

Area 4: Analysis of Instructional and Organizational Effectiveness (Student Performance)

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“From the first moment that a student sets foot in a Catholic school, he or she ought to have the impression of entering a new environment, one illumined by the light of faith, having its own unique characteristics.”

(The Religious Dimension of Education in the Catholic Church:
Sacred Congregation of Catholic Education)

Introduction

The work of schools of quality is distinguished by the coordination, coherence, and alignment of their daily instructional practices and organizational conditions with the mission of the school and goals for improving student achievement (Fitzpatrick, 2002). Curriculum should not only focus on the tools necessary to develop the reasoned logical construction of new knowledge in our various fields of study, but also should aggressively cultivate a culture that nurtures creativity in all our learners. Education today, must prepare the student to compete, connect, and cooperate on a global scale (Heidi Jacobs, 2010).

The report for Area 4 of the School Improvement Plan has as its purposes: 1) to determine alignment of instructional practices and organizational effectiveness with the school’s beliefs, mission and desired results for student learning 2) to survey the faculty regarding their perception in regard to these areas and 3) to formulate a statement of the goals for the School Improvement Plan based on the results of the survey and faculty input. Organizational and instructional effectiveness involves a continuous quality of improvement. Throughout the year long process, the faculty met to discuss and research various indicators for organizational effectiveness and instructional practices including integrating knowledge, collaboration, vertical teaming, shared vision for goals and mission, community building, the assurance of a safe, effective Catholic learning environment, differentiated instruction, and most recently, 21st century teaching skills.

1. Standards Review

Upon completion of Areas 1-3, the community profile, the statements of Mission and Beliefs, and the desired results for student learning, the faculty met to review the related Florida Catholic Conference Accreditation Standards in Section D-H. This section includes personnel, administration, learning media services, pupil services and school plant and facilities. The committee also reviewed the data results presented in Area 1-3, including the opinion survey results, the stakeholder belief results, and the results of the FCC Seven Goals for Student Learning Survey.

2. Education and Orientation

a) Analysis of Student Performance Data

Student performance data was evaluated and reviewed by the Area 4 committee members. The summary provided in Area 1 of this document provided a concise analysis of the ITBS yearly administered test results for the Area 4 report. This standardized academic evaluation revealed that St. Paul’s students’ academic achievement percentiles fall within the top tenth percentile when compared with schools in the standardization sample. Additional detailed analysis of each

student's achievement battery reveals a profile of a student's areas of strength and weaknesses. It is noted that although above average nationally, the ITBS results indicated a need for improvement in language arts across all grade levels in the areas of usage, capitalization, and punctuation.

b) Review of the Mission and Beliefs Statements

In addition to reviewing the data derived in Areas 1-3, the committee also reviewed the revised mission and beliefs statements and the related Florida Catholic Conference Accreditation Standards in Section C-H.

c) Review of Principles and Indicators

At a faculty meeting on January 12, 2011, the committee reviewed the NSSE principles and indicators for instructional and organizational effectiveness with the entire staff. After the orientation, the faculty discussed evidence and indicators identified throughout the school program. The faculty then developed an analysis that would be helpful when undertaking the survey of instructional and organizational effectiveness (See Area Four, Appendix pg. 175).

3. Data Collection and Analysis

a) Survey

The Area 4 Survey of Instructional and Organizational Effectiveness was made available to all faculty for completion January 13-20, 2011. The survey was available online immediately after the faculty meeting, which oriented the staff to Area 4. There were 29 respondents and a 97% response rate. AdvancEd® receives the survey responses electronically and generates statistical tables and chart, which are subsequently reviewed, analyzed, and summarized by team members. The goal of survey administration was to better understand the perceptions of the faculty in regards to the instructional practices and organizational effectiveness of the school (See Area Four, Appendix, pg. 176-177).

