performance

Online calendar, schedule, and news/updates

Parent -teacher conferences

Parent Handbook

Parents and students are involved in developing individualized learning plans for students

Parents and students are involved in making course selections

Regularly published newsletters to community

Stakeholders affirm that they are knowledgeable about student learning

Student Handbook

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

Highly Functional

Evidence Provided:

Parent - Teacher Conferences

Report cards

Focus Questions:

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

CCCHS is accredited by the Southern Association of Colleges and Schools (SACS) and is recognized by the National Educational Association. The curriculum is reviewed annually and is designed to meet Florida state standards and is in compliance with national standards for each academic discipline. CCCHS has a graduation rate of 99% and a 100% college acceptance rate for graduating seniors. Many graduates qualify for college scholarships. Recently posted, the total amount of scholarship dollars (academic and athletic) offered to graduating seniors of the class of 2008 was \$4, 529,100.

Teachers at CCCHS are required to hold certification in their academic field by the state of Florida. The administration continues to supervise and enforce continued recertification every five years through the state of Florida or completion of the requirements of a temporary certificate issued by the Florida Department of Education. In addition, the media specialist and the three school counselors maintain certification and advanced degrees in their areas of expertise. Teachers experience an annual review as well as formal observations by Department chairs and administration. The administration works collaboratively with the department chairs to evaluate each teacher assessment practices of classroom instruction to ensure improvement in student performance and school effectiveness.

Parents can access on-line teacher folders that provide course syllabi and classroom expectations for their students. Opening the school year, the administration provides a freshman and transfer families orientation to welcome and engage families in the mission, vision, and goals of the CCC community. Parents can utilize www.ccchs.org to view the school calendar, faculty/staff directory, and parent and student handbook. The website contains comprehensive information from academics, parent resources, campus life and more. Teachers and administration communicate with parents and students regularly through K-12 planet. Recently, the school began utilizing www.surveymonkey.com as a way to solicit input regarding climate surveys or decisions facing the

administration. This on-line, anonymous survey allows parents an avenue to provide input, concerns, or questions for the administration.

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

To foster an academic learning community, CCCHS offers a regular college prep curriculum. The curriculum includes 17 honors level courses, 21 credits in Dual Enrollment courses, 8 AP courses, and 10 International Baccalaureate Program courses. Average class is around 21 and the student/teacher ration is 16 to one. According to our surveys, teachers are viewed by students as caring and dedicated, willing to come in early and stay later to assist students in need of additional help or clarification regarding assignments.

All classrooms are equipped with LCD projectors. SMART boards are being introduced in some classes. Teachers are increasing efforts to integrate technology into instruction to enhance the learning experience for students.

There are a variety of activities and athletic opportunities for students:

- Four Honor Societies: National Art Honor Society, Math Honor Society, National Honor Society, National Spanish Society
- Student leadership and service opportunities: Peer Ministry, Student Ambassador Program, CCC Advisors Club, Hospice Teen Council
- Co-curricular Academic Clubs: International Club, Environmental Club, Spanish Club, Thespians, Academic Team, Technology Club, Literary Magazine, Newspaper, Model United Nations
- Interscholastic league sports: 14 athletic programs, 18 varsity teams, with a potential of 33 overall teams

Increasing efforts to keep parents and students informed of student progress and college readiness, CCCHS utilizes K12 Planet and Family Connection (Naviance). K-12 Planet is updated weekly to include assignments, grades, discipline, and attendance reports. Family connection provides college information for prospective college students.

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

The CCCHS website is often the first point of contact for potential students and their families. The site receives constant attention and oversight to ensure accurate data and consistency in presentation. It is also a vehicle through which to sustain relationships with parents, alums, donors and the wider community it serves. The school website is well-designed for ease of access, visual appeal and continuity of school branding both within the site and with print marketing/public relation materials. Top stories on the front page of the website regarding student achievement and activities are updated weekly. Stories include: dual-enrollment opportunities, admissions, Ann Frank Humanitarian Award Recipient, Four Senior Athletes Sign on National Letter of Intent, National Merit Finalist, and more accolades of student achievement.

