



Self Assessment

Saint Mary's School

Archdiocese of Omaha

Mr. Walt Dupre, Principal
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O'Neill, NE 68763

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Introduction

AdvancED's Self Assessment is based on the AdvancED Standards for Quality, which serve as the foundation of the accreditation and continuous improvement process. The Self Assessment is a valuable tool that should be used to engage staff members and stakeholders in purposeful and honest dialogue and reflection in order to guide the institution's continuous improvement efforts. The Self Assessment is a resource for continuous improvement, as well as a tool to help institutions prepare for their Quality Assurance Review visit. The Quality Assurance Review Team uses the results of the Self Assessment to learn about the institution in preparation for the on-site visit.

The Self Assessment includes the list of self-ratings and the evidence cited for each of the indicators for the standards. At the conclusion of the Self Assessment an overall assessment summary is provided in graph and text form.

DEMOGRAPHICS

Institution

District	Archdiocese of Omaha
Country	US
State/Province	NE
City	O'Neill
Governance	Private, non-charter
Setting	Rural
Type	Unit School
Grade(s)	Pre-K, Kindergarten, 01, 02, 03, 04, 05, 06, 07, 08, 09, 10, 11, 12
Religious Denomination	Catholic School
Gender	Coed
Enrollment	256

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SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose

Overall Score: Operational

Standard 1: Vision and Purpose

Impact Statement:

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

Indicator	Description	Evidence	Rating
1.1.a	What is the process for establishing and building understanding of the vision among stakeholders?	<ul style="list-style-type: none"> •Minutes/attendance lists from school improvement team meetings •Surveys •Vision statement •Schedule of school improvement team meetings •Faculty meeting agendas 	Highly Functional
1.2.a	How do stakeholders hear about, respond to, and support the vision?	<ul style="list-style-type: none"> •Minutes/attendance lists from stakeholder meeting •Newsletters containing information about vision •Website addressing vision •Handbooks reflect vision •Surveys •Posted Mission and Vision Statements, Parent Orientation Meeting, Student-Administrator Orientation Assembly, Parent Scheduling Meetings, PR flyers and posters 	Operational
1.3.a	How do expectations for student performance grow out of the vision?	<ul style="list-style-type: none"> •Curriculum guides and teacher lesson plans linked to the stated vision •Staff member, parent, student familiarity with the vision and purpose •School improvement plan •Posted Mission and Vision Statements, Parent Orientation Meeting, Student-Administrator Orientation Assembly, Parent Scheduling Meetings 	Operational
1.4.a	What can you tell from the school's data-based profile about how closely current organizational effectiveness approaches the vision?	<ul style="list-style-type: none"> •Surveys and evaluation instrument •School profile that includes organizational effectiveness measures •School and community demographic information; Trend data relating to student achievement 	Operational
1.4.b	What can you tell from the school's data-based profile about how closely current student achievement approaches the vision?	<ul style="list-style-type: none"> •School profile •Student characteristics and relevant community information •Current and trend data relating to student achievement •School demographic and community profile information 	Operational

1.5.a	How are decisions about teaching and learning guided by the vision?	<ul style="list-style-type: none"> •Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics •Curriculum guides •Teacher In-service; Archdiocesan Conference; New Teacher Mentor Program 	Emerging
1.6.a	When and how is the school's vision reviewed and renewed?	<ul style="list-style-type: none"> •Surveys/evaluation instruments and results •Minutes of stakeholder groups regarding vision •Minutes of governing body and/or stakeholder groups •Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals 	Operational

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

St. Mary's School is a functional entity that has an established vision and mission created with the input of multiple school stakeholders. We are in the process of incorporating our vision and mission into all aspects of school life. As a private institution, we want our purpose to be known not only to our school community but to the larger social community, as well. Our curriculum is developed in concert with the Archdiocese of Omaha Catholic Schools Office and is aligned with the standards of the Nebraska Department of Education.

Our Catholic identity is clearly established in all facets of school life. Religious symbols are displayed throughout the campus. Theology classes and the teachings of the Catholic Church are a required component of our curriculum from pre-school through graduation. Weekly mass attendance for all students and yearly retreats for all 7th - 12th grade students are mandatory. We also emphasize Catholic teachings in our extra-curricular activities and have introduced a new character curriculum for St. Mary's based upon the C.A.R.D.I.N.A.L.S. virtues of compassion, appreciation, respect, discipline, integrity, nobility, ambition, leadership, and spirituality developed by our school staff.

The self-assessment process required the school staff to review and examine our vision and purpose. In doing so we realized that a comprehensive, systemic process has not yet been developed at St. Mary's. Moving forward we need to continually review our vision and purpose. Furthermore, we must go beyond our school staff for this task; students, parents, and community members must be more involved in the overall process.

Standard 2: Governance and Leadership

Overall Score: Operational

Standard 2: Governance and Leadership

Impact Statement:

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

Indicator	Description	Evidence	Rating
2.1.a	What process is in place to add, remove, or revise governing body policies and procedures for the effective operation of the school?	<ul style="list-style-type: none"> •Policy manuals •Policy development procedures •Advisory Council agenda and minutes; School policy manual; Staff handbook; 	Operational
2.1.b	How do school leaders ensure full compliance with governing body policies and procedures?	<ul style="list-style-type: none"> •Governing body and school policies •Governing body meeting minutes •Teacher orientation agendas 	Operational
2.1.c	How do school-based policies and procedures ensure equity of learning opportunities and support for innovation in the school?	<ul style="list-style-type: none"> •Staff/student handbooks •School policy manual •Agendas and minutes of stakeholder meetings •School information system (Sycamore) 	Operational
2.2.a	What kinds of autonomy does school leadership have to make operational choices about how to implement policy?	<ul style="list-style-type: none"> •Staff handbook •Personnel evaluation plan •School improvement plan •Maintenance of consistent academic oversight, planning, and resource allocation •Agendas and minutes of meetings •Stakeholder surveys 	Operational
2.3.a	How do school leaders assure that all legal compliance requirements are met?	<ul style="list-style-type: none"> •Compliance historical data •Checklist •Budget allocation documents •Assurances, certifications •Master calendar 	Operational
2.4.a	In what ways do school leaders advocate for a culture that is interested in, and reliant on data?	<ul style="list-style-type: none"> •Role of leaders in use of data and interpretation •Use of data for continuous improvement or decision-making •Surveys •Staff meeting agendas; Teacher Advisory Committee (TAC) agendas; Technology Committee agendas 	Emerging
2.5.a	How do adult learning principles shape professional development for instructional staff members, so that it takes into account their expertise, learning style, and needs?	<ul style="list-style-type: none"> •Professional development plans and records •Staff Meeting agendas 	Emerging