The Survey of Instructional and Organizational Effectiveness is comprised of two areas: Part One is Indicators of Quality Instructional Systems and Part Two is Indicators of Quality Organizational Systems. Parts One and Two contain seven sub topics: Curriculum, Instructional Design, Assessment, Climate/Environment, Structure, Communication, and Professional Development. Participants were asked to provide responses to the 28 survey items on a five point Likert-type scale. The Likert scale, which was identical in both sections, ranged from 0 to 4 with the following response categories provided:

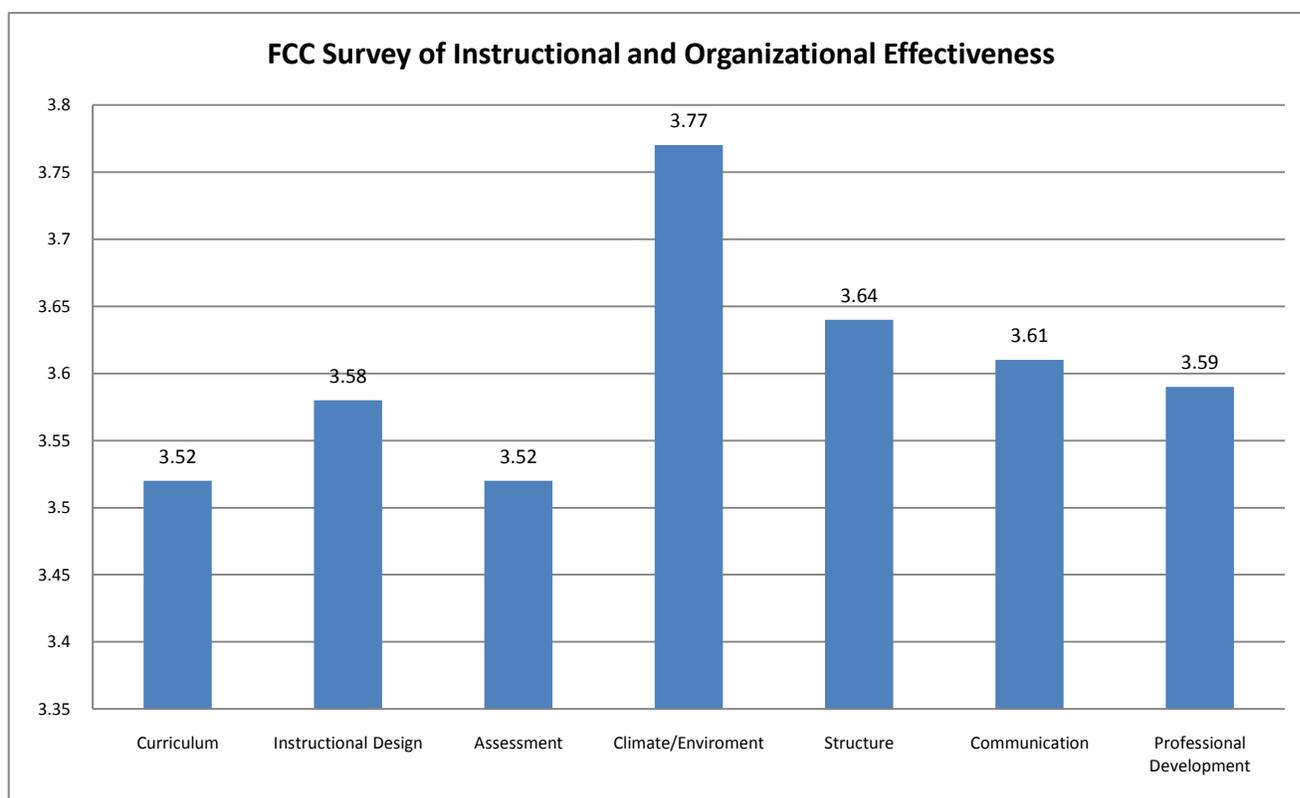
FCC Survey of Instructional and Organizational Effectiveness	
Value	Response Categories Questions 1-28
4	Exemplary level
3	Fully functioning and operational
2	Evidence of some progress but not fully operational
1	Low level of development and/or implementation
0	No evidence of indicators of quality