The athletic program began using C2Cschools.com to host all information regarding team rosters, team schedules, and team statistics. The FHSAA mandated the utilization of this website for football during the 2009/2010 school year. CCCHS expanded it to include all sports. With approximately 60 percent of the all students participating in interscholastic sports and approximately one third of CCC student-athletes participating in two or more sports, C2C schools provides up-to-date information for students, parents and college recruiters.

CCCHS utilizes a variety of publications to communicate information about student activities, student achievement and school programs. The CCC students produce the school newspaper, The Central Voice, on a

monthly basis. In addition to printing the newspapers for distribution, an on-line version can be found on the school website. The advancement office produces the Tolle Lege Magazine in the Fall and Spring annually. The magazine includes featured letters, alumni news/reunion weekend, and major event coverage. Daily activities including clubs and sports can be found on a student published Marauder Minute every week. Published on-line for parents, students are informed about sport's announcements, birthdays, daily menu, and daily communication period utilization. Every Friday, the advancement office sends an E-connection to the CCC community via email. The weekly announcements include upcoming calendar items, guidance department information, parent service-hours opportunities, prayer request, student achievements, and upcoming events and deadlines.

A daily communication period was created in the daily schedule during the 2008/2009 school year. Every student experiences this twenty-two minute period for short assemblies or homeroom study hall. The communication period has enabled the administration to have more encounters with the student body for informational gatherings, recognition of student achievement, or guest speakers without interrupting classroom instruction time.

K-12 planet and email have provided the two most effective avenues of communication of stakeholders about the performance of their students. Parents can receive daily information regarding tardiness, absents, and assignments. Behavioral and academic success is updated weekly.

Overall Assessment:

Highly Functional: The school has the understanding, commitment, and support of all stakeholders. School personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among all stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by most shareholder groups. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Standard 7. Commitment to Continuous Improvement

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

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

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

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

Definitions of Indicators Rubric:

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

INDICATORS: In fulfillment of this standard, the school:

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

Evidence Provided:

Continuous/School/District Improvement Plan

Information/Data system

Professional Development Plan: agenda, topics

Record of student performance improvement efforts

Specific program initiative to support continuous improvement

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

Staff affirm their involvement in continuous improvement committees

7.2 Engages stakeholders in the processes of continuous improvement:

Highly Functional

Evidence Provided:

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

Policies, procedures for school improvement committee work

School Improvement plan indicating membership of committees

Stakeholder survey data demonstrating stakeholder involvement in school improvement

Stakeholders affirm their involvement in continuous improvement process

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

Highly Functional

Evidence Provided:

Calendar, agendas, minutes of school improvement meetings

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

Evaluation data demonstrating impact of plan and actions taken to remediate

School improvement plan demonstrates alignment with vision, purpose

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

Staff demonstrate capacity for changing methodologies to increase student performance

Staff, students affirm their understanding of student performance targets

Student performance targets are communicated to all stakeholders

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

Highly Functional

Evidence Provided:

Continuous/School/District Improvement Plan

Personnel Policies that outline staff evaluation process

Professional Development Plan: agenda, topics

Staff affirm their involvement in professional learning

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

Highly Functional

Evidence Provided:

Annual Report

Information/Data system

Newsletters, brochures

Parent-Teacher conferences

Staffing assignments support monitoring and reporting of continuous improvement efforts

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

Operational

Evidence Provided:

Graduation and retention rates

Information/Data system

Postsecondary engagement: employment, college

Staff affirm that they regularly use data to inform their practices

Staff meetings regularly use data to inform their discussions and decisions

Stakeholder survey (satisfaction) data

Focus Questions:

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

Clearwater Central Catholic High School used a web-based version of the opinion inventories to survey stakeholders about their views of the quality of education at CCCHS. The first part of the inventories consists of standardized, forced-response statements provided by AdvancED and those questions specific to CCC. The second part of each opinion inventory includes a series of open-ended questions.