2.5.b	How do adult learning principles shape professional development for the community of learners so that it takes into account their expertise, learning style, and needs?	<ul style="list-style-type: none"> •Minutes/attendance lists from professional development meetings •Testimony from staff members and stakeholders 	Emerging
2.6.a	How do teachers participate in decisions that shape the school?	<ul style="list-style-type: none"> •Committee rosters •Meeting agendas, minutes 	Operational
2.6.b	How do students participate in decisions that shape the school?	<ul style="list-style-type: none"> •Agendas/meeting minutes of committees indicating student involvement •Meeting rosters showing student involvement 	Operational
2.6.c	How do teachers and students lead the school to ensure a safe, orderly environment in which behavior management is consistent school-wide?	<ul style="list-style-type: none"> •Documentation of numbers of disruptive events—increase/decrease •Behavioral policies •Surveys 	Highly Functional
2.7.a	In what ways do stakeholders actively participate in and contribute to the school improvement process and other meaningful decision-making roles?	<ul style="list-style-type: none"> •Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders •Feedback/revision documents indicating responsiveness to feedback 	Emerging
2.8.a	How are decisions made regarding equity, level of participation, leadership roles, and allocation of resources in curricular and co-curricular activities?	<ul style="list-style-type: none"> •Demographic distribution of students in special programs •Class and activity rosters •Distribution of qualified staff members •Distribution of curriculum materials •Additional class/course offerings 	Highly Functional
2.9.a	How does the school learn about and respond to stakeholder questions, concerns and satisfaction issues?	<ul style="list-style-type: none"> •Surveys and related data •Logs of concerns expressed •Sycamore comments; Advisory Council agendas/minutes 	Highly Functional
2.10.a	What process do school leaders use to monitor instructional practices, provide feedback, encourage reflection, and make available opportunities for professional development that support instructional staff members' needs?	<ul style="list-style-type: none"> •Actions taken as a result of observations •Administrative classroom observation protocols and logs •School practices and procedures •Monitoring class pages on Sycamore 	Operational
2.10.b	What process do school leaders use to monitor and support non-instructional staff members' needs?	<ul style="list-style-type: none"> •Job descriptions •Observation protocols •School practices and procedures 	Emerging
2.10.c	What process is in place to monitor and support school leaders' needs?	<ul style="list-style-type: none"> •Continuum of administrative skills, job descriptions •Evaluation forms •Observation protocols 	Emerging

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As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

The governing policies of the St. Mary's Advisory Council (school board) are in accord with the operational policies and procedures established by the Archdiocese of Omaha Catholic Schools Office and the Nebraska Department of Education. The governing policies are reviewed and revised on a five year cycle by the school administrator, the school advisory council, and the pastor. Members of the St. Mary's Advisory Council are elected to four year terms by a vote of the entire St. Patrick's Church community. These voting guidelines give all members of the church parish a voice in the operation of the school.

The school administrator, with the approval of the advisory council, develops regulations for various policies and is responsible for communicating policy information to stakeholders on a timely basis. Student/parent handbooks, staff handbooks, and other policy manuals provide details of how the school operates in accord with diocesan and state mandates. Each family is provided a copy of the student/parent handbook and is required to attend an orientation meeting at the beginning of each school year. In addition, the handbook and other pertinent information are always available on St. Mary's school information system and St. Mary's website. The administrator, pastor, and advisory council, utilizing input from the Teachers Advisory Committee (TAC), the Student Council, parents, and the entire school staff, reviews and updates school regulations and policies annually. In the Parent Satisfaction Survey 94% of the parents surveyed were satisfied with the overall performance of the school administrator, and 100% of the staff agreed that the school administrator is an effective leader.

The administration believes in shared decision-making. In the most recent staff survey, 96% of the staff agreed that the administration supports shared decision-making. As a small school, all of our staff are called upon at various times to assist school leadership in various tasks. We are fortunate to have a very experienced faculty. Our faculty averages 22 years of teaching experience overall and 13.5 years of teaching experience at St. Mary's. The continuity of our staff is one of our great strengths.

When the new administrator first arrived, a Teachers Advisory Committee and a Technology Committee were formed and met regularly. The committees are still in place and meet on an as needed basis. The administration communicates with faculty regularly at monthly meetings, daily walk-thrus, and by using Sycamore, our web-based school information system. The school administration communicates regularly with students, parents, and community stakeholders through annual orientation meetings, other public meetings, the school website, the school information system, weekly radio broadcasts, and daily announcements during lunch time. Student/parent groups such as the student council, the athletic booster club, and the home and school association also meet regularly and help administration provide leadership to the school community.

The school has several programs in place to ensure equity and opportunity to participate, including:

Title One

Reading Intervention Program

Study Skills Program

Early Childhood Education (Pre-School)

Category One Classes

Project Challenge Classes

Partnership with Northeast Community College

Health Sciences Academy with Northeast Community College

Math Counts

Accelerated Reader

Accelerated Math

Student Assistance Teams

Co-curricular Activities (Football, Volleyball, Basketball, Track, Mock Trial, One Acts,
Speech, Journalism)

Co-operative Program with O'Neill Public Schools (Cross Country, Softball, Wrestling,
Golf, Instrumental Music)

The school administration also strives to promote the Catholic identity of the school in numerous ways, including:

Religious symbols throughout the school

The Blessed Sacrament is present daily in the high school Chapel

Weekly Mass for Grade School and High School

All School Mass with Benediction monthly and on holy days of obligation

Daily Morning Prayer

Daily Prayer before and after lunch

Daily Prayer at the end of the school day

Weekly praise, adoration, and reconciliation services for Grade School and High School

Required religion classes PK-12

Three Religious on the high school faculty

Religious visits grade school classrooms weekly

According to the Staff School Survey, 96% of the staff agree that the school's Catholic values are evident throughout the school and in daily instruction. In the most recent Parent Satisfaction Survey, 98% agreed that the school program builds character and instills positive values in their children, and 98% agree that their children have a better understanding of the Catholic faith as a result of attending St. Mary's School.