b) Survey Results

The Area 4 committee reviewed the results for strengths and weaknesses and compared to the results of Area 3, Desired Results for Student Learning. Charts and graphs were produced to aid in the analysis of the results of the Area 4 survey. These results, as well as the survey results of Area 1-3, faculty input, and St. Paul's Mission and Belief Statement identified the areas where improvement is desired.

c) Charts/Tables

On the FCC Survey of Instructional and Organizational Effectiveness, there was very little deviation in scores. Subset topic averages ranged from 3.52 to 3.77, which fall between the fully functioning and exemplary levels.



An analysis of the data indicates *Climate/Environment* (3.77), *Structure* (3.64) and *Communication* (3.61) were rated as the greatest areas of strength for organizational effectiveness. These scores were derived as an average of all faculty participants. Within each of these three major areas identified by survey respondents as overall strengths for St. Paul's Catholic School, the individual items reflecting organizational strengths were reported as follows:

Individual Items Within the Three Areas of Greatest Strength	Average Rating	Sub Topic
17. The school's mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship, and to serve others without distinction.	3.83	Climate and Environment
16. The school develops a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.	3.79	Climate and Environment
15. The school facilitates a collaborative process in developing the school's vision, beliefs, mission and goals that engages the school community.	3.76	Climate and Environment
25. The school's leadership- pastors, principal, teachers, parent advisory group-share responsibility for the mission of the school.	3.79	Communication
23. The school provides a skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe, effective, Catholic learning environment.	3.69	Structure

Additional Individual Items of Greatest Strength	Average Rating	Sub Topic
6. Instructional strategies and learning activities are aligned with the goals and expectation for student learning	3.72	Instructional Design
4. There is a systematic process in place for monitoring, evaluation and renewing the curriculum that reflects a commitment to continuous improvement.	3.62	Curriculum

Individual items number 6 and 4 were rated as an individual strength falling within the areas of instructional design and curriculum. This individual item, mentioned for the purposes of this report, is not among the three major areas targeted as an overall strength on this survey. It is however worthy of noting as an individual strength for the organizational effectiveness of St. Paul's.

An analysis of the data indicates *Curriculum* (3.52), *Instructional Design* (3.58) and *Assessment* (3.52) were rated as relative areas of weakness for organizational effectiveness. These scores were derived as an average of all faculty participants. Within each of these three major areas, identified by survey respondents for St. Paul's Catholic School, the individual items reflecting organizational weaknesses were reported as follows:

Individual Items Within the Three Areas of Greatest Weakness	Rating	Sub Topic
The curriculum implementation plan ensures alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination leads to shared vision for student learning held by teachers at all grade levels, parents, and community members.	3.45	Curriculum
The school's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.	3.45	Curriculum
The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making.	3.48	Instructional Design
Assessments are developed using a method that can accurately reflect the goals for students and serve the intended purpose.	3.45	Assessment
Assessments are designed and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with accuracy of results.	3.45	Assessment

d) Areas of Strength and Weakness

Areas of Strength: Instructional and Organizational Effectiveness

Area of Strength	Item	Rating	Documentation
Organizational Systems: Climate and Environment	Item # 17: The school's mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship, and to serve others without distinction.	3.83	97% of stakeholders feel that Catholic education is an integral part of the Church's mission to proclaim the Gospel. (School Beliefs Inventory-Area 2) 96% of students and parents believe Christian formation is at the heart of Catholic education (Area 2-School Beliefs Inventory-Student and Parent) The majority of the faculty maintains both Level I and Level II catechist certification.