Opinion inventories were administered to teachers, support staff, students, and members of the community. After receiving the link in their email, 46 of the 48 teachers completed the online survey. This was the first year the support staff was surveyed separately from the faculty. All 17 support staff completed the online survey. Students used school computers either in the Computer Lab or Media Center to take the online survey during either theology or English class over a two week period. 498 of the 532 students completed the survey. Parents received a link to the online Parent Opinion Inventory via email. Of the 511 parents emailed, 236 completed the survey. This was a tremendous improvement over our 2004-2005 survey of parents in which only 14 of 100 parents

surveyed responded. Finally, alumni and feeder school principals received the link to the online Community Opinion Inventory via email. Only 31 of the 200 alumni and 4 of the 8 principals responded to the survey.

Clearwater Central Catholic High School established three committees responsible for developing goals and objectives for overall school improvement. These plans included a rationale with action/strategies to be implemented with a timeline. The strategies included professional development, resources, and cost associated with the implementation of these goals. These committees will be responsible for monitoring the progress over the next five years to ensure implementation and completion of the goals. Responsibilities were divided among the faculty, staff and administration so all the burden of documentation of progress did not fall on a few people. The goal was to involve the faculty more in implementing and evaluating progress in achieving the goals from the action plan. The committees identified three major objectives during the school improvement workshops: establish a set of services that the Learning Center will provide for all students to promote the retention rate at CCCHS, clarify different programs and subject area options to help students determine which programs and courses meet their needs and interests, and improve skills in technology, incorporate them into their lesson plans and teach students how to create digital projects.

In 2007, CCC, under a new president and principal, contacted Meitler Consultants, Inc. to collaborate in developing a long-range comprehensive strategic plan. The planning process began in August 2007 with a strategic plan that was presented in May 2008. The strategic plan and the planning process were built around several key factors in order to be effective and successful. As a comprehensive effort, the strategic plan keyed in on the areas of mission, enrollment (including recruitment and retention), educational programs (including academic and co-curricular activities), staffing, advancement/development, facilities, finances, and governance. The Strategic Plan for CCC was a collaborative effort on the part of the CCC Leadership Team, the Advisory Board, faculty and staff, Meitler Consultants and the Strategic Planning Committee. An implementation schedule will be launched in the spring of the 2009/2010 school year.

With similar strategies of continuous improvement planning involved in the 2005/2006 report, growth can be seen in the establishment of a successful International Baccalaureate Program. Enrollment has risen significantly in the program and a Pre-IB program was developed in the 2009/2010 school year. The Fine Arts committee was successful in implementing all incoming freshmen a requirement to take a performing arts class, such as Drama or Speech/Debate. In return, the Drama program continues to grow and has demonstrated success through an intensive evaluation and nomination process which resulted in an invitation to perform at the Fringe Festival in Edinburgh, Scotland in August of 2010. The Environmental Awareness Club was formed in 2005 and initiated a recycling program on campus that continues to this day. Recycling bins for paper and plastic bottles are located in classrooms, cafeteria, and administrative offices. While the facilities department oversees the program, club members empty the recycling bins on a weekly basis. In addition, the Guidance Department has redeveloped the resource program to introduce the Father Bernard Overberg Learning Center to provide better communication, supervision, and resources. The Learning Center will provide specific services to students with learning differences. School counselors will work with students, parents and faculty in formulating and implementing specific classroom accommodations.

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

The planning process involved numerous groups and individuals from among the school's many constituencies. We conducted focus group meetings with Catholic elementary school principals, current students, alumni, and current parents. Separate interviews with various staff members/groups included: faculty, support staff, Business Office leadership, the academic department chairs, the administrators, the Director of Admissions, the Athletic Director and head coaches, the Guidance and Counseling staff, Campus Ministry staff, student leaders, technology

staff, and the Advancement Office.

Continuing to align improvement goals with the vision and purpose of the school, steps including on-line surveys from all stakeholders were utilized. The Meitler report was instrumental in helping shape and balance the information from all stakeholders. By providing insight and direction with best educational practices given our current academic needs while also addressing the current economic crisis facing private catholic schools, priorities were created. Gathering and evaluating data aligned with the continuity in vision and purpose of the school, the faculty created a draft of improvement goals. These were presented, reviewed, and revised. A final draft was approved by the faculty and staff after numerous revisions.