As a result of this self assessment, we have realized that we have not used testing data effectively. It is the responsibility of the school's leadership to review testing data and other data with teachers, students, and parents and to help these groups make sense of what the data means and how it can be used for school improvement.

We also need to improve our system for monitoring and evaluating faculty and non-instructional staff. There is currently a reliance on daily walk-thrus and other informal methods of evaluation. A minimum of formal observations is conducted. A new formative and summative evaluation system needs to be developed.

Standard 3: Teaching and Learning

Overall Score: Operational

Standard 3: Teaching and Learning

Impact Statement:

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

Indicator	Description	Evidence	Rating
3.1.a	How does the school ensure that its curriculum is based on clear and measureable expectations for student learning?	<ul style="list-style-type: none"> •Classroom level observations documenting use of curriculum guides •Curriculum, instructional guides •Curriculum mapping, scope and sequence guides •Written curriculum documents 	Operational
3.1.b	How does the school ensure that current written curriculum documents are aligned to state and national standards or curriculum required by the governing body?	<ul style="list-style-type: none"> •Curriculum guides 	Emerging
3.1.c	How does the school ensure effective implementation of the curriculum so that teachers know what they are expected to teach in each grade level or course?	<ul style="list-style-type: none"> •Written units or lesson plans •Listing of skills within content areas and across grade levels 	Emerging
3.1.d	How is the curriculum evaluated and revised on a regular basis?	<ul style="list-style-type: none"> •Agendas and minutes of curriculum committees and grade level committees •Surveys 	Emerging
3.2.a	How are students taught to use feedback from the formative assessment process to guide their own learning?	<ul style="list-style-type: none"> •Samples of exemplars, models, rubrics, and other formative assessments 	Emerging
3.2.b	How do teachers provide students with opportunities to focus on higher order thinking skills such as critical and creative thinking, problem solving, and inquiry as learning strategies?	<ul style="list-style-type: none"> •Examples of student engagement in the classroom •Professional development agendas •Degree of teacher engagement in innovative approaches to learning •School leadership investigation of new strategies for innovative instruction 	Operational
3.2.c	How do teachers provide students with opportunities to apply, practice, and deepen their understanding of new knowledge using authentic content and context?	<ul style="list-style-type: none"> •Internships and job shadow opportunities for students •Examples of student engagement in the classroom •Extracurricular opportunities tied to curriculum •Guest speakers, special presentations, mentors 	Operational
3.3.a	How does the school ensure that classroom assessments align with the standards/expectations in the curriculum?	<ul style="list-style-type: none"> •Formative and summative classroom assessments •Local assessment items align with standards/expectations 	Operational
3.3.b	To what extent are achievement data and teacher input used when developing or modifying curriculum or instructional programs, practices, or processes?	<ul style="list-style-type: none"> •Program modifications and rationale •Evaluation documents •Changes in lessons or programs to accommodate evaluation conclusions 	Operational

3.3.c	How does the school support teachers in developing high quality assessments?	<ul style="list-style-type: none"> •Classroom assessments •Professional development workshops; NMPDS program 	Operational
3.3.d	What kind of collaborative, reflective analysis of student work has been conducted by teachers?		Not Evident
3.4.a	How do teachers use current research and the strengths and characteristics of their students to design instruction?	<ul style="list-style-type: none"> •Lesson plans •Walkthrough logs (protocols) 	Emerging
3.4.b	How has the whole school planned and developed research-based instructional reform strategies to strengthen the core academic program, increase amount and quality of learning time, and provide additional supports to all students?	<ul style="list-style-type: none"> •School improvement team meeting minutes •Comprehensive needs assessment •Evidence of data review •School improvement plan •Evaluation plan •Curriculum showing enrichment/acceleration elements 	Emerging
3.4.c	What is the process teachers use to prioritize expectations?	<ul style="list-style-type: none"> •Curriculum documents that identify highest priority expectations •Staff meeting agenda 	Operational
3.4.d	How do teachers vary instructional delivery methods to meet diverse learning needs?	<ul style="list-style-type: none"> •School leadership investigation of strategies for improved instruction •Differentiated instruction provided to students with specific needs •Variety of learning opportunities provided to students 	Operational
3.5.a	How does the school ensure that all staff members hold high expectations for each student they work with, and encourage all students to achieve their full potential?	<ul style="list-style-type: none"> •List of students identified as needing support •SAT process; Administrative walkthroughs 	Operational
3.5.b	How does the school support students with special needs to fully participate in all aspects of its programs?	<ul style="list-style-type: none"> •Individual accommodations and adaptive equipment •Individualized Education Plans 	Emerging
3.5.c	In what ways does the school assure that differing cultures and languages of students and families are taken into account?	<ul style="list-style-type: none"> •Classroom rosters •Demographic distribution of students in special programs •Cultural accommodations (i.e., food preparation, clothing, foot-washing) 	Operational
3.6.a	In what ways does the school maximize the use of time for instruction?	<ul style="list-style-type: none"> •Newsletters to parents •Schedules (assemblies, non-academic scheduling, special programs) •Changes designed to protect student learning time •Memos to teachers •Times for announcements 	Emerging
3.7.a	How do teachers interact, plan, and share with others teaching similar subjects across grade levels and between schools?	<ul style="list-style-type: none"> •Decisions made •Agendas, meeting minutes 	Emerging