			<p>The school provides opportunities for students to lead morning and afternoon prayers, share special intentions and conduct special class services.</p> <p>The school provides opportunities for all students, grades K-8, pray the Rosary each morning during the month of October, to participate in the Living Rosary, to pray the Stations of the Cross during lent. The school celebrates the Liturgy as a school community each week.</p> <p>Sunday Mass attendance rose from 38% to 74% (Student Learning Informal Follow-up Survey 2004/2009)</p> <p>The school provides annual respect life presentations to all students.</p> <p>Informal shareholder feedback in the surveys open-ended items indicates as strength: “Catholic values are evident daily and in all areas of the school.”</p>
Organizational Systems: Climate and Environment	Item #16. The school develops a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.	3.79	<p>98% of parents believe the school reflects the integration of Catholic faith and values with learning and life. (Area 2-School Beliefs Inventory-Parent)</p> <p>89% of students follow Warrior Code of Honor(Desired Results for Student Learning Follow-up Survey 2004/2009)</p> <p>The school’s mission is visible in every classroom and in common areas.</p> <p>Service hours to school/parish rose from 28% to 76% (Desired Results for Student Learning Follow-up Survey 2004/2009)</p>
Organizational Systems: Climate and Environment	Item #15: The school facilitates a collaborative process in developing the	3.76	<p>94% of teachers feel they are involved in making important decisions that impact the quality of the teaching and learning process (Teacher Opinion Survey-Area 1, #48).</p>

	school's vision, beliefs, mission and goals that engages the school community.		<p>A yearly gospel theme is incorporated into all aspects of school life.</p> <p>A long range plan is in place and is updated as needed.</p> <p>100% of teachers contributed to the School Improvement Plan process for 2010-2011.</p>
Organizational Systems: Communication	Item # 25: The school's leadership-pastors, principal, teachers, parent advisory group-share responsibility for the mission of the school.	3.79	<p>97 % of teachers feel the school has a clear mission and goals that provide the staff with a common purpose and direction. (Teacher Opinion Survey-Area 1, #43)</p> <p>Faculty members serve on the PTA, school advisory board, booster club board, parish council, and CCW.</p> <p>Monthly departmental meetings are mandated throughout all grade levels.</p> <p>94% of teachers believe there are positive working relationships between teachers and administrators, which are supported through mutual respect and effective communication. (Teacher Opinion Survey-Area 1, #49)</p>
Organizational Systems: Structure	Item # 23: The school provides a skillful stewardship by ensuring management of the organization, operations, and resources of the school for a safe effective, Catholic learning environment.	3.69	<p>84% of teachers feel expenditure of funds is aligned with the school's goals and priorities. (Teacher Opinion Survey-Area 1, #47)</p> <p>99% of teachers feel the school provides materials and supplies that are current and in good condition. (Teacher Opinion Survey-Area 1, #29)</p> <p>100% of teachers strive to improve their craft by attending a variety of professional development workshops.</p> <p>The staff utilizes the most current available technology to ensure student learning.</p>

			<p>100% of teachers feel the students in the school have access to a variety of resources to help them succeed including technology, media centers, and library. (Teacher Opinion Survey-Area 1, #27)</p> <p>Safety measures for the campus are continuously monitored, reviewed and upgraded as necessary. Most recently, video campus surveillance was installed in 2007 and upgraded in 2009. A security alarm system was installed in 2010. <i>People Tracker</i> for visitor and volunteer check in was installed in January, 2011.</p>
Instructional Systems: Instructional Design	Item # 6: Instructional strategies and learning activities are aligned with the goals and expectation for student learning	3.72	<p>97 % of teachers feel the curriculum is based on clearly defined learning standards. (Teacher Opinion Survey-Area 1, #2)</p> <p>97% of teachers feel that a variety of instructional strategies are utilized to help students achieve learning goals. (Teacher Opinion Survey-Area 1, #14)</p>
Instructional Systems: Curriculum	Item #4: There is a systematic process in place for monitoring, evaluation and renewing the curriculum that reflects a commitment to continuous improvement.	3.62	<p>94% of teachers believe the school is committed to continuous improvement focused on student learning. (Teacher Opinion Survey-Area 1, #44)</p> <p>100% of teachers have contributed to the diocesan curriculum review process by grade level and by subject level.</p> <p>Textbook review and rotation occurs every five years.</p>