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

Annually, Clearwater Central Catholic High school produces a Professional Development Plan to the Office of Catholic Schools for the Diocese of St. Petersburg. The plan requires an evaluation of student achievement data (e.g. ITBS, ACRE, SAT, academic grades, etc.) in determining the school's professional development needs. We specifically analyze student achievement data to determine content area needs. By looking at the specific skills within each content area, the need for professional development is matched with teacher training opportunities. Target performance objectives are identified and must be measurable. In addition, the CCC administration reports to a Board of Trustees that requires a review of an annual operational indicator for academic results to ensure the vision and purpose of the school is ensuring student achievement.

We continue to ensure school personnel professional development by submitting a professional plan for Title II monies to cover cost annually. Teachers submit request for training in their content areas for approval, as well as the administration assigns workshops and trainings for areas in need. The faculty attends in-services by the Diocese as well as programs offered at the school (i.e. technology consortium, electronic classroom, etc.)

In creating the school calendar, monthly meetings were planned to include faculty and department meetings. During the 2008/2009 school year, the principal scheduled a Faculty Advisory Committee to meet with monthly to include a cross-section of faculty and staff to identify areas of need and concern. The academic council committee meets monthly to discuss curriculum and school improvement related goals.

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

The commitment to ensuring continuous improvement is a vital to all stakeholders at Clearwater Central Catholic High School. This includes faculty, staff, students, parents, alumni, and major donors to the school. Through the efforts of the Advancement Office, publications like Tolle Lege and E-connections communicate target areas of growth and spotlight the achievement in these areas. The Advancement office has branched out to alumni by producing Alumni e-connections monthly to offer a schedule of events and school improvement efforts. As we prepare for our 50th year of providing excellence in education, communication vehicles like facebook are being utilized to reconnect alumni with the school.

To ensure continuous improvement is implemented, monitored and achieved, an annual review of goals will be scheduled at the end of every school year. The targeted school improvement plan designated three committees that will meet once a semester to evaluate the progress of goals and objectives and produce a progress report to be used at the end of the year review of goals. The administration will greater utilize tools like www.monkeysurvey.com to solicit on-going feedback regarding school improvement efforts with students, parents, and teachers/staff. This tools can be used with more frequency and facilitate needed data to evaluate

improvement plans. Communication and follow-up will be crucial to gaining credibility and reliability of the commitment to offering a great education at Clearwater Central Catholic High School.

Overall Assessment:

Highly Functional: The school fully implements a collaborative and ongoing process for improvement that aligns all functions of the school with the expectations for student learning. Improvement efforts are systemic, sustained, and fully embedded, and the school demonstrates significant progress in improving student performance and school effectiveness. New improvement efforts are clearly informed by the documented results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement. The preponderance of the evidence supports an overall assessment of "highly functional" and is substantiated in the responses to the Indicators Rubric.

Conclusion

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

Focus Questions

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

As we reviewed the major trends that emerged across the seven standards, the attention to the learner is permeated across the report. It becomes clear that the “learner” is the focus of the school plan at Clearwater Central Catholic High School. In providing this optimum learning environment, professional development for teachers is shown as a being a priority. This is an ongoing and necessary practice to ensuring qualified and competent instruction.

The report continues focusing on the need to offer a rigorous and challenging curriculum for all students and the necessary resources to make the student successful. With CCC’s launching of a new tag line (Where opportunity and possibility meet), the academic program continues to grow by offering more opportunities like the AP, IB, and Dual Enrollment programs. The Father Bernard Overberg Learning Center continues to expand with the purpose of fostering successful learning for students with diagnosed learning differences. In addition, the learning center will assist all students in need of additional resources to be successful at Clearwater Central Catholic High School.