3.8.a	How does the system of support individualize interventions and differentiate instruction for identified students whose pace/style of learning differs in some way?	<ul style="list-style-type: none"> •Re-teaching of students who have not met expectations •Time frames that vary to enable all students the time to complete their programs •Assessments •Variety of learning opportunities provided to students 	Emerging
3.8.b	How has the school planned and implemented schoolwide research-based instructional strategies that provide timely additional instruction for those who are experiencing the greatest degree of difficulty mastering the state's academic achievement standards/ expectations?	<ul style="list-style-type: none"> •Lists of students who have greatest degree of difficulty •Review of student data 	Emerging
3.9.a	What evidence shows that a sense of belonging and self-esteem exist in the school?	<ul style="list-style-type: none"> •Parent, teacher, student surveys •Student work displayed •Indication that there is a positive, caring, supportive, respectful atmosphere •Indication of engagement of students •Positive interactions between students and students, students and adults, adults and adults •Parent/community presence in school 	Highly Functional
3.9.b	How does the school ensure that its classrooms are safe and orderly?	<ul style="list-style-type: none"> •Student handbook •Documentation of number/percentage of disruptive events •Posted and written expectations of student behavior •Indication that school climate is important and is used to help guide school decisions 	Highly Functional
3.10.a	In what ways does the school provide comprehensive resources, technology, multimedia, and other learning tools to support the curriculum?	<ul style="list-style-type: none"> •Procedure for purchase of materials •Evidence of teacher input into selection and purchase of materials •Balanced, relevant, and up-to-date media center collection 	Operational
3.11.a	To what extent is technology integrated into the instructional program in all classrooms to meet the needs of all learners?	<ul style="list-style-type: none"> •Access to library/media services •Technology resources. i.e., computers, computer lab •Internet use policy •A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats) 	Operational
3.11.b	What expectations does the school hold for the level of technological sophistication and comfort adults should be able to model for students?	<ul style="list-style-type: none"> •Technology plan •Professional development offerings that showcase new developments and trends •School budget •Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials 	Operational

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

St. Mary's School offers a college preparatory curriculum based on clearly defined expectations for student learning. In order to ensure that the school aligns and articulates its curriculum across grade levels, St. Mary's utilizes Archdiocese of Omaha Catholic Schools Office curriculum standards that are aligned to Nebraska state standards and are approved by the Nebraska Department of Education. Many of the adopted textbooks are also aligned to the state standards. Evidence of proper lesson planning is evaluated by the school administration during classroom walk-thrus and formal observations.

All teachers at St. Mary's are degreed and certified and fall within state requirements for percentage of faculty teaching in their endorsed area. Teachers are encouraged to enroll in continuing education classes, conferences, and workshops to increase teacher effectiveness. Teachers have recently been provided training on Step Up To Writing, Writing Assessment, Smartboard Training, and Google Apps for Education. Staff development days allow teachers opportunity to share successes and challenges with their fellow teachers.

St. Mary's has committed itself to all stakeholders and strives to create a climate that is safe, supportive, and conducive to teaching and learning. We align instruction of our balanced curriculum with our mission and vision statements. Our teachers use proven instructional practices that actively engage students in the learning process through formative and summative assessment components, inquiry-based instruction, and hands-on instruction. In addition to our core curriculum, we provide a wide assortment of academic elective offerings for high school students and several enrichment courses for grade school students. Our curriculum offers study in fine and applied arts, music, career and technical vocations, and physical education. We provide opportunities for co-curricular activities that are based on the mission and vision of our school, and we meet the needs and interests of our students through a broad array of athletic programs, co-curricular activities, and opportunities for spiritual and community service.

Faculty and staff are provided on-site technology instruction and support in an effort to integrate and effectively implement technology-based teaching methods as stated in our technology plan. Every teacher and student at St. Mary's has access to various web-based resources to enhance learning such as World Book Web, Visual Thesaurus, PowerMedia Plus, etc. The library/media center and select individual teachers offer additional web-based resources to students. In recent years the school has greatly expanded student access to computer-based technology. The school currently has two PC computer labs comprised of twenty-four computers each, the high school has a new Mac computer lab comprised of eight computers purchased through school and parish fundraisers, and the grade school has a cart of thirty NEO2 computers. The majority of classrooms have been upgraded to include an interactive whiteboard and projector or an interactive projector. Our Home and School Association has played an integral role in helping the school acquire these items. Both the grade school and the high school library/media centers have recently been re-designed to accommodate more students in a more user-friendly environment. Our Home and School Association has also assisted with the upgrade of our two science labs and is now turning its focus to the purchase of new science equipment.

In the most recent Parent Satisfaction Survey, 90% of the parents surveyed agreed that St. Mary's is adequately preparing their children for the future. However, 57% of parents believed that the school should develop a more rigorous college preparatory curriculum. In addition, 82% of parents agreed that high school students should be enrolled in a math course each year of high school and 84% agreed that students should be enrolled in a science course every year of high school. St. Mary's graduation requirements

have increased in response to this data, new state graduation requirements, and the results of standardized assessments. Starting with the Class of 2013 our students will be required to complete 280 credit hours, including 40 credit hours in math and 30 credit hours in science. More rigorous math and science courses such as pre-calculus, calculus, physics, Biology II, and Chemistry II are being offered.

We employ a variety of instructional strategies, enrichments, and learning activities that accommodate diverse learning styles. We use a variety of human, natural, technological, and material resources to enhance instruction and learning supportive of our curriculum. Our attendance records, current grading scales, and school calendar are evidence that we grant credit based on defined performance criteria. We provide a school year of 180 days during which students and teachers engage in teaching and learning activities and require a minimum of 1,080 hours of instruction in the high school and 1,032 hours of instruction in the grade school as required by Rule 10 of the Nebraska Department of Education.

As a result of the self assessment, we have determined that we need to place more emphasis on helping teachers implement and evaluate current curriculum and determine appropriate scope and sequence for grade levels and courses. We must begin to develop a system in which all faculty clearly identify expectations and learning objectives prior to instruction, and we must train students to self assess their academic progress. In 2010-2011 we added study skills classes to our high school curriculum to assist struggling learners with organizational and management skills. This school year we added a reading intervention teacher for the lower elementary grades. We will continue to refine and develop our program to identify and assist struggling learners.