Areas of Weakness

Instructional and Organizational Effectiveness

Instructional Systems: Curriculum	Item # 3: The curriculum implementation plan ensures alignment of	3.45	There is no vertical team structure currently in place for teachers to coordinate the articulation of the curriculum.
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	<p>teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination leads to a shared vision for student learning held by teachers at all grade levels, parents, and community members.</p>		<p>Teachers do not incorporate curriculum mapping with lesson planning across grade levels and/or departments.</p> <p>There is no usage of common rubrics across subject or grade levels.</p> <p>The average number of cross curricular projects per grade level is two.</p>
<p>Instructional Systems: Curriculum</p>	<p>Item # 2: The school's curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.</p>	<p>3.45</p>	<p>Less than 25% of teachers utilize differentiated instruction and/or tiered lessons to support and challenge students in all subject areas.</p>
<p>Instructional Systems: Instructional Design</p>	<p>Item #7: The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making.</p>	<p>3.48</p>	<p>Although ITBS scores consistently indicate writing skills (usage, punctuation, and capitalization) as a weakness, there is no school wide writing program in full implementation.</p> <p>Criterion writing for grades 6-8 has not been fully implemented.</p> <p>There are no designated monthly department or faculty meetings to discuss and plan accordingly for targeted students (students scoring 60 and below on the ITBS) or high achieving students.</p>

			Less than 10% of teachers utilize the ITBS IRM (<i>Interactive Results Manager</i>) for lesson planning, interventions, and assessment.
Instructional Systems: Assessment	Item # 12: Assessments are developed using a method that can accurately reflect the goals for student and serve the intended purpose.	3.45	<p>On average, teachers utilize the following types of assessment: 60%-Publisher produced 30%-Teacher produced 10%-Alternative form of assessment (Informal survey of teachers on Area 4 weaknesses)</p> <p>More than 50 % of teachers utilize the same test from year to year in some subject areas. (Informal survey of teachers on Area 4 weaknesses)</p> <p>Less than 5% of teachers utilize the Senteo assessment tool for assessments. (Informal survey of teachers on Area 4 weaknesses)</p> <p>Less than 25% of teachers utilize test generators to develop assessments that reflect goals for student learning. (Informal survey of teachers on Area 4 weaknesses)</p> <p>60% of teachers utilize fewer than 4 types of assessments. (Informal survey of teachers on Area 4 weaknesses)</p>
Instructional Systems: Curriculum	The school's curriculum provides learning opportunities and instructional approaches that support a full range of student abilities.		<p>43% of parents do not feel that the school offers learning opportunities to support the full range (gifted) of student abilities. (Area 1-School Opinion Survey-Parent)</p> <p>The majority of teachers observe that students hesitate to answer open-ended discussions.</p> <p>On average, teachers report designating 10% or less of class time for enrichment with high achieving students. (Informal survey of teachers on Area 4 weaknesses)</p>

			Reading and Math resource teachers provide support to low achieving students, but designate less than 20% of support for enrichment with high achieving students.
Organizational Systems: Climate and Environment	The school provides an environment of respect and acceptance for all.		65% of teachers, 70% of students, and 57% of parents felt that there is a problem with bullying at SPCS. (Area 1-Opinion Survey-Teacher/Student/Parent) 20% of guidance referrals were for bullying issues. There is no school wide anti-bullying program in place. 83% 8 th of graders & 65% of 5 th graders considered bullying, teasing, and name calling a problem (2006-07 ACRE Survey)
Organizational Systems: Climate and Environment	The school program assists students in applying their learning in meaningful ways and to see the relationship between what they are studying and their global community.		There is no school wide program to promote global awareness and environmental issues Interpersonal Skills survey result average rating was 1.97 with 80% of respondents rating item 44 as a weakness.(Area 3-FCC Survey of Seven goals for student learning) Only 67% of student survey respondents indicated that students apply their learning in a meaningful way. (Area 2-FCC School Beliefs Inventory-Student)