Communication has been continually identified across the standards as a priority. K-12 planet, weekly e-connections, and weekly updates on our school website are just a few examples of the continuing effort to provide information to parents of the day to day operation here at Clearwater Central Catholic High School.

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

In evaluating the cross-cutting themes/trends of the seven standards, it becomes clear that Clearwater Central Catholic High School offers an education to students of the highest quality. Students are provided opportunities to learn more important knowledge and skills in each subject area. All teachers are qualified and competent in their subject matter. As identified in our stakeholder perspectives, the parents see excellence in the areas of teaching mathematics and language arts. Students have access to a variety of resources to help them succeed in learning, such as technology, media centers and certified media specialist.

Clearwater Central Catholic is blessed to have a faculty and staff that are devoted to ensuring academic excellence by providing an optimum learning environment. The availability and opportunity for student advancement is facilitated by the teacher’s willingness to go the extra mile in communication, resource, and time commitments. Students are actively engaged and respect their teachers.

Clearwater Central Catholic High School is faithful in our mission to provide a Catholic educational environment for our students. All stakeholders believe we foster the values of a strong Catholic/Christian community. As a result of this nurturing environment, students have demonstrated success by accumulating over 4.5 million in

college scholarships last year. In addition, we have a 100 percent college acceptance rate at continually learn of graduates that succeed in professional life.

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

Clearwater Central Catholic High School has spent considerable time evaluating community demographic data. A key concern in analyzing the demographic data is whether northern Pinellas County area will experience a decrease in population. While general population projections in the county show an overall increase through 2025, the current economic challenges of unemployment, property taxes, and insurance premiums are tempering growth in private schools. The lack of significant growth of elementary children in the area will eventually impact our high school enrollment. The challenges of student enrollment have given rise to the importance of establishing highly effective retention committees and enrollment strategies to optimize growth in the student body. Our marketing and recruitment efforts will need to be aggressive and focused to continue building and sustaining enrollment.

Clearwater Central Catholic High School continues to expand educational opportunities for AP, IB, and Dual-Enrollment classes. We are challenged with communicating and balancing the needs for regular college-prep courses as well as those who need extra academic support. The demands for a fully functioning Learning Resource Program to provide support for all student is essential as we move forward in meeting the needs of the student body. The ultimate goal must be to provide academic opportunities for students of diverse academic abilities to excel in an environment of academic rigor.

The need to develop a Facility Master Plan based on identified needs is essential as we continue to grow. Several of the buildings on campus are showing age and wear. Key issues in these facilities that need attention are window replacement, original HVAC units, and room lighting. Roof replacement will be needed in the future for multiple buildings. The athletic fields and facilities are in need of updating and upgrading.

As a Catholic school, we must prioritize that each student grows in faith, expands his/her mind, thinks critically, exercises leadership, acts courageously, and serves others. Students need to experience Catholic community through the celebration of inspiring Eucharistic liturgy, reverent prayer, the learning and living of the teachings of Jesus Christ and the Church, and respecting one another. CCC must continue to provide a strong Catholic culture that permeates all aspects of school life while welcoming and embracing students of other faith traditions.

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

The self-assessment process is an opportunity for Clearwater Central Catholic to evaluate the overall operation of the school and ensure a vision that gives meaning and direction for the school community as it continues to be excellent and vital. Bringing purpose and clarity of vision and mission to all stakeholders, we develop and build strong relationships with our constituencies, both to ensure the future of Clearwater Central Catholic High School, and to facilitate their rightful investment in it. By focusing on continuous improvement efforts, the faculty and staff understand the service to our students and the drive to develop a quality Catholic education program. The formation and updating of the school profile informs all stakeholders of growth and areas in need of improvement. This process enhances our quality assurance by giving direction and soliciting necessary input to create an action plan. Utilizing the school website, the school profile and action plan will be published for all stakeholders. Grade level meetings will be used to educate the student body about the AdvancedEd process and the

benefits associated with this 5 year plan. Clearwater Central Catholic will benefit from the insights gained from the experience and implement effective strategic planning to ensure future vitality.

Standards Assessment Report Summary

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

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