Standard 4: Documenting and Using Results

Overall Score: Operational

Standard 4: Documenting and Using Results

Impact Statement:

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

Indicator	Description	Evidence	Rating
4.1.a	To what extent has the school agreed upon assessments that measure progress toward its established learning expectations in each core subject area?	<ul style="list-style-type: none"> •Written assessments •Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes •Classroom level observations documenting use of assessments 	Operational
4.1.b	What performance measures has the school established to determine the effectiveness and efficiency of its governance, support, and administrative functions?	<ul style="list-style-type: none"> •Questionnaires •Meeting minutes •Surveys •Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services 	Emerging
4.1.c	How does the school ensure reliability, validity, and freedom from bias in the data collected to measure performance?	<ul style="list-style-type: none"> •Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification •Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes •Analysis of trend data 	Emerging
4.2.a	To what extent does the school's data system incorporate all types of data—student records, demographics, results data, process data, and perception data?	<ul style="list-style-type: none"> •Demographic data •Organizational effectiveness data (process and results) •Trend data •Student performance information system •Verifiable growth in student performance •Program/process data •Student achievement results from various formative and summative assessments •Student assessment plan •Retention and graduation rate data •Survey (perception) data •Demographic analysis and/or process data to correlate with student achievement results 	Operational

4.2.b	How broad a range of stakeholders have been involved in the design and utilization of the school's data system?	<ul style="list-style-type: none"> •Agendas/minutes of stakeholder meetings •Showing discussion of data system development •School Information System 	Emerging
4.3.a	To what extent are classroom assessments developed and shared school-wide, so that results can be analyzed across classrooms?	<ul style="list-style-type: none"> •Teacher reports •Efforts by the school to determine gaps between achievement goals and improvement expectations •Data analysis, including analysis of school-wide assessment results •Samples of classroom assessments and documentation of how used 	Operational
4.3.b	How do overall achievement results drive decision-making about teaching and learning in the school?	<ul style="list-style-type: none"> •Agendas/minutes of stakeholder meetings for data analysis and use of data •Use of schoolwide assessment systems •Data Analysis 	Operational
4.4.a	To what degree does the school maintain and implement a process for analyzing data and turning it into useful information?	<ul style="list-style-type: none"> •Pattern analysis conclusions and learnings •Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data 	Emerging
4.4.b	Do staff members have the skills to analyze and use data?	<ul style="list-style-type: none"> •Competency expectations for staff •School improvement plans showing professional development •TAC meetings 	Emerging
4.4.c	To what extent do school staff members possess the collaborative skills necessary to undertake difficult self-examination and make meaningful information out of data?	<ul style="list-style-type: none"> •Group norms •Agendas or minutes of peer learning community meetings showing discussion of data •Protocols for conversation 	Emerging
4.5.a	How easily can stakeholders and decision-makers get access to data that is appropriate for their use?	<ul style="list-style-type: none"> •Reports to students and parents •Immediate discussion of results at staff meetings •School profile •Method for students and parents to track completion of objectives, academic grades, and programs •Communications to stakeholders 	Emerging
4.5.b	How are successes celebrated and feedback provided to students?	<ul style="list-style-type: none"> •Regular newsletters that address student success (quarterly, etc.) •Displayed successful work in classrooms and hallways •Frequent recognition programs •Unusual, unique methods of recognition 	Highly Functional
4.6.a	What can be learned about the school's effectiveness and student achievement by looking at trends across time and at other comparable schools in the community/region?	<ul style="list-style-type: none"> •Collection and analysis of multi-year trend data regarding student achievement and school effectiveness •Comparative analysis of student achievement among similar schools 	Emerging

4.7.a	Do student achievement results regularly show improvement across all core subject areas?	<ul style="list-style-type: none"> •Longitudinal student achievement data reflect growth in student performance •Committee agenda/minutes that show review of data 	Highly Functional
4.7.b	Do student achievement results for all grade levels regularly show improvement?	<ul style="list-style-type: none"> •Longitudinal student achievement data reflect growth in student performance •Committee agenda/minutes that show review of data 	Operational
4.7.c	Do student achievement results for all subgroups show improvement?	<ul style="list-style-type: none"> •Committee agendas/minutes that show review of data •Longitudinal student achievement data reflect growth in student performance (disaggregated) 	Operational
4.8.a	Describe the policies that exist to regulate the security of data systems, student records, and their authorized users.	<ul style="list-style-type: none"> •List of authorized users at various levels of access •Policies that guide security of data and authorized users 	Operational

In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

St. Mary's administration and guidance department collect and review data continuously to monitor and evaluate student learning. Assessment results are communicated to all stakeholders in a variety of ways. Report cards are provided to parents every nine weeks, with progress reports at the halfway point. Teachers and administration also meet with struggling students and their parents as necessary. Sycamore is an incredible tool for students, parents, and faculty as it provides up to date information on the progress of each student in each of their classes and allows for quick contact between teachers, students, and parents. In addition to Sycamore teachers use e-mails, phone calls, progress reports, and parent-teacher conferences to effectively communicate performance and achievement. At any time during the school year parents and students are able to access their grades by logging onto Sycamore. Sycamore allows them to see current grades, assignments, test dates, memos from the teachers, school news and announcements, attendance data, along with many other features.

The majority of St. Mary's students complete at least one standardized test each school year. All Catholic schools in the Archdiocese of Omaha, beginning with the 2010-2011 school year, administer the Terra Nova with In-view to all third, fifth and seventh grade students. Prior to 2010-2011, second, third, fourth, fifth, and sixth grade students were administered the ITBS. Because the scores cannot be compared, we chose to consider only our Terra Nova results for this self assessment. The administration and grade school faculty have determined that we need to administer standardized tests to students in grades one, two, four, and sixth, beginning with the 2012-2013 school year. We will select an assessment instrument for these grades prior to the start of the 2012-2013 school year. Each year eighth and ninth grade students take the Explore, tenth grade students take the Plan; eleventh grade students take the PSAT, practice ACT, and ACT; and a majority of twelfth grade students take the ACT. The grade school faculty also administers the STAR reading assessments to all grade school students from first to sixth grade at the beginning and end of each school year. In addition to these norm-referenced standardized tests, we also administer at least one criterion referenced assessment to each grade level every school year. These criterion referenced assessments are created and mandated by the Archdiocese of Omaha Catholic Schools Office and include assessments in religion, language arts, math, science, social studies, and world languages. The Catholic Schools Office collects all assessment data to provide member schools with overall diocesan results for individual schools to use as a basis for comparison.