e) Desired Results

The following goals for improvement in student learning were drafted by the Area 4 committee members in consultation with teachers, staff, and administration, and in compliance with the Florida Catholic Conference Principles and Standards, Area C-H.

4. Priorities for Improving Student Learning Performance

a. List of Priorities

- The curriculum implementation plan should ensure alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination will lead to a shared vision for student learning held by teachers at all grade levels, parents, and community members.
- The school's curriculum should be based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.
- The instructional and assessment functions of the teaching process should be integrated to support data-driven instructional decision-making.
- Assessments should be developed using a method that can accurately reflect the goals for each student *and* serve the intended purpose.
- The school's curriculum should provide learning opportunities and instructional approaches that support a full range of student abilities.
- The school should provide an environment of respect and acceptance for all.
- The school program should assist students in applying their learning in meaningful ways and to see the relationship between what they are studying and their global community.

Prioritized list

- 1) The faculty will provide an environment of respect and acceptance for all.
- 2) The faculty will work to provide learning opportunities and instructional approaches that supports a full range of student abilities.
- 3) The faculty will assist students in applying their learning in meaningful ways and to see the relationship between what they are studying and their global community.
- 4) The faculty will utilize the instructional and assessment functions of the teaching process to support data-driven instructional decision-making.
- 5) The faculty will ensure alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum.
- 6) The faculty will develop assessments using a method that can accurately reflect the goals for each student and serve the intended purpose.

Goal Statements for Analysis of Instructional and Organizational Effectiveness

Category	Goal Statement	Baseline Data
<p>Organizational Systems: Climate and Environment</p>	<p>The faculty will provide an environment of respect by encouraging awareness and acceptance for others regardless of opinion, beliefs, or cultural diversity.</p>	<p>Personal & Social Responsibility survey result average rating was 1.86 with 83% of respondents rating item 46 as a weakness.</p> <p>38% of students do not feel that all students and staff are treated respectfully. (Area 1-Student Opinion Survey)</p> <p>The average number of guest speakers/lecturers used in classroom decreased from 2.8 a year to 1.8. (Desired Results for Student Learning Follow-up Survey 2004/2009) Stakeholders would welcome a greater connection between what is taught in the classroom to the outside world.</p> <p>65% of teachers, 70% of students, and 57% of parents felt that there is a problem with bullying at SPCS. (Area 1-Opinion Survey-Teacher/Student/Parent)</p> <p>20% of guidance referrals were for bullying issues.</p> <p>There is no school wide anti-bullying program in place.</p> <p>There is no school wide program to promote global awareness and</p>

<p>Organizational Systems: Climate and Environment (Continued)</p>		<p>environmental issues</p> <p>83% 8th of graders & 65% of 5th graders considered bullying, teasing, and name calling a problem (2006-07 ACRE Survey)</p> <p>62% of 8th Graders and 32% of 5th Graders considered fighting a problem (verbal and/or physical) (2006-07 Acre Survey)</p> <p>Informal shareholder feedback in the survey open-ended items indicates as weakness: “We need to continue to work on anti-bullying lessons and making sure that students and teachers BOTH understand what bullying looks like (consistent views).”</p>
<p>Instructional Systems: Instructional Design</p>	<p>The faculty will utilize the instructional process to support data-driven instructional decision-making.-i.e. Implement a school wide writing program to improve ITBS language scores.</p>	<p>ITBS scores in language arts reflect a weakness across all grade levels particularly in capitalization, punctuation and usage.</p> <p>There is no school wide writing program or emphasis on writing improvement.</p> <p>On average, 15% or less of instructional time is dedicated to formal writing.</p>
<p>Instructional Systems: Instructional Design</p>	<p>The faculty will work to provide learning opportunities, instructional approaches, and assessment tools that support a full range of student abilities.</p>	<p>Thinking & Reasoning Skills survey result average rating was 1.86 with 86% of respondents rating item 41 as a weakness.</p>

<p>Instructional Systems: Instructional Design (Continued)</p>		<p>43% of parents do not feel that the school offers learning opportunities to support the full range (gifted) of student abilities. (Area 1-School Opinion Survey-Parent)</p> <p>ITBS scores in mathematics reflect a weakness across all grade levels in problem solving/data interpretation.</p> <p>Stakeholders indicate a need for more extracurricular academic opportunities outside the formal school day. (Competitions, clubs, etc)</p> <p>The majority of teachers observe that students hesitate to answer open-ended discussions.</p> <p>On average, teachers report designating 10% or less of class time for enrichment with high achieving students.</p> <p>Reading and Math resource teachers provide support to low achieving students, but designate less than 20% of support for enrichment with high achieving students.</p> <p>Informal shareholder feedback in the survey open-ended items indicates as a weakness: "...each subject is taught individually without making connections across the curriculum. It would be</p>
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		wonderful to see the students up and in constant thinking motion, working with others to create, analyze and discuss different lessons/projects.”
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Area 3 and 4 Goal Comparison

#	Area 3 Student Goal Statement	Area 4 Faculty Goal Statement
1	Students will respect themselves and others and develop an appreciation for the world as a global community respectful of diverse cultures, opinions, and beliefs.	The faculty will provide an environment of respect by encouraging awareness and acceptance for others regardless of opinion, beliefs, or cultural diversity.
2	Students will speak and write with clarity, purpose, and proper use of grammatical mechanics.	The faculty will utilize the instructional process to support data-driven instructional decision-making.-i.e. Implement a school wide writing program to improve ITBS language scores.
3	Students will maximize learning opportunities at all levels of performance and apply multiple learning strategies including online tools and resources to confidently develop and share creative ideas.	The faculty will work to provide learning opportunities, instructional approaches, and assessment tools that support a full range of student abilities.

The findings and results for Area 4 were compiled and completed on February 20, 2011. The faculty reviewed the identified weaknesses and proposed goal statements. The faculty was then asked to begin the process of generating ideas for the Area 5 action plan to address each goal in their classroom, by grade level, and as a school-wide community. As with each area, the results of Area 4 were shared with the entire school community via the accreditation page of the school website and the principal’s newsletter, *The Voice of Boice*.

Appendix

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**Faculty Orientation for Area 4
Instructional and Organizational Effectiveness**

Instructional Effectiveness			
Areas	Indicators		
Curriculum <i>Diocesan curriculum curriculum committees textbook rotations</i>	Written learning objectives for each subject and grade	Alignment of curriculum with desired results for learning	Procedures for curriculum development/evaluation
Instructional Strategies <i>Teacher skills willingness to try new strategies willingness to assist beyond the classroom</i>	Alignment of instructional strategies with desired results for learning	Degree that various learning approaches and styles are utilized	Extent of student support beyond the classroom
Assessment <i>Pre-post tests/variety of assessments/assessing of strategic information</i>	Extent to which assessment is used to improve instruction	Extent to which a variety of assessments are utilized.	Alignment of assessments with curriculum and teaching strategies.
Organizational Effectiveness			
Areas	Indicators		
Educational Agenda (Vision, Beliefs, Mission and Goals) <i>Action plan 2005/new mission and beliefs yearly goals for teachers</i>	Development of goals is an inclusive process and a shared vision	Extent to which the Mission and Goals are implemented and communicated	Alignment of policy, procedures, and resources with the mission and goals.
Leadership for school Improvement <i>Target students (60%)</i>	Extent to which the administration supports teaching and learning	Ongoing monitoring of student progress: benchmarks, goals, etc.	Data-driven decision making/research based decision making.
Community Building <i>Department meetings vertical teams/parent involvement/parish relations</i>	Involvement of staff in instructional leadership responsibilities	Effective communication among/between department or grade levels	Parent involvement
Culture of continuous improvements <i>Study of current research as PLCs/professional development/</i>	Collaborative approaches to support research based strategies for improvement	Promotion of professional growth	Comprehensive professional development plan aligned with the mission.