Data results from the battery of standardized tests are reviewed and analyzed by the administrator and guidance counselor. The individual scores are communicated to the students and parents, and results are discussed at scheduling meetings held during the second semester each school year. The results are also shared with faculty at monthly faculty meetings. As a private school we are not mandated by the state to disseminate assessment results; however, this self assessment has shown that St. Mary's must do a better job of furnishing test data to local media outlets, as well as publishing results as part of an annual report. This information could be used as a valuable public relations tool for recruitment of new families, and we are currently not taking advantage of this opportunity.

Teachers are expected to use formative and summative assessments at all grade levels to measure individual and class performance. Our teachers do a good job of using their own classroom data to make instructional decisions for his/her class. However, school leadership must do a better job of helping teachers analyze and use school-wide assessments to affect instructional decisions and student learning in individual classrooms.

The St. Mary's administrative staff collects demographic data and program data annually to assist in the completion of compliance reports for Nebraska Department of Education and the Catholic Schools Office. We are currently in the process of moving all of this data to Sycamore for ease of access. The administration conducts climate and satisfaction surveys of at least one stakeholder group yearly. The results of the surveys are communicated on Sycamore, at monthly faculty meetings, and at School Advisory Council meetings.

After evaluating this standard we realize we need to develop a more systematic approach to the collection, analysis, and utilization of data. Currently the administration and guidance counselor are primarily responsible for analyzing data and making curriculum and program decisions based on the data collected. Although faculty and staff are occasionally consulted, a greater emphasis must be placed on sharing data with stakeholders and training them to interpret and use the results to improve teaching and learning. The high school staff will also begin to utilize the College Readiness Standards as provided by ACT on the Explore, Plan, and ACT tests to regularly identify which standards are being met and which ones can use continued emphasis and improvement.

Standard 5: Resources & Support Systems
Overall Score: Operational
Standard 5: Resources & Support Systems
Impact Statement:

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

Indicator	Description	Evidence	Rating
5.1.a	What is the process for attracting highly qualified staff members to this school?	<ul style="list-style-type: none"> •Policies and procedures designed to encourage retention •Percentage of staff Highly Qualified •Description of school/governing body promotions to attract new staff members •Attendance at area job fairs 	Operational
5.1.b	How do school leaders ensure that staff members meet governing body requirements and possess appropriate expertise for their role in the school?	<ul style="list-style-type: none"> •Audit of teacher credentials •Extent to which staff meet certification and licensure requirements •Rule 10 Assurance Statement; Classroom Observations 	Emerging
5.1.c	What is the process for induction, mentoring, and coaching of new staff members?	<ul style="list-style-type: none"> •Surveys of staff •Description of induction and mentoring program •New teacher orientation materials 	Emerging
5.2.a	What criteria are used to ensure that staffing assignments match staff qualifications to student needs and the school improvement plan?	<ul style="list-style-type: none"> •Minutes reflecting discussion of allocation of human resources •Organization charts •Collection of data about staff strengths •Observation protocols •Disaggregation of student data 	Operational
5.3.a	How do school leaders encourage collaborative reflection, investigation, and inquiry about teaching practices?	<ul style="list-style-type: none"> •Agendas and minutes of collaborative team meetings (peer learning community) •Calendar of meetings 	Emerging
5.4.a	In what ways are data used to evaluate the sufficiency of student to staff ratios?	<ul style="list-style-type: none"> •Organizational charts •Minutes reflecting discussion of allocation of human resources •Supplemental funds •School improvement plan •School budget •Indication that leader has communicated with governing body leadership •Disaggregation of student data 	Highly Functional

5.5.a	How do school leaders ensure that the allocation of financial resources is supportive of the school's vision, educational program, and plans for school improvement?	<ul style="list-style-type: none"> •Accounting of supplemental funds •Listing of fiscal resources aligned with school improvement goals •Monthly budget •Advisory Council Agendas 	Operational
5.6.a	How does the school ensure that a regularly audited accounting system is used?	<ul style="list-style-type: none"> •Evidence that school abides by legal and ethical business and educational practices •Annual budget •Last financial audit •Minutes and notes from staff meetings regarding budget •Staff communications about budget 	Operational
5.6.b	What is the process for ensuring that all funds are spent in accordance with regulations?	<ul style="list-style-type: none"> •Description of policies in place and monitoring •Documentation of compliance reporting - assurances 	Operational
5.7.a	How does the leadership ensure that the facilities, services, and equipment are safe and orderly for students and staff?	<ul style="list-style-type: none"> •Facilities and technology maintenance plan and long range facilities plan •Indication that facilities are regularly inspected and maintained 	Operational
5.7.b	How are decisions made about the use of space?	<ul style="list-style-type: none"> •Changes in space over time in response to changing need •Required safety certificates •Creative uses of space that align with the school goals •Facilities report addressing safety concerns 	Highly Functional
5.8.a	How comprehensive and well understood is the school's crisis management plan?	<ul style="list-style-type: none"> •Crisis management plans •Training materials •Security plans 	Emerging
5.9.a	What process is used to ensure and monitor that each student gets the counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning s/he needs?	<ul style="list-style-type: none"> •Correspondence •Partnership documents •Print and electronic communications •Stakeholder surveys 	Operational
5.10.a	What process is in place to identify students with special needs?	<ul style="list-style-type: none"> •Records indicating reassessment data and practices •Evidence of differentiation of instruction •Description of use of data to target instruction to students not meeting expectations •Log of team meetings and results •SAT Teams 	Operational
5.10.b	How does the school ensure that the appropriate interventions are selected?	<ul style="list-style-type: none"> •Instructional plans •Minutes/action plans •Classroom walk-through journals •SAT/IEP meetings and documents 	Operational

5.10.c	How are the interventions monitored and evaluated?	<ul style="list-style-type: none"> •School policies and procedures •Administrative classroom observation logs/protocols •Data review •IEP/SAT meetings and documents 	Operational
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In this section of the self-assessment, you will provide a narrative describing the school's unique context as it relates to this standard.

As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

St. Mary's approach to recruitment is proactive. The school normally participates in college fairs and online searches in addition to actively accepting and reviewing resumes throughout the year. The school also works closely with local universities by advertising positions on campus and by opening our campus to college of education students for observations and student teaching. The school is also in the process of creating a new teacher induction program that allows teachers a systematic process to transition to the St. Mary's philosophy through orientation, mentoring, and observations. Staff development takes the form of in-services, faculty meetings, and spiritual retreats. Staffing assignments are based on teacher qualifications, student enrollment, desired program offerings, and identified areas of need. Currently 30% of our staff have a masters degree or higher. Teachers of the school are regularly observed in daily walk-thrus and an annual formal evaluation. The principal meets with staff members prior to issuing new contracts to discuss problems, concerns, and goals for the upcoming year. The school is fortunate to have a very low turnover rate; our faculty averages 13.5 years of teaching experience at St. Mary's. The continuity of our staff is one of our great strengths. In the most recent faculty survey, 96% of the faculty said that teaching is enjoyable at St. Mary's. They are appreciative of the small family atmosphere, minor discipline problems, and working in a faith based environment.

Financial resources provide for educational opportunities as defined in the school's mission and vision. Our main sources of funding are generated through tuition, fundraisers, capital campaigns, subsidies from St. Patrick's Parish, and interest from foundations. Funds are kept on deposit with the Archdiocese of Omaha and local financial institutions and earn a competitive rate. The accounts of the school are maintained in accordance with generally accepted accounting principles and are regularly reviewed by Archdiocese of Omaha's accounting department. The budget is prepared annually by the president, in conjunction with the principal and the business manager. It is approved and monitored by the St. Patrick's Parish Finance Council and School Advisory Council. The business manager prepares monthly budget reports which are reviewed by the president, principal, and finance council. Priority in budget planning is given to areas that are prominent in the school's mission - spiritual formation, academics, and co-curricular activities. Adequate insurance is provided to protect the school's financial stability. Professional employees are paid a competitive wage, based on their degree, experience, and involvement in co-curricular activities.

The student handbook states expected behaviors and serves as the school's official set of guidelines. The discipline program is consistent and well structured. Our new C.A.R.D.I.N.A.L.S. with Character program, which rewards positive behavior instead of punishing negative behavior, has been well received by staff, students, and parents. The program enhances our school's faith-based, respectful environment. It is mandated that each teacher provide the administration a classroom management plan and that students and parents are aware of the classroom management plan. All students are held liable for their actions both on and off campus. All school employees and volunteers must attend a mandatory safe environment training that includes a criminal background check and provides in-services on different ways to recognize abuse and report abuse. The diocese also conducts a blood-borne pathogen training, and the school provides CPR training for all school personnel. A volunteer nurse keeps immunization records current, keeps us current on wellness policy regulations, and organizes our yearly health screening. A written emergency plan and security plan ensures the safety of all students.

St. Mary's School believes students are the center of our learning community and benefit from a holistic educational environment. Each student has access to our guidance counselor, administrator, and our three religious who help students remove barriers to their

academic, social, personal, and career development. In addition we offer a broad co-curricular program that offers all of our students an opportunity to use his/her unique skills and talents and develop the "whole person."

Students with special needs have access to Title I, reading intervention, study skills classes, speech/language services, and other special education services offered through O'Neill Public Schools. A Student Assistance Team (SAT), the counselor, and administrator review student progress to assist in determining eligibility for these programs. Parents are involved in the process and assist in the final decision regarding their child's placement. Higher ability students have the opportunity to enroll in our Category I program. Our goal is to provide each student with appropriate accommodations and modifications to meet his/her individual needs.

The self assessment has made us aware of several items that we need to improve upon in this area. We need to update our crisis management plan, our security plan, and our wellness plan and implement a yearly review and update of each plan. We need to continue to develop our mentoring program which is currently very informal. A formal professional development program must be implemented for teacher's to gain new insight and improve instruction and student learning. We need to centralize records of special needs students to improve access for teachers, counselor, and the administrator. We need to revise and update our salary schedule and benefits package for instructional and non-instructional personnel.

Standard 6: Stakeholder Communication & Relationships
Overall Score: Operational
Standard 6: Stakeholder Communication & Relationships
Impact Statement:

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

Indicator	Description	Evidence	Rating
6.1.a	What is the system in place for identifying community experiences, resources, and willingness to support student learning?	<ul style="list-style-type: none"> •Examples of school communications •Program lists and student schedules •Program materials •Event co-sponsorships 	Operational
6.2.a	What process is in place to communicate information and gather feedback from all stakeholders about students, their performance, and school effectiveness?	<ul style="list-style-type: none"> •Notices for student performances and showcases •Surveys •Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness 	Operational
6.3.a	What is the system in place for identifying parents' expertise and willingness to volunteer?	<ul style="list-style-type: none"> •Teacher/parent communications •Menu of opportunities available •Parent Teacher Organization/Parent Teacher Association documentation •Newsletters and web announcement •Database of volunteers 	Operational
6.3.b	In what ways does the school encourage families to support children as learners, (including development of a parent compact if one is used)?	<ul style="list-style-type: none"> •Invitations to meetings and programs •Web and e-mail communications •Parent/Teacher Conferences 	Emerging
6.3.c	How representative of the school population is the active parent population?	<ul style="list-style-type: none"> •Survey responses •Participation lists 	Highly Functional
6.4.a	How are student expectations communicated to parents/stakeholders in a manner that is timely and understandable?	<ul style="list-style-type: none"> •Classroom displays •Meeting agendas and minutes •Print and web communications •Course descriptions •Written curriculum documents 	Operational
6.5.a	How are improvement efforts and evaluation results communicated with parents and other stakeholders on a regular basis?	<ul style="list-style-type: none"> •Governing body reports •School newsletters and website •Correspondence •Surveys •Data reports 	Operational

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As you review the responses to the indicators and rubrics, what major trends, themes, areas of focus, or goals emerge that cut across this standard? How will you use the insights gained from this Self Assessment to inform and enhance your improvement efforts related to this standard?