FCC Survey of Instructional and Organizational Effectiveness

Part 1: Indicators of Quality Instructional Systems- Curriculum	Response
1. The school’s curriculum furnishes instruction in Catholic and moral values that are integral to the school program.	3.55
2. The school’s curriculum is based on clearly defined standards and is focused on supporting and challenging all students.	3.45
3. The curriculum implementation plan ensures alignment of teaching strategies, learning activities, instructional support, resources, and assessments. This leads to a shared vision held by teachers, parents, and community members.	3.45
4. There is a systematic process for monitoring, evaluating, and renewing the curriculum.	3.62
Part 1: Indicators of Quality Instructional Systems- Instructional Design	
5. Daily planning incorporates appropriate instruction in Catholic truths and values.	3.55
6. Instructional strategies are aligned with goals for students learning.	3.72
7. The instructional functions of the teaching process are integrated to support data –driven decision making.	3.48
8. Students’ engagement in their learning is maximized classroom management, organizational strategies, positive learning climate and with emphasis on higher order thinking skills.	3.55
9. Students are provided a variety of opportunities to receive assistance to improve their learning beyond classroom instruction.	3.57
Part 1: Indicators of Quality Instructional Systems- Assessment	
10. Assessments are aligned with clear achievement expectations.	3.59
11. Assessments serve instructional purposes specified buy the users of the results of the assessment.	3.55
12. Assessments are developed to accurately reflect the intended goal for student achievement.	3.45
13. The assessment system provides for the collection of a comprehensive sample of student performance sufficient in scope to permit confident conclusion about students’ achievement.	3.55
14. Assessments are designed and used in a fair and equitable manner that eliminates bias that might interfere with the accuracy of results.	3.45
Part 2: Indicators of Quality Organizational Systems- Climate	
15. The school facilitates a collaborative process to develop the vision, mission, beliefs and goals.	3.76
16. The school develops a shared vision, mission, and beliefs that define a compelling purpose and direction for the school.	3.79
17. The school’s mission is to proclaim the gospel message of Jesus, to build faith communities, to celebrate through worship and to serve others.	3.83
18. The school defines measureable goals focused on improving learning.	3.69
Part 2: Indicators of Quality Organizational Systems- Structure	
19. The school promotes quality instruction by fostering a learning climate and	3.62

actively supporting teaching and learning.	
20. The school develops school wide plans for improvement focuses on student performance.	3.59
21. The school employs data-driven decision making that is researched based.	3.66
22. The school monitors progress in improving student achievement through a comprehensive assessment system.	3.66
23. The school provides skillful stewardship by ensuring management of operations and resources for safe, effective, Catholic learning environment.	3.69
Part 2: Indicators of Quality Organizational Systems- Communication	
24. The school Community building and working relationships within the school, the parish, and the community.	3.48
25. The school leadership-pastor, principal, teachers, parent advisory board-share the responsibility for the mission.	3.79
26. The school extends the school community through collaborative networks of support for learning.	3.55
Part 2: Indicators of Quality Organizational Systems- Professional Development	
27. The school builds skills and capacity for improvement through comprehensive and ongoing professional development.	3.62
28. The school creates conditions that support productive change and continuous improvement.	3.55