St. Mary's collaborates with community stakeholders in various ways to support student learning. Students, parents, faculty, and administration all have access to the school website, Sycamore, St. Patrick's Church Bulletin, the Marian (our new and improved school newspaper), traditional publications, Twitter, Volleyball Team Facebook page, Speech/One Acts Facebook page, weekly radio broadcasts, and face to face meetings that insure that information is available to all stakeholders. Most communication with parents is accomplished through Sycamore and the school website. Many individual teachers, especially in the grade school, send home weekly newsletters. Parents are often solicited through the Home and School Association and the Athletic Booster Club to share time, skills, and knowledge to help enhance the school at all grade levels through financial support and volunteer efforts.

Sycamore is interactive and allows for two-way communication between parents and school. Parents use Sycamore to share their thoughts and voice their concerns on a number of matters. Sycamore allows individuals to publicly comment on school news and announcements or to privately voice their concerns to select school personnel.

St. Mary's has a monthly school advisory council meeting to discuss school business and address topics of concern. The advisory council is made up of St. Mary's parents and St. Patrick's parishioners; the principal and president attend in an ex officio capacity. St. Mary's also promotes the involvement of members of the community in the work of the school. Stakeholders are invited to be guest speakers and share their expertise, invited to judge projects, assist with school events, coach athletic teams, and moderate co-curricular activities. The parents and community are invited to special events such Back To School Night in August, pep rallies, pot lucks, the Homecoming cook out, Thanksgiving Feast in November, Mother's Day Breakfast, Veteran's Day Program, various plays and music programs, Grandparents Breakfast in May, and the Passion Play during Holy Week.

Our community has been very generous in supporting efforts to improve our facilities. Over the past two summers groups of parents and community members have worked tirelessly on facility improvement projects that have greatly enhanced the appearance of our school. Additionally the community often uses our facilities for athletic events and religious formation programs after school hours.

After reviewing this standard we determined that we need to do a better job of collecting data on volunteers and community participation in school events. The Development Office does a good job of keeping records concerning donations and big events, but we need to improve keeping permanent, ongoing records of participation at school and community related events. We are exploring the option of developing a school Facebook page as a tool to attract, update, and communicate with alumni.

Standard 7: Commitment to Continuous Improvement

Overall Score: Emerging

Standard 7: Commitment to Continuous Improvement

Impact Statement:

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

Indicator	Description	Evidence	Rating
7.1.a	How does the school work through all the parts of a systematic school improvement planning cycle, beginning with gathering and analyzing data, and then using that information to establish a vision, set goals, choose strategies, develop a plan, implement the plan, and monitor and evaluate results?	<ul style="list-style-type: none"> •Schedule of school improvement planning topics showing attention to all stages in the cycle •Minutes/attendance lists from school improvement/other meetings •Surveys •School communication tools showing communication among stakeholders 	Emerging
7.2.a	How do internal and external stakeholders hear about the school improvement process?	<ul style="list-style-type: none"> •Handbooks reflecting vision •Newsletters describing vision, purpose, improvement strategies, and results •Website addressing school improvement •Surveys 	Operational
7.3.a	How do the school's improvement plan goals, strategies, and activities align with and/or capitalize on existing programmatic elements to maximize student success?	<ul style="list-style-type: none"> •Self-assessment findings •Data analysis •Minutes of action items •Surveys 	Operational
7.4.a	How do professional development activities support strategies that are based on student needs and address the school improvement plan goals?	<ul style="list-style-type: none"> •Description (or lesson plans) of teaching practices that demonstrate student-centered instruction •Professional development schedule or topics 	Emerging
7.5.a	How does the leadership ensure that the improvement plan is implemented, monitored, achieved, communicated to stakeholders, and used for future improvement?	<ul style="list-style-type: none"> •Monitoring and evaluation plan for school improvement plan •Feedback/revision documents indicating responsiveness to feedback and use for improvement •Plan for communicating results to stakeholders; i. e. meeting minutes, newsletters 	Emerging
7.6.a	What is the school's plan to analyze and evaluate the impact and effectiveness of its strategies and interventions on student achievement and organizational effectiveness?	<ul style="list-style-type: none"> •Professional development topics •Evaluation plan and results •School improvement plan and process employed in development 	Emerging
7.6.b	How is the information gained from the evaluation of the plan used for making decisions about student learning?	<ul style="list-style-type: none"> •Professional development topics •Evaluation plan and results •School improvement plan and process employed in development 	Emerging

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St. Mary's is committed to improving school achievement . This commitment is exhibited through our membership in Advanc-Ed for the school improvement process. To this end, we engage stakeholders in a collaborative process toward school improvement through staff surveys, parent surveys, student surveys, monthly school advisory council meetings, regular faculty meetings, and meetings of the school leadership team and teacher's advisory council.

We have developed a school profile based on data generated by student assessments, previously mentioned surveys, as well as information gathered from the various meetings mentioned above. The data from the profile was analyzed to develop a strategic plan with school improvement goals.

Every member of the faculty and staff has ownership in the school improvement process. Communications of our improvement has and will be an ongoing process using our website, Sycamore, and advisory council meetings.

In recent years the school has had instability in leadership because of a large turnover in administration. One of the consequences of this instability is a systematic process has not been developed for continuous improvement. With the move to new assessment instruments and a more stable administration we are essentially renewing our efforts on school improvement. It is goal of this administration to develop a comprehensive, systemic approach to continuous improvement.

REPORT SUMMARY

Self-Assessment Scores By Standard

